



East Bay Innovation Academy

Board Meeting

Date and Time

Wednesday October 27, 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: Oct 27, 2021 08:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/91531458061?pwd=c2lnRmYvMTY1SVpYRjJlTUJ1cnRoQT09>

Meeting ID: 915 3145 8061

Passcode: 171693

One tap mobile

+16699009128,,91531458061# US (San Jose)

+13462487799,,91531458061# US (Houston)

Dial by your location

+1 669 900 9128 US (San Jose)

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+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

Meeting ID: 915 3145 8061

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:00 PM
Opening Items			
A. Record 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 SPECIAL BOARD MEETING - October 20, 2021 on October 20, 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 Aug and Sep 2021 Check and Credit Card Register			
- Local Assignment Option			
III. Academic Excellence			8:23 PM
Academic Excellence			
A. East Bay Innovation Academy Academic Updates	Discuss	Michelle Cho	30 m
- Student Enrollment Update			
- MAP assessment Trimester 1 Update			
- Review Fall 2021 Intersession Plan (Student and Staff plans)			
- Update on Student Recruitment Kick Off for 2022-2023 school year			
B. Covid-19 Update	Vote	Michelle Cho	5 m
- Re-opening plan update			
- Vaccine mandate			
IV. Finance and Development			8:58 PM

	Purpose	Presenter	Time
Finance			
A. East Bay Innovation Academy Year To Date Financial Update	Discuss	Michelle Cho	10 m
<ul style="list-style-type: none"> • Review EBIA Year To Date September 2021 financial results 			
B. Esser III Expenditure Plan	Vote	Michelle Cho	10 m
Review and approve EBIA's Esser III Expenditure Plan			
V. Facility			9:18 PM
Facility			
A. East Bay Innovation Academy Monthly Facility Update	Discuss	Michelle Cho	10 m
Update on EBIA facilities:			
- Prop 39 application for SY 22-23			
VI. Other Business			9:28 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?			
November	8:00PM Wednesday, 11/17/2021		
December	2021 Holiday Break		
January	8:00PM Wednesday, 1/19/2022		
February	8:00PM Wednesday, 2/16/2022		
March	8:00PM Wednesday, 3/16/2022		
April	8:00PM Wednesday, 4/20/2022		
May	8:00PM Wednesday, 5/18/2022		
June	8:00PM Wednesday, 6/8/2022		
July	2022 Summer Break		
B. Closing Session - Public Comment (Any Agenda or Non-Agenda Items)	FYI	Rochelle Benning	10 m
Public comment is limited to a maximum of 3 minutes of comment time per speaker			
VII. Closing Items			9:40 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 SPECIAL BOARD MEETING - October 20, 2021 on October 20, 2021



East Bay Innovation Academy

Minutes

SPECIAL BOARD MEETING - October 20, 2021

Date and Time

Wednesday October 20, 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: Oct 20, 2021 08:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://zoom.us/j/95920212319?pwd=WnVqcWh0dmFkeGo3cGw1ekVwY2ExUT09>

Meeting ID: 959 2021 2319

Passcode: 114776

One tap mobile

+16699009128,,95920212319# US (San Jose)

+13462487799,,95920212319# US (Houston)

Dial by your location

+1 669 900 9128 US (San Jose)

+1 346 248 7799 US (Houston)

+1 253 215 8782 US (Tacoma)

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

+1 312 626 6799 US (Chicago)

Meeting ID: 959 2021 2319

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

Directors Present

Brad Edgar (remote), Jennifer Afdahl Rice (remote), Kelly Garcia (remote), Ken Berrick (remote), Laurie Jacobson Jones (remote), Rochelle Benning (remote)

Directors Absent

None

Guests Present

Michelle Cho (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Rochelle Benning called a meeting of the board of directors of East Bay Innovation Academy to order on Wednesday Oct 20, 2021 at 8:04 PM.

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

No public comment at this time.

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

Kelly Garcia made a motion to approve the minutes from Board Meeting on 08-18-21.

Laurie Jacobson Jones seconded the motion.

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

Roll Call

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

II. Personnel Update

A. Lower School Leadership Transition

Michelle shared an update regarding a transition of leadership at the lower school. For specifics see board packet.

III. Governance

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

Ken Berrick made a motion to approve the EBIA consent agenda.

Brad Edgar seconded the motion.

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

Roll Call

Rochelle Benning	Aye
Laurie Jacobson Jones	Aye
Kelly Garcia	Aye
Ken Berrick	Aye
Brad Edgar	Aye
Jennifer Afdahl Rice	Aye

IV. Student Matters

A. Pupil Matters: Administrative panel determination for discipline hearings

Michelle shared information related to an administrative panel for discipline hearings and the board discussed.

Rochelle Benning made a motion to empower Michelle Cho to authorize an administrative panel for disciplinary hearings under the guidance of YMC and the Oakland Unified Office of Charter Schools.

Jennifer Afdahl Rice seconded the motion.

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

Roll Call

Ken Berrick	Abstain
Jennifer Afdahl Rice	Aye
Rochelle Benning	Aye
Brad Edgar	Aye
Kelly Garcia	Aye
Laurie Jacobson Jones	Aye

V. Other Business

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

There was one instance of public comment.

VI. Closing Items

A. Adjourn Meeting

Rochelle Benning made a motion to adjourn the meeting.

Brad Edgar seconded the motion.

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

Roll Call

Rochelle Benning	Aye
Brad Edgar	Aye
Laurie Jacobson Jones	Aye
Kelly Garcia	Aye
Jennifer Afdahl Rice	Aye
Ken Berrick	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:36 PM.

Respectfully Submitted,
Kelly Garcia

Cover Sheet

Review and Approve East Bay Innovation Academy Consent Agenda Items

Section:	II. Governance
Item: Agenda Items	A. Review and Approve East Bay Innovation Academy Consent
Purpose:	Vote
Submitted by:	
Related Material:	July-Sept register.pdf Hernandez, R LAO Approval.pdf Borcelis, J LAO Approval 21-22.pdf Oh, J LAO Approval 21-22.pdf DeGuzman, J LAO Approval 21-22.pdf Blair, S LAO Approval 21-22.pdf Wahnschaff, A LAO Approval 21-22.pdf

Attachment A.2

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

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

Teacher: Sarah Blair SSN: xxx-xx

Subject(s) being requested: Science, 7th Grade

Assessment Team Leader: Amanda Okamoto

Assessment Team Members:

Michelle Fitts Francesca Fay

Subject-Matter Specialist on Team/Consulted Michelle Fitts

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

- Successful prior teaching of the subject
- ✓ Successful completion of intensive professional development in the subject
 - Review of a portfolio containing evidence of demonstrated knowledge
 - Results of a semi-structured interview
- ✓ Successful completion of college or university course work in the subject
 - Passage of an examination related to the course, grade level and state framework for the subject to be taught
- ✓ Observation of the teacher in the subject and grade level currently being taught
 - Observation of a demonstration lesson in the subject to be taught at the grade level to be taught
- ✓ Successful prior work experience in the content area
 - Proof of professional performance in the content area
- ✓ Other (specify) Science Curriculum Development and PD leader with KIPP

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

The Committee finds that Sarah Blair has the requisite knowledge and skill in Science based upon her foundational level undergrad science courses, participation in professional development with NSTA and Cal Institute for Biodiversity, experience developing and coaching science curriculum with KIPP, her science curriculum development role with Newsela, and rating as Highly Effective in her 7th Grade teaching practice in her formal observation and evaluation from the 20-21 school year.

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

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

✓ Clear verification

Approval with professional growth/support plan

DISAPPROVAL of the petition

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

NA



10 / 21 / 2021

Assessment Team Leader's Signature

Date



10 / 21 / 2021

Assessment Team Member's Signature

Date



10 / 21 / 2021

Assessment Team Member's Signature

Date

Assessment Team Member's Signature

Date

TITLE	Local Assignment Option - Assessment Committee: Sarah Blair
FILE NAME	Committee Assessm...ttachment A.2.pdf
DOCUMENT ID	a7c6d1605d99aa14bb2989d8ca118e4b4f751e4c
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History



SENT

10 / 21 / 2021

20:31:55 UTC

Sent for signature to Amanda Okamoto (amanda.okamoto@eastbayia.org), Michelle Fitts (mfitts@eastbayia.org) and Francesca Fay (francesca.fay@eastbayia.org) from amanda.okamoto@eastbayia.org
IP: 206.110.56.51



VIEWED

10 / 21 / 2021

20:38:07 UTC

Viewed by Amanda Okamoto (amanda.okamoto@eastbayia.org)
IP: 206.110.56.51



SIGNED

10 / 21 / 2021

21:32:38 UTC

Signed by Amanda Okamoto (amanda.okamoto@eastbayia.org)
IP: 206.110.56.51



VIEWED

10 / 22 / 2021

03:24:09 UTC

Viewed by Michelle Fitts (mfitts@eastbayia.org)
IP: 73.223.229.208



SIGNED

10 / 22 / 2021

03:24:49 UTC

Signed by Michelle Fitts (mfitts@eastbayia.org)
IP: 73.223.229.208

TITLE	Local Assignment Option - Assessment Committee: Sarah Blair
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AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History



10 / 22 / 2021
04:12:04 UTC

Viewed by Francesca Fay (francesca.fay@eastbayia.org)
IP: 98.35.149.167



10 / 22 / 2021
04:12:21 UTC

Signed by Francesca Fay (francesca.fay@eastbayia.org)
IP: 98.35.149.167



10 / 22 / 2021
04:12:21 UTC

The document has been completed.

Attachment A.2

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

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

Teacher: Judith Borcelis SSN: xxx-xx-4881

Subject(s) being requested: Chemistry

Assessment Team Leader: Amanda Okamoto

Assessment Team Members:

Michelle Fitts

Rodolfo Ornelas

Subject-Matter Specialist on Team/Consulted Michelle Fitts

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

- ✓ Successful prior teaching of the subject
 - Successful completion of intensive professional development in the subject
 - Review of a portfolio containing evidence of demonstrated knowledge
 - Results of a semi-structured interview
- ✓ Successful completion of college or university course work in the subject
 - Passage of an examination related to the course, grade level and state framework for the subject to be taught
- ✓ Observation of the teacher in the subject and grade level currently being taught
 - Observation of a demonstration lesson in the subject to be taught at the grade level to be taught
 - Successful prior work experience in the content area
 - Proof of professional performance in the content area
 - Other (specify) _____

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

The Committee finds that Judith Borcelis has the requisite knowledge and skill in Chemistry based upon her undergrad General Chemistry and Organic Chemistry courses at UC Berkeley, 4 years of teaching Chemistry at Realm charter high school, and her rating of Highly Effective/Effective in formal Observation and Evaluations at EBIA.

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

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

✓ Clear verification

Approval with professional growth/support plan

DISAPPROVAL of the petition

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

NA



Assessment Team Leader's Signature

10 / 21 / 2021

Date



Assessment Team Member's Signature

10 / 21 / 2021

Date

Michelle Fitts

Assessment Team Member's Signature

10 / 21 / 2021

Date

Assessment Team Member's Signature

Date

TITLE	Local Assignment Option - Assessment Committee: Judith...
FILE NAME	Committee Assessm...ttachment A.2.pdf
DOCUMENT ID	7cdbcce40aacf514c9dd9165534760dfc44d9017
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History

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 VIEWED	10 / 21 / 2021 20:32:11 UTC	Viewed by Amanda Okamoto (amanda.okamoto@eastbayia.org) IP: 206.110.56.51
 SIGNED	10 / 21 / 2021 21:09:54 UTC	Signed by Amanda Okamoto (amanda.okamoto@eastbayia.org) IP: 206.110.56.51
 VIEWED	10 / 21 / 2021 23:23:24 UTC	Viewed by Rodolfo Ornelas (rodolfo.ornelas@eastbayia.org) IP: 206.110.56.51
 SIGNED	10 / 21 / 2021 23:24:09 UTC	Signed by Rodolfo Ornelas (rodolfo.ornelas@eastbayia.org) IP: 206.110.56.51

TITLE	Local Assignment Option - Assessment Committee: Judith...
FILE NAME	Committee Assessm...ttachment A.2.pdf
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AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History



10 / 22 / 2021
03:22:45 UTC

Viewed by Michelle Fitts (mfitts@eastbayia.org)
IP: 73.223.229.208



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03:23:55 UTC

Signed by Michelle Fitts (mfitts@eastbayia.org)
IP: 73.223.229.208



10 / 22 / 2021
03:23:55 UTC

The document has been completed.

Attachment A.2

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

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

Teacher: Jojo DeGuzman SSN: 602-64-7120

Subject(s) being requested: Mathematics, Sixth Grade

Assessment Team Leader: Amanda Okamoto

Assessment Team Members:

Amber Walker _____

Francesca Fay _____

Subject-Matter Specialist on Team/Consulted Amber Walker

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

- Successful prior teaching of the subject
- Successful completion of intensive professional development in the subject
- Review of a portfolio containing evidence of demonstrated knowledge
- Results of a semi-structured interview
- Successful completion of college or university course work in the subject
- Passage of an examination related to the course, grade level and state framework for the subject to be taught
- Observation of the teacher in the subject and grade level currently being taught
- Observation of a demonstration lesson in the subject to be taught at the grade level to be taught
- Successful prior work experience in the content area
- Proof of professional performance in the content area
- Other (specify) _____

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

The Assessment Committee has determined that Jojo DeGuzman has the subject matter knowledge to successfully teach Middle School Mathematics, based upon resume evidence of PD and years of teaching the subject. The Committee recommends Jojo DeGuzman be supported by coaching to develop student engagement and classroom management skills, based upon past year formal Observation and Evaluation feedback scores.

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

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

Clear verification

✓ Approval with professional growth/support plan

DISAPPROVAL of the petition

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

Coaching from Mathematics Coach 2-3 a month; coaching from Site Administrator 2x a month.



10 / 21 / 2021

Assessment Team Leader's Signature

Date



10 / 22 / 2021

Assessment Team Member's Signature

Date

Francesca Fay

10 / 21 / 2021

Assessment Team Member's Signature

Date

Assessment Team Member's Signature

Date

TITLE	Assessment of Adequacy for Assignment - Jojo DeGuzman
FILE NAME	Committee Assessm...ttachment A.2.pdf
DOCUMENT ID	026c2d27978777209fe20bfc8ea8eac78ae2ae0a
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History



SENT

10 / 21 / 2021

16:47:24 UTC

Sent for signature to Amanda Okamoto (amanda.okamoto@eastbayia.org), Amber Walker (amber.walker@eastbayia.org) and Francesca Fay (francesca.fay@eastbayia.org) from amanda.okamoto@eastbayia.org
IP: 206.110.56.51



VIEWED

10 / 21 / 2021

16:48:00 UTC

Viewed by Amanda Okamoto (amanda.okamoto@eastbayia.org)
IP: 206.110.56.51



SIGNED

10 / 21 / 2021

17:21:43 UTC

Signed by Amanda Okamoto (amanda.okamoto@eastbayia.org)
IP: 206.110.56.51



VIEWED

10 / 21 / 2021

18:05:59 UTC

Viewed by Francesca Fay (francesca.fay@eastbayia.org)
IP: 206.110.56.50



SIGNED

10 / 21 / 2021

18:06:14 UTC

Signed by Francesca Fay (francesca.fay@eastbayia.org)
IP: 206.110.56.50

TITLE	Assessment of Adequacy for Assignment - Jojo DeGuzman
FILE NAME	Committee Assessm...ttachment A.2.pdf
DOCUMENT ID	026c2d27978777209fe20bfc8ea8eac78ae2ae0a
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History



10 / 22 / 2021
18:32:24 UTC

Viewed by Amber Walker (amber.walker@eastbayia.org)
IP: 206.110.56.51



10 / 22 / 2021
18:32:46 UTC

Signed by Amber Walker (amber.walker@eastbayia.org)
IP: 206.110.56.51



10 / 22 / 2021
18:32:46 UTC

The document has been completed.

Attachment A.2

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

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

Teacher: Richard Hernandez SSN: xxx-xx-8116

Subject(s) being requested: ELA

Assessment Team Leader: Amanda Okamoto

Assessment Team Members:

Casey McAlduff Francesca Fay

Subject-Matter Specialist on Team/Consulted Casey McAlduff

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

- ✓ Successful prior teaching of the subject
 - Successful completion of intensive professional development in the subject
 - Review of a portfolio containing evidence of demonstrated knowledge
 - Results of a semi-structured interview
- ✓ Successful completion of college or university course work in the subject
 - Passage of an examination related to the course, grade level and state framework for the subject to be taught
- ✓ Observation of the teacher in the subject and grade level currently being taught
 - Observation of a demonstration lesson in the subject to be taught at the grade level to be taught
 - Successful prior work experience in the content area
 - Proof of professional performance in the content area
 - Other (specify) _____

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

Richard Hernandez is approved for this assignment based on: demonstrated mastery of the common core ELA methodology, undergrad English coursework, and succesful teaching of ELA at EBIA Upper School in 2020-21

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

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

Clear verification

Approval with professional growth/support plan

DISAPPROVAL of the petition

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

NA



Assessment Team Leader's Signature

10 / 25 / 2021

Date



Assessment Team Member's Signature

10 / 25 / 2021

Date



Assessment Team Member's Signature

10 / 25 / 2021

Date

Assessment Team Member's Signature

Date

TITLE	Local Assignment Option - Assessment Committee: Richard...
FILE NAME	Committee Assessm...ttachment A.2.pdf
DOCUMENT ID	46094e79337cfce5921364031f13b47216056d57
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History



10 / 25 / 2021
18:47:53 UTC

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IP: 206.110.56.51



10 / 25 / 2021
20:23:16 UTC

Viewed by Amanda Okamoto (amanda.okamoto@eastbayia.org)
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10 / 25 / 2021
20:27:04 UTC

Signed by Amanda Okamoto (amanda.okamoto@eastbayia.org)
IP: 206.110.56.51



10 / 25 / 2021
20:30:15 UTC

Viewed by Casey McAlduff (casey.mcalduff@eastbayia.org)
IP: 206.110.56.51



10 / 25 / 2021
20:30:39 UTC

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IP: 206.110.56.51

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AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History



10 / 25 / 2021
22:33:19 UTC

Viewed by Francesca Fay (francesca.fay@eastbayia.org)
IP: 174.194.137.135



SIGNED

10 / 25 / 2021
22:33:58 UTC

Signed by Francesca Fay (francesca.fay@eastbayia.org)
IP: 174.194.137.135



COMPLETED

10 / 25 / 2021
22:33:58 UTC

The document has been completed.



Combined Board Check Register

School: EBIA

Month: July 2021

Total Paid By Check: \$ 119,187.47
Total Paid By Credit Card: \$ 11,276.93

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	7057	EdTec	7/12/2021	Bill #1501--State Reporting May 2021; UPS Postage 1Z3Y41190798574035		\$ 138.00
Check	7058	HopSkipDrive, Inc	7/12/2021	Bill #5708--Transportation for JW Month of June Cancelled trips Qty 6; Cancelled Qty 2		\$ 109.90
Check	7059	isolved Benefit Services	7/12/2021	Bill #I110245081--ARPA Subsidy Notice: Core Services Qty 5 5/1/21 - 5/31/21		\$ 25.00
Check	7060	Kaiser Foundation Health Plan	7/12/2021	Bill #August2021--August 2021 Medical Health Plan		\$ 29,137.64
Check	7061	Kalkidan Kebede	7/12/2021	Bill #070821--AP Research exam Fee Refund		\$ 143.00
Check	7062	La Cheim School, Inc	7/12/2021	Bill #14911--JW Tuition in June 2021 Bill #JWJUNE2021--JW Daily counseling and guidance Unit 2; Weekly individual counseling Units .75; Psychological Services Units 1; Day Treatment 2x month Units .5		\$ 1,197.40
Check	7063	School Datebooks	7/12/2021	Bill #S210201481--Qty 360 LS student agendas		\$ 1,151.07
Check	7064	The College Board	7/12/2021	Bill #EP00053147--AP2021 AP Testing fee's: Used AP Exams qty 157; Used AP Capstone Exams qty 39; Late Order surcharge qty19; Late Testing Fee qty 1; AP CB Fee Reduction Capstone Qty 10/ non-Capstone Qty 38		\$ 17,944.00
Check	7065	Vision Service Plan - (CA)	7/12/2021	Bill #812605481--Vision Plan for July 2021		\$ 468.70
Check	7066	Alameda County Office of Education	7/24/2021	Bill #INV2100464--4th Quarter STRS Processing Fee FY20-21		\$ 354.00
Check	7067	AALRR Attorneys at Law	7/24/2021	Bill #627312--General Special Education Legal Service June 2021		\$ 1,367.32
Check	7068	Jonathan Cervantes Valle	7/24/2021	Bill #070221--New hire LiveScan		\$ 89.00
Check	7069	CFI	7/24/2021	Bill #19069--Lowerschool Cartridge toners 3 Black; 2 Cyan; 2 Yellow; 2 Magenta; 3 HP P3015		\$ 1,638.75
Check	7070	CoPower	7/24/2021	Bill #2108197--Dental Plan August 2021		\$ 2,962.01
Check	7071	Ashley DeGrano	7/24/2021	Bill #063021--New hire LiveScan		\$ 79.00
Check	7072	EBMUD	7/24/2021	Bill #071521--Marshall Water Service 5/11/21 - 7/9/21		\$ 2,960.99
Check	7073	East Bay Speech Pathology, Inc.	7/24/2021	Bill #1530--Speech & Language Pathology services		\$ 3,839.00
Check	7074	EdTec	7/24/2021	Bill #21890--Monthly Back Office Service - July 2021		\$ 6,625.00

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
Check	7075	Ledia Gesses	7/24/2021	Bill #063021--New Hire LiveScan		\$ 87.00
Check	7076	Romha Gesses	7/24/2021	Bill #062821--New Hire LiveScan		\$ 87.00
Check	7077	Golden Gate Academy	7/27/2021	Bill #210801--Monthly use fee for Golden Gate Academy campus Upper School EBIA site		\$ 26,500.00
Check	7078	Herff Jones, Inc.	7/24/2021	Bill #1067429--Diploma Qty 64		\$ 373.98
Check	7079	Chase Howard	7/24/2021	Bill #072221--New Hire LiveScan		\$ 89.00
Check	7080	Jan Hunter	7/24/2021	Bill #032221--Musical Volunteer LiveScan		\$ 49.00
Check	7081	Law Offices of Young, Minney & Corr, LLP	7/24/2021	Bill #71817--Legal Service Through 6/30/21		\$ 5,252.15
Check	7082	Natalia Fernandez	7/24/2021	Journal #EBIA2640-- Bill #070621--Spanish Exam Planning department meeting and exam creation	Voided	\$ -
Check	7083	New Tech Network, Inc	7/24/2021	Bill #INV1156--Qty 700 Basic User Licenses (Echo Affiliate); Help Desk Support		\$ 12,250.00
Check	7084	Office Depot	7/24/2021	Bill #183993180001--Qty 3 Envelops #10 500ct; Qty 2 Envelope Grip Seal 100ct; Manilla Folder 100ct Bill #182247947001--Qty 5 Postage Stamps 100/roll		\$ 378.91
Check	7085	RingCentral Inc.	7/24/2021	Bill #000267294--Phone Services 06/29/21 - 07/28/21		\$ 687.91
Check	7086	Jasmine Sanchez	7/24/2021	Bill #062521--Home Depot Key (50 upper school Bld copies) Key ring Key color cover; Gorilla Glue white tape; Tool Repair Kit; Drink and Snacks for Staff appreciation; Graduation Balloons		\$ 288.83
Check	7087	Waste Management	7/24/2021	Bill #070721--Marshall Elementary June & July Service (this includes original June #350788422169)		\$ 2,913.91
Credit Card	9515-3612	Adobe	7/1/2021	Adobe Creative Cloud Membership (MC)		\$ 19.99
Credit Card	9515-3612	Amazon.com	7/1/2021	Sunbutter spread 16oz		\$ 5.34
Credit Card	9515-3612	Amazon.com	7/1/2021	3pk Blue Painters masking tape		\$ 9.34
Credit Card	9515-3612	Amazon.com	7/1/2021	50 pk Tapered tweezers/Plastic Forceps		\$ 9.91
Credit Card	9515-3612	Amazon.com	7/1/2021	Precision Sharp Side Cutter 2pk		\$ 11.01
Credit Card	9515-3612	Amazon.com	7/1/2021	36pk AAA Batteries		\$ 12.12
Credit Card	9515-3612	Amazon.com	7/1/2021	Book: El Deafo, Bell, Cece		\$ 12.77
Credit Card	9515-3612	Amazon.com	7/1/2021	10pk File folder with Fasteners		\$ 15.76
Credit Card	9515-3612	Amazon.com	7/1/2021	Book: Growing Up Ethnic in America, Gillian, Maria		\$ 17.00
Credit Card	9515-3612	Amazon.com	7/1/2021	Book: Growing Up Ethnic in America, Gillian, Maria		\$ 17.00
Credit Card	9515-3612	Amazon.com	7/1/2021	Book: Growing Up Ethnic in America, Gillian, Maria		\$ 17.00
Credit Card	9515-3612	Amazon.com	7/1/2021	25pl Plastic Report cover with Metal Prong		\$ 17.57
Credit Card	9515-3612	Amazon.com	7/1/2021	2pk Goo gone Adhesive Remover Spray Gel		\$ 18.72
Credit Card	9515-3612	Amazon.com	7/1/2021	4 Set of Scotty Peeler Label Remover 3pk		\$ 19.68
Credit Card	9515-3612	Amazon.com	7/1/2021	Book: Growing Up Ethnic in America, Gillan, Maria		\$ 21.02
Credit Card	9515-3612	Amazon.com	7/1/2021	12ct Jetstream Ballpoint Pens		\$ 23.70
Credit Card	9515-3612	Amazon.com	7/1/2021	2sets Report Cover with Metal Prong		\$ 24.04
Credit Card	9515-3612	Amazon.com	7/1/2021	Floating Shelves		\$ 24.24

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	9515-3612	Amazon.com	7/1/2021	Linen tablecloth 14ft		\$ 24.68
Credit Card	9515-3612	Amazon.com	7/1/2021	Book: Qty 2 Growing Up Ethnic in America Gillan, Maria		\$ 41.52
Credit Card	9515-3612	Amazon.com	7/1/2021	First aide Alcohol Prep Pads, Hydrogen Peroxide, Antiseptic Wash Pack of 2; Assorted Bandages 300 pieces		\$ 42.88
Credit Card	9515-3612	Amazon.com	7/1/2021	Kleenex Facial Tissue Case 36bx		\$ 42.98
Credit Card	9515-3612	Amazon.com	7/1/2021	Books: Qty 3 Growing Up Ethnic in America, Gillan, Maria		\$ 52.26
Credit Card	9515-3612	Amazon.com	7/1/2021	Ream green colored printer paper; Clasp adhesive large envelopes; 2pk Avery Address labels		\$ 53.05
Credit Card	9515-3612	Amazon.com	7/1/2021	Hanging File Folders Pack 25		\$ 60.45
Credit Card	9515-3612	Amazon.com	7/1/2021	5-shelf Bookcase		\$ 89.29
Credit Card	9515-3612	Amazon.com	7/1/2021	Set of 4 Storage Utility Hooks; No touch thermometer		\$ 35.25
Credit Card	9515-3612	Amazon.com	7/1/2021	Qty 2 Laminating Pouches; Qty 4 shipping labels		\$ 123.40
Credit Card	9515-3612	Amazon.com	7/1/2021	Qty 15 Book: El Deafo Bell, Cece		\$ 193.35
Credit Card	9515-3612	Amazon.com	7/1/2021	Qty 4 Post It Super Sticky Easel Pad		\$ 210.90
Credit Card	9515-3612	Amazon.com	7/1/2021	Qty 25 Books: Growing Up Ethnic in America, Gillan, Maria		\$ 240.25
Credit Card	9515-3612	Amazon.com	7/1/2021	48pk AA Batteries; 8 pk Expo Markers; 4 pk Post it Notes; 24pk Whistle with Laynard		\$ 299.88
Credit Card	9515-3612	Amazon.com	7/1/2021	Qty 35 Books: El Deafo, Bell, Cece		\$ 446.95
Credit Card	9515-3612	Amazon.com	7/1/2021	Qty 28 Books: Growing Up Ethnic in America, Gillan, Maria		\$ 586.60
Credit Card	9515-3612	Ann's Catering	7/1/2021	Staff Onboarding Breakfast		\$ 202.00
Credit Card	9515-3612	BambooHR	7/1/2021	HR Systems		\$ 389.00
Credit Card	9515-3612	Catsone.com	7/1/2021	Monthly Fee for Recruiting Program- 7 users		\$ 166.60
Credit Card	9515-3612	Caviar	7/1/2021	Staff onboarding Lunches		\$ 461.67
Credit Card	9515-3612	Caviar	7/1/2021	Staff onboarding Lunchez		\$ 524.79
Credit Card	9515-3612	Custom Apparel and Promotions	7/1/2021	Custom Apparel Order		\$ 2,460.00
Credit Card	9515-3612	DoorDash	7/1/2021	Staff onboarding lunches		\$ 524.79
Credit Card	9515-3612	eBay Inc.	7/1/2021	Book: Growing Up Ethnic in America		\$ 8.60
Credit Card	9515-3612	eBay Inc.	7/1/2021	Book: Growing Up Ethnic in America		\$ 13.26
Credit Card	9515-3612	eBay Inc.	7/1/2021	Book: Growing Up Ethnic in America		\$ 13.26
Credit Card	9515-3612	eBay Inc.	7/1/2021	Book: Growing Up Ethnic in America		\$ 13.26
Credit Card	9515-3612	eBay Inc.	7/1/2021	Book: Growing Up Ethnic in America		\$ 13.26
Credit Card	9515-3612	eBay Inc.	7/1/2021	Book: Growing Up Ethnic in America		\$ 13.37
Credit Card	9515-3612	eBay Inc.	7/1/2021	Qty 8 Book: Growing Up Ethnic in America		\$ 37.99
Credit Card	9515-3612	eBay Inc.	7/1/2021	Qty 3 Book: Growing Up Ethnic in America		\$ 52.18
Credit Card	9515-3612	Elite Translingo	7/1/2021	Certified Translation Services		\$ 1,692.22
Credit Card	9515-3612	Jumbula	7/1/2021	Monthly Fee for After School Online Service		\$ 40.00
Credit Card	9515-3612	Microsoft *Store Bill.Ms.Net	7/1/2021	MS Suites subscription		\$ 69.99

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	9515-3612	Southwest Airlines	7/1/2021	Air travel, Cho		\$ 177.96
Credit Card	9515-3612	Southwest Airlines	7/1/2021	Air travel, Cho		\$ 260.96
Credit Card	9515-3612	V&U Towing Services	7/1/2021	Towing Services, transporting metal container from Oakland port to upper school		\$ 350.00
Credit Card	9515-3612	Walmart.com	7/1/2021	Curtains and rods for door covering		\$ 286.64
Credit Card	9515-3612	Law Offices of Young, Minney & Corr, LLP	7/1/2021	Professional Development		\$ 30.00
Credit Card	9515-3612	Law Offices of Young, Minney & Corr, LLP	7/1/2021	Professional Development		\$ 30.00
Credit Card	9515-3612	Law Offices of Young, Minney & Corr, LLP	7/1/2021	Professional Development		\$ 30.00
Credit Card	9515-3612	Zee Zee Copy	7/1/2021	Printing Service		\$ 158.76
Credit Card	9515-3612	ZOOM.US	7/1/2021	Zoom Standard Biz Monthly		\$ 416.47



Combined Board Check Register

School: EBIA

Month: August 2021

					Total Paid By Check:	\$ 170,302.49
					Total Paid By Credit Card:	\$ -

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	7088	Alameda County Office of Education	8/17/2021	Bill #INV2200036--4 GB RAM up to 200 GB Disk Storage Bill #INV2200050--Internet Service FY21-22; Access Plus Service according to MOU for the period of 7/1/21 - 6/30/22		\$ 17,550.00
Check	7089	AT&T	8/17/2021	Bill #16759720--#2435 Internet Services 06/13-21 - 07/12/21		\$ 674.96
Check	7090	CliftonLarsonAllen LLP	8/17/2021	Bill #2894553--Final billing: professional services rendered in connection to audit and new accounting standards for the year 2021(plus Financial Charge included)		\$ 1,594.69
Check	7091	Natalia Fernandez	8/17/2021	Bill #070621.b--Spanish Exam Planning department meeting and exam creation		\$ 2,700.00
Check	7092	Naviance, Inc.	8/17/2021	Bill #INV00123697--Implementation Services: Core Plus: Curriculum; Naviance Insights Premium; Consulting Hours; Naviance Alumni Tracker; Naviance Core Plus: Curriculum		\$ 9,024.97
Check	7093	Acme Fire Extinguisher	8/21/2021	Bill #105183--Service Call/ Delivery charge; Qty 30 New Badger Fire Extinguisher; Restaurant Kitchen Extinguisher; qty 8 Cabinet Glass; Qty 4 Top Caps Qty 12 Fire Ext inside signs; Qty 22 Installation		\$ 2,752.85
Check	7094	AT & T	8/21/2021	Bill #16766641--#6883 Internet Services 06/16/21 - 07/15/21		\$ 674.96
Check	7095	CDW Government	8/21/2021	Bill #H676104--ACAD Google Chrome EDU LIC Qty 180		\$ 5,760.00
Check	7096	CFI	8/21/2021	Bill #19082--Upper School Cartridge Library Black: 2 Main office Black: 1; Cyan; Magenta; Yellow		\$ 895.85
Check	7097	Cogent Solutions & Supplies	8/21/2021	Bill #1483975--Janitorial Supplies Case 10 Liners delivery US Bill #1482759--Janitorial Supplies Floor Finish and Seal Case 20; Windex Glass Cleaner Case 1 Bill #1483942--Janitorial Supplies Case 10 Liners		\$ 1,518.48
Check	7098	CoPower	8/21/2021	Bill #2114509--Dental Plan September 2021		\$ 3,011.72

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	7099	CPM Educational Program	8/21/2021	Bill #2103446in--Teacher and Student 1yr eBook		\$ 10,925.00
Check	7100	Denisa Dummett	8/21/2021	Bill #072721--New Hire Livescan		\$ 93.00
Check	7101	EdTec	8/21/2021	Bill #22089--UPS Postage1Z3Y41191397284017		\$ 53.60
Check	7102	Bonita Herrera	8/21/2021	Bill #080521--Walgreen Rapid COVID Test		\$ 793.47
Check	7103	Kaiser Foundation Health Plan	8/21/2021	Bill #September2021--September 2021 Medical Health Plan		\$ 20,325.46
Check	7104	Law Offices of Young, Minney & Corr, LLP	8/21/2021	Bill #72260--Legal Service Through 7/31/21		\$ 3,413.50
Check	7105	Office Depot	8/21/2021	Bill #184888661001--Mailing envelope 500bx Bill #182162529001--Qty 4 Postage Stamp 100roll; Copy Paper 4 cases; Clip Paper 5pk; Manila Folder box qty Bill #184887376001--Sharpie 36ct;;Clear tape 6pk Postage Stamp 100roll Qty 4		\$ 720.49
Check	7106	Joseph Oh	8/21/2021	Bill #072821--New Hire LiveScan		\$ 51.00
Check	7107	PG&E	8/21/2021	Bill #071921--Gas & Electric for Marshall 06/11 - 07/12		\$ 3,264.74
Check	7108	Katharine Pope	8/21/2021	Bill #062821--New Hire LiveScan		\$ 87.00
Check	7109	RingCentral Inc.	8/21/2021	Bill #278823--Phone Services 07/29/21 - 08/28/21		\$ 685.69
Check	7110	Mick Terrizzi	8/21/2021	Bill #081621--Senior LEAD Polos x21; Orientation batteries & LED; Orientation Marbles; Orientation Foam Tubing; Traffice Cones & Signage x 3; Orientation Ice pops x 350'; Hall Passes Laynards & Laminate		\$ 714.12
Check	7111	Waste Management Of Alameda County	8/21/2021	Bill #275788422168--Ops Charter July Service (June Service \$628.39 also included)		\$ 1,262.91
Check	7112	Waste Management	8/21/2021	Bill #361293822165--Marshall Elementary August Service 2021		\$ 1,641.66
Check	7113	WASC	8/21/2021	Bill #1306918--Annual Accreditation Membership Fee 2021-2022		\$ 1,560.00
Check	7114	Zach Powers	8/21/2021	Bill #11--Design Innovation Coach; CPM Consulting Remote; Echo; Measure N; Professional Development Facilitation; Testing		\$ 1,275.00
Check	7115	Zach Powers	8/21/2021	Bill #8--Sheetrock build @ 2hr; Economy Lumber material Bill #5--Carpentry @ US 6hr; Material Fasteners Bill #9--Apply Finishes @ 5.5 hr; Ace Harware Materials Bill #10--Carpentry @ 2.5 hr; Trim Primer Caulk; From Stock Plywood		\$ 1,527.84
Check	7116	AT&T	8/27/2021	Bill #16905766--#2435 Internet Services 07/13/21 - 08/12/21		\$ 674.69
Check	7117	CDW Government	8/27/2021	Bill #J501324--Acer 311 C733(Shipped 10/BO 70); Recycling fee (10/170)		\$ 2,806.30

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	7118	Eco Office	8/27/2021	Bill #202107031--Library Partition wall and installation for separation of spaces.		\$ 975.03
Check	7119	EdTec	8/27/2021	Bill #22141--Monthly Data Service ; Monthly Back office Service - August 2021		\$ 6,625.00
Check	7120	Fuller Freedom Consulting	8/27/2021	Bill #9--De Escalation Training (two 45 min PD for the staff on site)		\$ 450.00
Check	7121	Get Empowered	8/27/2021	Bill #GEEBIA0821--Teaching artist providing daily activities in Music Making and Capoeira (1 day 2 activities per day 4 capoeirand 4 drumming)		\$ 800.00
Check	7122	Golden Gate Academy	8/27/2021	Bill 8/24/2021--Monthly use fee for Golden Gate Academy campus Upper School EBIA site		\$ 26,500.00
Check	7123	Holy Names University	8/27/2021	Bill #090121--1st installment of HNU lab use fee for 21-22		\$ 2,250.00
Check	7124	Kaiser Foundation Health Plan	8/27/2021	Bill #SEPTEMBER2021.2--Retroactive Medical Health Plan September 2021		\$ 3,009.78
Check	7125	Lina's Janitorial Services	8/27/2021	Bill #30--Summer Deep Cleaning for Upper and Lower School 07/08/21 - 08/08/21		\$ 18,000.00
Check	7126	Mosa Mack Science, Inc	8/27/2021	Bill #2667--Mosa Mack Pro single teacher		\$ 450.00
Check	7127	Nepris, Inc.	8/27/2021	Bill #001508161608--Nepris Annual Site License for Schools New (0-500)		\$ 3,000.00
Check	7128	Office Depot	8/27/2021	Bill #187240476001--Qty 16 Magnetic Erasers; 1 case Copy paper Bill #187838311001--Qty 900 Comp Books; Qty 400 Graph Comp Books; Qty 5 Postage stamps; 1pk Mono Correction Mini Bill #189907491001--Qty 6 case Copy paper Bill #189128747001--1 case copy paper; Qty 5bx Manila folder; Whiteboard Markers 2bx Bill #189467449001--1pk Post it notes; 2bx Manila folders 100bx; 2pk Index Card 300 ct; Qty 4 Forever Stamp 20ct		\$ 2,074.83
Check	7129	Panorama Education	8/27/2021	Bill #INV5664--Panorama Survey license and project management		\$ 4,375.00
Check	7130	PG&E	8/27/2021	Bill #081821--Gas & Electric for Marshall 07/13/21 - 08/11/21		\$ 3,047.06
Check	7131	Amber Walker	8/27/2021	Bill #081921--New Hire Live Scan		\$ 62.00
Check	7132	Waste Management Of Alameda County	8/27/2021	Bill #275951922168--Ops Charter August Service		\$ 649.84

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Combined Board Check Register

School: EBIA

Month: September 2021

Total Paid By Check: \$ 318,908.11
Total Paid By Credit Card: \$ -

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	7133	Achieve3000	9/17/2021	Bill #55147--Curriculum platform access for up to 375 students implementation & support		\$ 17,425.00
Check	7134	Esmeralda Alvarado	9/17/2021	Bill #090821--New Hire Fingerprinting		\$ 62.00
Check	7135	AT & T	9/17/2021	Bill #16910074--#6883 Internet Services 07/16/21 - 8/15/21		\$ 674.96
Check	7136	Beehively	9/17/2021	Bill #20210431--Beehively Web Invoice (October - December 2021)		\$ 720.00
Check	7137	CDW Government	9/17/2021	Bill #J700461--Acer 311 C733(Shipped 70); Recycling fee (70) Bill #K102203--Acer 314 C933 Qty 100; Recycling Fee 4 tp Less than 15 Qty 100		\$ 55,222.99
Check	7138	Jonathan Cervantes Valle	9/17/2021	Bill #072221--Paint for container clean up project		\$ 128.49
Check	7139	CFI	9/17/2021	Bill #19104--LS Printer cartridge's HP M552 Black qty 6; Cyan qty 4; Yellow qty 4; HP P3015 OEM qty 3		\$ 2,283.33
Check	7140	Cogent Solutions & Supplies	9/17/2021	Bill #1490707--Paper Powel Rolls Qty 5; Liners Qty 5		\$ 440.69
Check	7141	CoPower	9/17/2021	Bill #2120951--Dental Plan October 2021		\$ 3,504.39
Check	7142	CPM Educational Program	9/17/2021	Bill #2103965IN--CCA TE 1yr eBook		\$ 75.00
Check	7143	EBMUD	9/17/2021	Bill #091421--Marshall Water Service 07/09/21 - 09/08/21		\$ 2,420.86
Check	7144	East Bay Speech Pathology, Inc.	9/17/2021	Bill #1548--Speech & Language Pathology services		\$ 432.00
Check	7145	Jackson Edgar	9/17/2021	Bill #062921--New Hire Livescan		\$ 72.00
Check	7146	Edpuzzle	9/17/2021	Bill #15932--1 year unlimited access to Edpuzzle site for all teachers at EBIA SY 21.22		\$ 1,260.00
Check	7147	EdTec	9/17/2021	Bill #22295--UPS Postage Bill Back 1Z3Y41190294204825 Bill #22365--Monthly Data and Back office Service September 2021		\$ 6,660.84
Check	7148	First Alarm Health and Safety	9/17/2021	Bill #02-2021--CPR/AED/First Aid Instrcution - 2yr Certification - With Books & cards		\$ 575.00
Check	7149	Golden Gate Academy	9/17/2021	Bill 9/20/2021--Monthly use fee for Golden Gate Academy campus Upper School EBIA site		\$ 26,500.00

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	7150	Holy Names University	9/17/2021	Bill #100121--2nd installment of HNU lab use fee for 21-22		\$ 2,250.00
Check	7151	Chase Howard	9/17/2021	Bill #062921--New Hire LiveScan (Cost of brother Tyson Howard Livescan)		\$ 89.00
Check	7152	isolved Benefit Services	9/17/2021	Bill #113090911--FBA Monthly Admin: Administrative Service		\$ 70.00
Check	7153	Kaiser Foundation Health Plan	9/17/2021	Bill #October2021--October 2021 Medical Health Plan		\$ 35,198.31
Check	7154	Kim Frankel	9/17/2021	Bill #0001--Lower School Consulting Hours -August		\$ 1,575.00
Check	7155	La Cheim School, Inc	9/17/2021	Bill #14920--ES Tuition and Transportation in July 2021 Bill #14929--JW Daily counseling and guidance Qty 10; Weekly individual counseling Qty 3 Psychological Services Qty 10; Day Treatment 2x month Qty .5; Behavior Intervention Qty 3		\$ 6,185.50
Check	7156	Law Offices of Young, Minney & Corr, LLP	9/17/2021	Bill #72691--Legal Service Through 8/30/21		\$ 1,479.15
Check	7157	Megan Reed	9/17/2021	Bill #013--Fund and Grant Development Work 5/1/21 - 8/31/21		\$ 600.00
Check	7158	MHE*McGraw-Hill Ecomm	9/17/2021	Bill #118494282001--ALEKS 6-12 Math Remedial Website; Subscription 21-22		\$ 13,500.00
Check	7159	Jamia Morton	9/17/2021	Bill #072621--New Hire Livescan		\$ 68.00
Check	7160	Oakland Enrolls	9/17/2021	Bill #43--Oakland School Finder School profile and support from Oakland Enrolls		\$ 750.00
Check	7161	Ready Refresh	9/17/2021	Bill #01H035832435--Mountain campus water 7/7/21 - 8/6/21 Bill #01I0035832435--Mountain campus water 8/7/21 - 9/06/21(Price adjustment for delivery and cup fee + 20 late fee)		\$ 155.73
Check	7162	Revolution Foods, Inc.	9/17/2021	Bill #453333--Food Service Remote August 2021		\$ 4,434.90
Check	7163	RingCentral Inc.	9/17/2021	Bill #000291255--Phone Services 08/29/21 - 09/28/21		\$ 685.69
Check	7164	Swing Education	9/17/2021	Bill #INV00357549--Upper School Substitute Service 8/14/21 - 8/20/21 Bill #INV00359761--Sub coverage LS 08/21/21 - 08/27/21		\$ 488.00
Check	7165	Waste Management	9/17/2021	Bill #362314722160--Marshall Elementary September Service 2021		\$ 1,458.99
Check	7166	Zach Powers	9/17/2021	Bill #013--Carpentry - Drilled holes for network cabling Bill #012--EBIA Consulting (Design Innovation Coach/CPM/Echo/Measure N/Instructional Coaching		\$ 1,100.00
Check	7167	AALRR Attorneys at Law	9/28/2021	Bill #632417--General Special Education Legal Service August 2021		\$ 455.78

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
Check	7168	Beehively	9/28/2021	Bill #20210398--IT Services (October-December 2021)		\$ 9,000.00
Check	7169	Briana DeRobbio	9/28/2021	Bill #091621--New Hire Livescan		\$ 54.00
Check	7170	UC Regents	9/28/2021	Bill #UIDES2021-17351--DCAC training mentorship and assign College Adviser to provide college awareness mentorship preparation and advising college-going culture.		\$ 36,000.00
Check	7171	Jennifer Estrada-Feller	9/28/2021	Bill #91621--New Hire LiveScan		\$ 71.00
Check	7172	Get Empowered	9/28/2021	Bill #GEEBIA0921--Teaching Artists to provide activities in Yoga Filmmaking Storytelling and Capoeira. (August 23 - Sept 17)		\$ 3,800.00
Check	7173	La Cheim School, Inc	9/28/2021	Bill #14933--ES Tuition and Transportation in August 2021 Bill #JWAUG2021--JW Daily Individual counseling Qty 2.5; Psychological Services Qty 5; Day Treatment Qty 2; Behavior Intervention Qty 2; Parent Counseling .75		\$ 5,380.45
Check	7174	Lina's Janitorial Services	9/28/2021	Bill #31--Summer Deep Cleaning for Upper and Lower School 8/2/21 - 8/31/21		\$ 10,000.00
Check	7175	Community High School Foundation	9/28/2021	Bill #EBIAPFY109152021--Placement (Hiring) Fee 1 year for Grace Gecewicz		\$ 6,000.00
Check	7176	OUSD Buildings & Grounds	9/28/2021	Bill #EBIARENT22A--2021/22 Facility use fee (1 of 4)		\$ 28,688.35
Check	7177	Office Depot	9/28/2021	Bill #194138318001--Thermal Laminator; Thermal Laminate Pouches 1pk Bill #193939527001--Copy Paper Qty 6; Paper 250pk 2		\$ 356.85
Check	7178	PG&E	9/28/2021	Bill #091721--Gas & Electric for Marshall 08/12/21 - 09/12/21		\$ 3,511.86
Check	7179	Melissa Saunders	9/28/2021	Bill #072621--New Hire LiveScan		\$ 77.00
Check	7180	Swing Education	9/28/2021	Bill #INV00362008--Sub coverage US 08/28/21 - 09/03/21 Bill #INV00362009--Sub coverage LS 08/28/21 - 09/03/21		\$ 467.00
Check	7181	Golden Gate Academy	9/28/2021	Bill #Oct2021--Monthly use fee for Golden Gate Academy campus Upper School EBIA site		\$ 26,500.00

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.

Attachment A.2

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

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

Teacher: Joseph Oh SSN: 622-08-1978

Subject(s) being requested: Mathematics, 8th Grade

Assessment Team Leader: Amanda Okamoto

Assessment Team Members:

Amber Walker _____

Francesca Fay _____

Subject-Matter Specialist on Team/Consulted Amber Walker

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

- ✓ Successful prior teaching of the subject
- ✓ Successful completion of intensive professional development in the subject
 - Review of a portfolio containing evidence of demonstrated knowledge
 - Results of a semi-structured interview
 - Successful completion of college or university course work in the subject
- ✓ Passage of an examination related to the course, grade level and state framework for the subject to be taught
- ✓ Observation of the teacher in the subject and grade level currently being taught
 - Observation of a demonstration lesson in the subject to be taught at the grade level to be taught
 - Successful prior work experience in the content area
 - Proof of professional performance in the content area
- ✓ Other (specify) _____

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

Other = Served on social justice and mathematics panel for ACOE.

Based upon review of resume, review of teacher curricular materials, and observation of teachers classroom this Assessment Committee determines that Joseph Oh is qualified for an assignment to teach Middle School math.

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

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

✓ Clear verification

Approval with professional growth/support plan

DISAPPROVAL of the petition

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

NA



Assessment Team Leader's Signature

10 / 21 / 2021

Date



Assessment Team Member's Signature

10 / 22 / 2021

Date

Francesca Fay

Assessment Team Member's Signature

10 / 21 / 2021

Date

Assessment Team Member's Signature

Date

TITLE	Local Assignment Option - Assessment Committee for Joseph Oh
FILE NAME	Committee Assessm...ttachment A.2.pdf
DOCUMENT ID	f195f03d4e356dde67b3faf1b05fbec84637ca7
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History



SENT

10 / 21 / 2021

16:58:37 UTC

Sent for signature to Amanda Okamoto (amanda.okamoto@eastbayia.org), Amber Walker (amber.walker@eastbayia.org) and Francesca Fay (francesca.fay@eastbayia.org) from amanda.okamoto@eastbayia.org
IP: 206.110.56.51



VIEWED

10 / 21 / 2021

16:59:26 UTC

Viewed by Amanda Okamoto (amanda.okamoto@eastbayia.org)
IP: 206.110.56.51



VIEWED

10 / 21 / 2021

17:01:29 UTC

Viewed by Francesca Fay (francesca.fay@eastbayia.org)
IP: 206.110.56.50



SIGNED

10 / 21 / 2021

17:01:59 UTC

Signed by Francesca Fay (francesca.fay@eastbayia.org)
IP: 206.110.56.50



SIGNED

10 / 21 / 2021

17:18:03 UTC

Signed by Amanda Okamoto (amanda.okamoto@eastbayia.org)
IP: 206.110.56.51

TITLE	Local Assignment Option - Assessment Committee for Joseph Oh
FILE NAME	Committee Assessm...ttachment A.2.pdf
DOCUMENT ID	f195f03d4e356dde67b3faf1b05fbec84637ca7
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History



10 / 22 / 2021
18:33:05 UTC

Viewed by Amber Walker (amber.walker@eastbayia.org)
IP: 206.110.56.51



10 / 22 / 2021
18:33:20 UTC

Signed by Amber Walker (amber.walker@eastbayia.org)
IP: 206.110.56.51



10 / 22 / 2021
18:33:20 UTC

The document has been completed.

Attachment A.2

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

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

Teacher: Ashley Wahnschaff SSN: xxx-xx-0753

Subject(s) being requested: Social Science

Assessment Team Leader: Amanda Okamoto

Assessment Team Members:

Casey McAlduff Casey McAlduff

Subject-Matter Specialist on Team/Consulted Casey McAlduff

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

- ✓ Successful prior teaching of the subject
 - Successful completion of intensive professional development in the subject
 - Review of a portfolio containing evidence of demonstrated knowledge
 - Results of a semi-structured interview
- ✓ Successful completion of college or university course work in the subject
- ✓ Passage of an examination related to the course, grade level and state framework for the subject to be taught
 - Observation of the teacher in the subject and grade level currently being taught
 - Observation of a demonstration lesson in the subject to be taught at the grade level to be taught
- ✓ Successful prior work experience in the content area
 - Proof of professional performance in the content area
 - Other (specify) _____

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

Ashley Wahnschaff had a credential in Illinois to teach Social Science at the Middle School level. She has a BA in Anthropology. She has taught Social Science at the Middle School level for EBIA and shown mastery of the subject matter in her curriculum. She is approved for assignment to teach Social Science.

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

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

Clear verification

Approval with professional growth/support plan

DISAPPROVAL of the petition

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

NA



Assessment Team Leader's Signature

10 / 25 / 2021

Date



Assessment Team Member's Signature

10 / 25 / 2021

Date



Assessment Team Member's Signature

10 / 25 / 2021

Date

Assessment Team Member's Signature

Date

TITLE	Local Assignment Option - Assessment Committee: Ashley...
FILE NAME	Committee Assessm...ttachment A.2.pdf
DOCUMENT ID	f544de99fe3579afbfd1020af59e0bec4dc0e591
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History



SENT

10 / 25 / 2021

18:46:33 UTC

Sent for signature to Amanda Okamoto (amanda.okamoto@eastbayia.org), Casey McAlduff (casey.mcalduff@eastbayia.org) and Francesca Fay (francesca.fay@eastbayia.org) from amanda.okamoto@eastbayia.org
IP: 206.110.56.51



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10 / 25 / 2021

20:02:40 UTC

Viewed by Amanda Okamoto (amanda.okamoto@eastbayia.org)
IP: 206.110.56.51



SIGNED

10 / 25 / 2021

20:23:03 UTC

Signed by Amanda Okamoto (amanda.okamoto@eastbayia.org)
IP: 206.110.56.51



VIEWED

10 / 25 / 2021

20:24:42 UTC

Viewed by Casey McAlduff (casey.mcalduff@eastbayia.org)
IP: 206.110.56.51



SIGNED

10 / 25 / 2021

20:26:25 UTC

Signed by Casey McAlduff (casey.mcalduff@eastbayia.org)
IP: 206.110.56.51

TITLE	Local Assignment Option - Assessment Committee: Ashley...
FILE NAME	Committee Assessm...ttachment A.2.pdf
DOCUMENT ID	f544de99fe3579afbfd1020af59e0bec4dc0e591
AUDIT TRAIL DATE FORMAT	MM / DD / YYYY
STATUS	● Completed

Document History



10 / 25 / 2021
22:31:50 UTC

Viewed by Francesca Fay (francesca.fay@eastbayia.org)
IP: 174.194.137.135



10 / 25 / 2021
22:32:51 UTC

Signed by Francesca Fay (francesca.fay@eastbayia.org)
IP: 174.194.137.135



10 / 25 / 2021
22:32:51 UTC

The document has been completed.

Cover Sheet

East Bay Innovation Academy Academic Updates

Section: III. Academic Excellence
Item: A. East Bay Innovation Academy Academic Updates
Purpose: Discuss
Submitted by:
Related Material: Board Academic Update October 2021.pdf

Board Academic Update October 2021



Overview

- Student Enrollment
- MAP assessments
- Fall Intersession
- Professional Development

SY 22 enrollment summary

Grade	TOTAL	African-American	Hispanic	White	Asian	Other
6	95	29%	32%	14%	2%	23%
7	106	28%	40%	5%	3%	23%
8	111	32%	24%	23%	4%	18%
9	68	25%	18%	26%	6%	25%
10	47	36%	26%	23%	>1%	15%
11	70	17%	33%	19%	1%	2%
12	61	20%	31%	25%	3%	21%
TOTAL	558	29%	28%	19%	4%	21%



EAST BAY
INNOVATION
ACADEMY

Fall NWEA MAP Assessment - Math

MAP MATH Average Score Range	6	7	8	9	10	11	12
Total Students	98	111	112	68	47	70	61
Total Tested	81	92	104	47	36	61	56
<200	26%	13%	11%	2%	6%	8%	14%
200-209	23%	26%	15%	13%	17%	8%	5%
210-219	22%	25%	24%	28%	19%	16%	11%
220-229	17%	25%	22%	15%	22%	26%	25%
230-239	10%	5%	13%	15%	8%	8%	14%
> 240	1%	4%	14%	28%	28%	33%	30%
NWEA 50th percentile or higher	36%	35%	36%	47%	39%	41%	39%

Fall NWEA MAP Assessment - ELA

MAP READING Average Score Range	6	7	8	9	10	11	12
Total Students	98	111	112	68	47	70	61
Total Tested	84	85	85	50	35	54	52
<200	22	13	13	5	6	7	12
200-209	19	12	25	2	2	9	4
210-219	16	25	19	12	8	11	10
220-229	19	20	22	13	15	9	9
230-239	7	11	9	9	3	9	5
> 240	1	4	7	9	1	9	12
NWEA 50th percentile or higher	51%	64%	48%	64%	51%	44%	46%

Fall Intersession/PLP - Virtual

- Lower School
 - 2 synchronous sessions
 - STEAM
 - SEL
- Upper School
 - CCR and CTE
 - Oakland Promise, College Essay Guy, SAT Prep
 - College Visits
- Personalized Learning Plans: November 9-10th

Interession Professional Development Plans

- Multi-tiered student support
 - System view: state of school
 - Focus on Tier 1
 - Trauma-informed practice
- New Tech Network Culture Practices
 - Pre-condition for PBL
- Data review
- PBL planning

Cover Sheet

Covid-19 Update

Section: III. Academic Excellence
Item: B. Covid-19 Update
Purpose: Vote
Submitted by:
Related Material: EBIA Reopening Plan (Oct 2021 version) 21.10.26.pdf

Reopening, Moving Forward

Update:

CA Safe Schools for All Plan

ACOE/ACPHD

School Reopening Checklist

OCTOBER 2021

**East Bay Innovation Academy
Oakland, CA**



Contents

Letters from the Executive Director	4
October 2021 Update.....	4
January 2021 Update	5
August 2020.....	6
EBIA Priorities and Guiding Principles	8
Instructional Models.....	9
Distance Learning (Very High Risk)	10
HYBRID: Targeted Support (High Risk).....	11
HYBRID: Advisory/SEL (Medium Risk)	12
HYBRID: Academic (Medium-Low Risk)	13
Classroom Instruction (Low Risk)	14
October 2021 Update	14
Extended Learning on Campus.....	15
October 2021 Update	15
COVID-19 Safeguards.....	16
EBIA Culture of Care- Cover, Clean, Care (3Cs).....	16
Ongoing Engagement, Education, and Support	17
Reduce Exposure.....	17
Health Screening: at home and on campus.....	17
Stable Groups.....	18
Staff and Student Testing	18
Limit Visitors and Contractors	18
Ventilation and Outdoor Settings.....	19
Reduce Supply Sharing	19
Containment and Response Plans	19

Contact Communication	20
Face Covering	20
Masks and PPE	20
Protocols for Eating and Drinking	20
Physical Distancing	20
5-6' configurations	20
Shared space protocols	21
Controlled arrival and transitions	21
Hygiene	21
Handwashing, Hand Sanitizer and Cleaning Supplies	21
Janitorial Cleaning and Disinfecting	21
Contact Information and Reopening Specifics	22
ACPHD and ACOE School Reopening Checklist	23

Letters from the Executive Director

October 2021 Update

Dear EBIA families,

We are back on campus! This familiar ritual took on enormous significance this year, as we navigated public health and California Department of Health guidelines in light of the Covid-19 pandemic. This latest revision of the re-opening plan is in full recognition that we are still in the midst of a pandemic and that we remain committed to prioritizing health and safety of our entire community.

We are not fully back to normal, and we all feel it. We wear face coverings. We take time built into school day for temperature checks, health screens, and weekly testing. We submit additional documentation to return from absences. But still, we are back! Together, doing what makes schools special – teaching, learning, communing, stretching, and growing. And we are counting all our blessings, including our amazing teaching and support staff who are excited to be with our students again.

This edition captures the protocols adopted by EBIA in accordance with California Department of Public Health K-12 School Reopening Guidance for School Year 2021-22. We continue to be grateful for your partnership in following all protocols. We are aware that more changes are coming our way with the wider availability of vaccines and constantly evolving policy landscape. As we continue to navigate through the changes, we commit once again to making the best possible decisions for our students, staff and families.

In service,

Michelle S. Cao

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. Cao

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

October 2021 Update

SY 2022 opened with the Classroom Instruction model per California Department of Public Health guidelines, with the following pillars:

- Mandated face covering at all times while indoors;
- Daily health screening and temperature check for symptom-free campus;
- Maximize ventilation through windows, doors, and use of HEPA filters;
- Weekly asymptomatic testing by advisory;
- Symptomatic quarantine: isolation for 10 days, return with no symptoms and negative PCR test result
- [Modified quarantine](#) in case of exposure to close contact;
 - Vaccinated and asymptomatic: can attend school but must test on days 3-5 after last day of exposure
 - Not vaccinated and asymptomatic: if wearing masks at exposure, can attend school but test 2x/week for 10 days after exposure, no extra curriculars.

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)

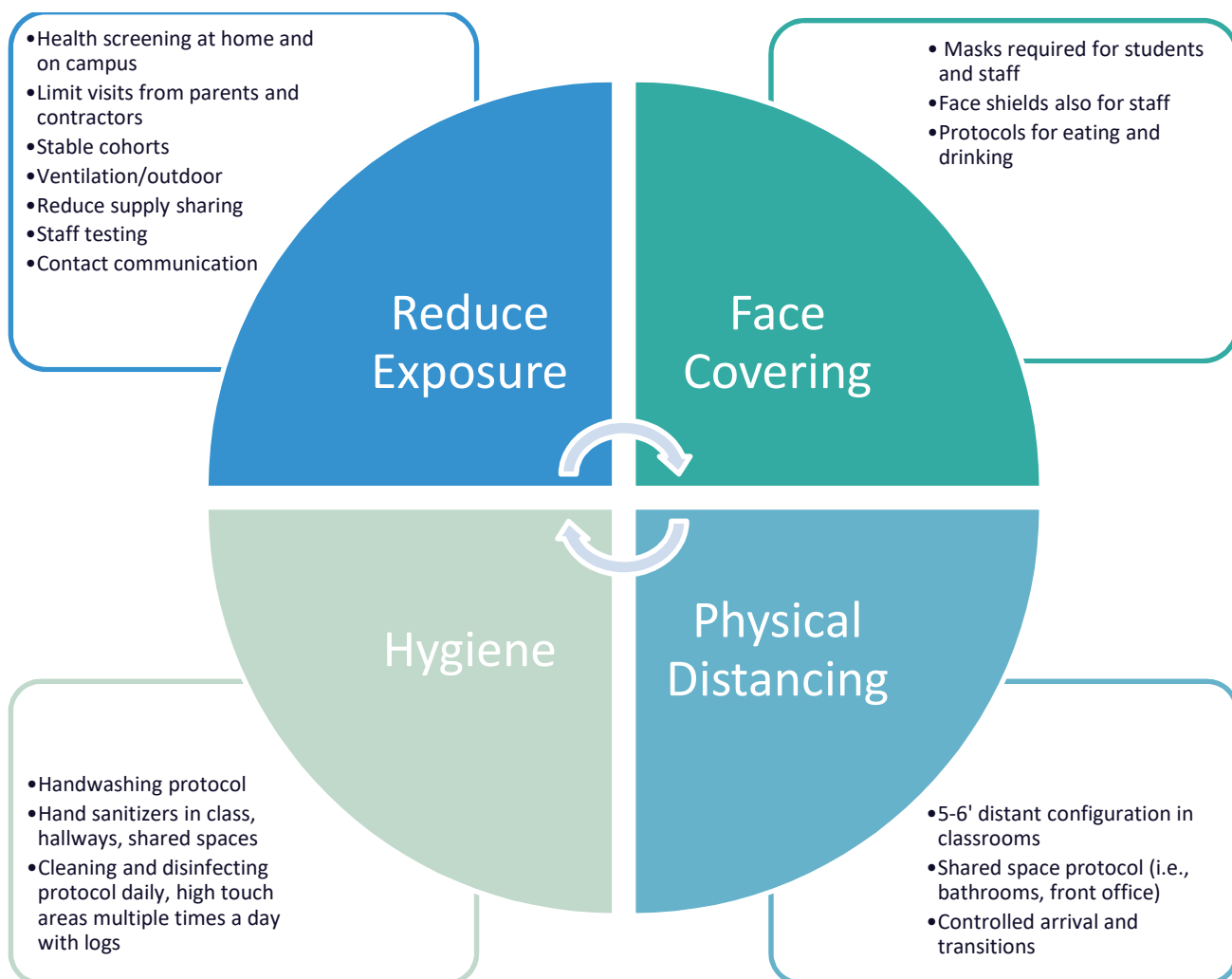
October 2021 Update

Quest, the after-school program at Lower School, is back with Covid protocols referenced on p. 14.

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.

October 2021 update

Stable groups are relaxed across each grade, and at times, across site. Covid protocols on p. 14 still apply.

Staff and Student Testing

Surveillance testing is required 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](#): weekly testing when daily adjusted case rates are above 14/100,000 and testing every two weeks in the Purple and Red tiers.

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.

October 2021 update

One advisory per grade is tested on weekly basis, to track trends across campus.

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.

October 2021 update

Substitute teachers are welcome, as long as they are vaccinated. We are still limiting volunteers and any unscheduled parent visitors. All scheduled visitors are health-screened.

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.

October 2021 update

Physical distancing is no longer observed.

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.

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 21-22 SEP Financials 20211025 YTD.pdf EBIA 21-22 SEP Financials 20211025 CF.pdf

East Bay Innovation Academy

Monthly Cash Forecast

As of Sep close

	2021/22												Forecast	AP/AR
	Actual & Projected													
	Jul Actual	Aug Actual	Sep Actual	Oct Projected	Nov Projected	Dec Projected	Jan Projected	Feb Projected	Mar Projected	Apr Projected	May Projected	Jun Projected		
Beginning Cash	869,588	534,848	656,767	1,349,600	1,660,052	1,831,109	1,804,448	2,014,341	2,179,007	2,078,977	2,003,052	1,910,458		
Revenue														
LCFF Entitlement	-	300,582	402,198	523,505	493,626	493,626	693,595	493,626	391,464	315,462	315,462	315,462	5,098,946	360,338
Federal Income	18,758	885	-	113,428	55,669	55,669	61,791	55,669	95,044	61,791	55,669	75,356	675,540	25,810
Other State Income	301,918	20,605	37,089	18,415	162,293	43,662	43,662	172,529	43,889	103,205	79,645	43,889	1,299,792	228,991
Local Revenues	454	80	736	37,885	41,336	10,886	3,221	28,815	13,721	15,721	28,815	13,721	215,244	19,854
Fundraising and Grants	424	15,237	44,684	16,766	2,867	2,867	2,867	7,867	2,867	2,867	2,867	2,867	135,050	30,000
Total Revenue	321,554	337,389	484,707	709,999	755,792	606,710	805,137	758,507	546,986	499,046	482,458	451,296	7,424,572	664,993
Expenses														
Compensation & Benefits	303,179	472,605	473,020	403,870	484,667	484,667	493,697	485,796	485,796	480,631	480,631	385,224	5,409,841	(23,943)
Books & Supplies	9,293	46,160	83,929	16,940	17,366	17,366	17,366	17,366	17,366	17,366	17,366	17,366	295,251	-
Services & Other Operating Expenses	117,604	139,763	176,827	101,582	161,445	166,687	115,335	121,832	175,008	108,129	108,209	154,277	1,717,770	71,074
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	430,076	658,528	733,776	522,392	663,479	668,721	626,398	624,994	678,170	606,126	606,206	556,866	7,422,862	47,131
Operating Cash Inflow (Outflow)	(108,521)	(321,139)	(249,069)	187,607	92,313	(62,011)	178,739	133,513	(131,184)	(107,079)	(123,748)	(105,571)	1,710	617,861
Revenues - Prior Year Accruals	202,205	510,374	1,013,488	93,299	49,198	5,804	1,608	1,608	1,608	1,608	1,608	1,608		
Expenses - Prior Year Accruals	(21,037)	(24,732)	(68,277)	-	-	-	-	-	-	-	-	-		
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable - Current Year	(19,471)	(66,864)	(22,891)	-	-	-	-	-	-	-	-	-		
Summerholdback for Teachers	(131,031)	24,280	19,581	29,546	29,546	29,546	29,546	29,546	29,546	29,546	29,546	29,546		
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-		
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		
Capital Leases Payable	-	-	-	-	-	-	-	-	-	-	-	-		
Other Long Term Debt	-	-	-	-	-	-	-	-	-	-	-	-		
Capital Expenditure & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-		
Other Balance Sheet Changes	(256,885)	-	-	-	-	-	-	-	-	-	-	-		
Ending Cash	534,848	656,767	1,349,600	1,660,052	1,831,109	1,804,448	2,014,341	2,179,007	2,078,977	2,003,052	1,910,458	1,836,041		

East Bay Innovation Academy

Budget vs. Actuals

As of Sep close

	Actual			Budget vs. Actual			Budget				
	Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY											
Revenue											
LCFF Entitlement	-	300,582	402,198	702,780	702,779	1	5,600,548	5,098,946	(501,602)	4,396,166	14%
Federal Revenue	18,758	885	-	19,643	20,452	(809)	350,072	675,540	325,468	655,897	3%
Other State Revenues	301,918	20,605	37,089	359,612	343,964	15,648	1,220,038	1,299,792	79,754	940,180	28%
Local Revenues	454	80	736	1,270	5,834	(4,563)	210,361	215,244	4,883	213,974	1%
Fundraising and Grants	424	15,237	44,684	60,345	24,075	36,270	140,750	135,050	(5,700)	74,705	45%
Total Revenue	321,554	337,389	484,707	1,143,650	1,097,104	46,546	7,521,769	7,424,572	(97,197)	6,280,922	15%
Expenses											
Compensation and Benefits	303,179	472,605	473,020	1,248,804	1,165,178	(83,625)	5,460,767	5,409,841	50,927	4,161,037	23%
Books and Supplies	9,293	46,160	83,929	139,382	179,934	40,552	329,853	295,251	34,602	155,869	47%
Services and Other Operating Expenditures	117,604	139,763	176,827	434,194	392,040	(42,154)	1,704,759	1,717,770	(13,011)	1,283,577	25%
Depreciation	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	430,076	658,528	733,776	1,822,380	1,737,153	(85,227)	7,495,380	7,422,862	72,518	5,600,483	25%
Operating Income	(108,521)	(321,139)	(249,069)	(678,729)	(640,049)	(38,681)	26,389	1,710	(24,679)	680,440	
Fund Balance											
Beginning Balance (Unaudited)	1,061,079	952,558	631,418	1,061,079	1,061,079		688,226	1,061,079			
Audit Adjustment	-			-	-		-	-			
Beginning Balance (Audited)	1,061,079			1,061,079	1,061,079		688,226	1,061,079			
Operating Income	(108,521)	(321,139)	(249,069)	(678,729)	(640,049)		26,389	1,710			
Ending Fund Balance	952,558	631,418	382,350	382,350	421,030		714,615	1,062,789			
Capital Outlay	-	-	-	-	-		-	-			

East Bay Innovation Academy

Budget vs. Actuals

As of Sep close

Detail	Actual			Budget vs. Actual			Budget				
	Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
Enrollment Breakdown		M1	M2								
6							100	98	(2)		
7							115	112	(3)		
8							120	112	(8)		
9							85	65	(20)		
10							55	50	(5)		
11							68	68	-		
12							62	62	-		
Enrollment Summary							-	-	-		
4-6		-	-				100	98	(2)		
7-8		-	-				235	224	(11)		
9-12		-	-				270	245	(25)		
Total Enrolled		-	-				605	567	(38)		
ADA %											
4-6							96%	94%			
7-8							96%	94%			
9-12							93%	90%			
Average		#DIV/0!	#DIV/0!				95%	92%			
ADA											
4-6							96.0	92.1			
7-8							225.6	210.6			
9-12							251.1	220.5			
Total ADA		0.0	0.0				572.7	523.2			
Demographic Information											
Prior Year											
ADA (P-2)							594	593.58			
CALPADS Enrollment (for unduplicated % calc)							627	630			
# Unduplicated Count (CALPADS)							237	237			
# Free & Reduced Lunch (FRL) (CALPADS)							207	207			
# ELL (CALPADS)							51	51			
Current Year							-	-			
CALPADS Enrollment (for unduplicated % calc)							605	567			
# Unduplicated Count (CALPADS)							228	216			
# Free & Reduced Lunch (FRL) (CALPADS)							200	200			
# ELL (CALPADS)							49	49			
New Students							-	-			

East Bay Innovation Academy

Budget vs. Actuals

As of Sep close

		Actual			Budget vs. Actual			Budget				
		Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
REVENUE												
LCFF Entitlement												
8011	Charter Schools LCFF - State Aid	-	198,966	198,966	397,932	397,932	1	3,857,856	3,511,618	(346,238)	3,113,686	11%
8012	Education Protection Account Entitlement	-	-	-	-	-	-	114,540	104,636	(9,904)	104,636	0%
8096	Charter Schools in Lieu of Property Taxes	-	101,616	203,232	304,848	304,848	0	1,628,152	1,482,692	(145,460)	1,177,844	21%
SUBTOTAL - LCFF Entitlement		-	300,582	402,198	702,780	702,779	1	5,600,548	5,098,946	(501,602)	4,396,166	14%
8100 Federal Revenue												
8181	Special Education - Entitlement	-	-	-	-	-	-	78,625	78,750	125	78,750	0%
8220	Child Nutrition Programs	-	885	-	885	2,058	(1,173)	20,582	13,503	(7,080)	12,618	7%
8291	Title I	18,758	-	-	18,758	-	18,758	42,435	42,435	-	23,677	44%
8292	Title II	-	-	-	-	-	-	14,490	14,490	-	14,490	0%
8294	Title IV	-	-	-	-	-	-	10,000	10,000	-	10,000	0%
8299	All Other Federal Revenue	-	-	-	-	18,394	(18,394)	183,940	516,362	332,422	516,362	0%
SUBTOTAL - Federal Income		18,758	885	-	19,643	20,452	(809)	350,072	675,540	325,468	655,897	3%
8300 Other State Revenues												
8381	Special Education - Entitlement (State)	20,605	20,605	37,089	78,299	62,651	15,648	372,433	374,074	1,641	295,775	21%
8382	Special Education Reimbursement (State)	-	-	-	-	-	-	189,760	201,103	11,343	201,103	0%
8520	Child Nutrition - State	-	-	-	-	-	-	2,940	1,929	(1,011)	1,929	0%
8545	School Facilities Apportionments	-	-	-	-	-	-	249,750	237,263	(12,488)	237,263	0%
8550	Mandated Cost Reimbursements	-	-	-	-	-	-	15,029	15,758	729	15,758	0%
8560	State Lottery Revenue	-	-	-	-	-	-	108,813	99,404	(9,409)	99,404	0%
8590	All Other State Revenue	281,313	-	-	281,313	281,313	-	281,313	370,262	88,949	88,949	76%
SUBTOTAL - Other State Income		301,918	20,605	37,089	359,612	343,964	15,648	1,220,038	1,299,792	79,754	940,180	28%
8600 Other Local Revenue												
8634	Food Service Sales	-	-	225	225	588	(363)	5,881	3,858	(2,023)	3,633	6%
8660	Interest	0	0	0	0	0	(0)	1	1	-	1.15	12%
8676	After School Program Revenue	-	-	(81)	(81)	-	(81)	-	42,000	42,000	42,081	0%
8690	Other Local Revenue	454	430	80	964	-	964	36,000	17,010	(18,990)	16,045.73	6%
8693	Field Trips	-	-	-	-	1,815	(1,815)	18,150	-	(18,150)	-	-
8701	Oakland Measure N	-	-	-	-	-	-	116,025	102,375	(13,650)	102,375	0%
8703	Oakland Measure G1	-	-	-	-	3,430	(3,430)	34,304	50,000	15,696	50,000	0%
8999	Uncategorized Revenue	-	(350)	512	162	-	162	-	-	-	(162)	-
SUBTOTAL - Local Revenues		454	80	736	1,270	5,834	(4,563)	210,361	215,244	4,883	213,974	1%
8800 Donations/Fundraising												
8801	Donations - Parents	149	14,486	44,609	59,244	9,075	50,169	90,750	85,050	(5,700)	25,806	70%
8802	Donations - Private	275	751	75	1,101	15,000	(13,899)	50,000	50,000	-	48,899	2%
SUBTOTAL - Fundraising and Grants		424	15,237	44,684	60,345	24,075	36,270	140,750	135,050	(5,700)	74,705	45%
TOTAL REVENUE		321,554	337,389	484,707	1,143,650	1,097,104	46,546	7,521,769	7,424,572	(97,197)	6,280,922	15%

East Bay Innovation Academy

Budget vs. Actuals

As of Sep close

		Actual			Budget vs. Actual			Budget				
		Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
EXPENSES												
Compensation & Benefits												
1000	Certificated Salaries	-	-	-								
1100	Teachers Salaries	44,354	199,253	201,697	445,304	426,834	(18,469)	2,163,669	2,212,182	(48,513)	1,766,879	20%
1103	Teacher - Substitute Pay	-	-	60	60	-	(60)	-	51,000	(51,000)	50,940	0%
1148	Teacher - Special Ed	5,675	25,443	21,143	52,260	32,898	(19,362)	267,203	267,148	55	214,888	20%
1160	Teacher - Custom 2	-	15,628	15,628	31,257	42,556	11,300	228,217	164,099	64,119	132,842	19%
1170	Teacher - Custom 3	7,297	9,297	7,350	23,943	9,000	(14,943)	90,000	76,613	13,387	52,670	31%
1300	Certificated Supervisor & Administrator Salaries	30,812	27,802	27,802	86,416	83,549	(2,867)	334,198	333,048	1,149	246,632	26%
1311	Cert Admin - DESEL, Curr. Instr.	63,074	47,466	45,188	155,727	126,732	(28,996)	530,920	539,000	(8,081)	383,273	29%
SUBTOTAL - Certificated Employees		151,211	324,888	318,867	794,966	721,570	(73,396)	3,614,206	3,643,091	(28,884)	2,848,124	22%
2000 Classified Salaries												
2104	Classified - SPED	10,304	9,091	15,592	34,988	33,527	(1,460)	184,400	200,160	(15,760)	165,172	17%
2300	Classified Supervisor & Administrator Salaries	10,417	20,667	21,198	52,281	31,250	(21,031)	125,000	245,000	(120,000)	192,719	21%
2400	Classified Clerical & Office Salaries	22,050	15,642	5,789	43,481	40,404	(3,077)	179,473	70,560	108,913	27,079	62%
2402	Classified Clerical & Office Salaries - Community Enga	7,354	7,354	7,354	22,063	22,947	884	91,787	88,253	3,534	66,189	25%
2905	Other Classified - After School	-	5,594	5,594	11,188	9,160	(2,028)	91,600	58,738	32,862	47,550	19%
2928	Other Classified - Food	-	269	1,587	1,856	-	(1,856)	-	-	-	(1,856)	
SUBTOTAL - Classified Employees		50,125	58,617	57,114	165,857	137,288	(28,569)	672,260	662,710	9,549	496,853	25%
3000 Employee Benefits												
3100	STRS	25,515	56,432	50,076	132,022	116,674	(15,348)	578,996	583,623	(4,627)	451,601	23%
3300	OASDI-Medicare-Alternative	6,371	8,254	8,186	22,811	20,428	(2,383)	104,226	103,921	305	81,110	22%
3400	Health & Welfare Benefits	59,582	19,508	30,904	109,994	137,519	27,524	412,556	340,200	72,356	230,206	32%
3500	Unemployment Insurance	893	1,441	351	2,685	10,023	7,338	21,070	22,575	(1,505)	19,890	12%
3600	Workers Comp Insurance	9,027	3,009	7,067	19,103	18,753	(350)	42,865	43,058	(193)	23,955	44%
3900	Other Employee Benefits	455	455	455	1,365	2,923	1,558	14,589	10,663	3,927	9,298	13%
SUBTOTAL - Employee Benefits		101,842	89,099	97,039	287,980	306,320	18,340	1,174,301	1,104,040	70,262	816,060	26%

East Bay Innovation Academy

Budget vs. Actuals

As of Sep close

		Actual			Budget vs. Actual			Budget				
		Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
4000	Books & Supplies											
4100	Approved Textbooks & Core Curricula Materials	-	-	-	-	10,862	10,862	13,577	12,474	1,103	12,474.00	0%
4200	Books & Other Reference Materials	1,847	-	-	1,847	1,529	(318)	3,058	2,998	60	1,150.92	62%
4300	Materials & Supplies	-	530	-	530	16,970	16,440	33,941	31,809	2,132	31,278.77	2%
4320	Educational Software	-	11,000	35,635	46,635	48,400	1,765	60,500	56,700	3,800	10,065	82%
4330	Office Supplies	3,554	1,657	3,184	8,395	9,075	680	36,300	34,020	2,280	25,625	25%
4352	Quest (After School)	40	800	3,800	4,640	-	(4,640)	-	5,000	(5,000)	360	93%
4400	Noncapitalized Equipment	1,639	973	-	2,612	2,653	41	10,612	10,612	-	8,000	25%
4410	Classroom Furniture, Equipment & Supplies	-	-	-	-	28,000	28,000	35,000	15,000	20,000	15,000	0%
4420	Computers (individual items less than \$5k)	70	30,195	33,594	63,859	41,000	(22,859)	50,000	70,000	(20,000)	6,141	91%
4423	Staff Computers	-	-	-	-	12,300	12,300	15,000	5,000	10,000	5,000.00	0%
4430	Non Classroom Related Furniture, Equipment & Supp	425	975	3,282	4,682	2,500	(2,182)	10,000	10,000	-	5,318.46	47%
4710	Student Food Services	5	-	4,435	4,440	5,881	1,440	58,806	38,579	20,227	34,138.44	12%
4720	Other Food	1,713	29	-	1,742	765	(977)	3,060	3,060	-	1,318	57%
	SUBTOTAL - Books and Supplies	9,293	46,160	83,929	139,382	179,934	40,552	329,853	295,251	34,602	155,869	47%

East Bay Innovation Academy

Budget vs. Actuals

As of Sep close

	Actual			Budget vs. Actual			Budget				
	Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5000 Services & Other Operating Expenses											
5220 Travel and Lodging	208	-	-	208	510	302	5,100	5,100	-	4,892	4%
5300 Dues & Memberships	389	1,560	70	2,019	1,276	(743)	12,761	12,761	-	10,742	16%
5450 Insurance - Other	18,719	6,726	6,726	32,171	35,468	3,297	81,070	75,978	5,092	43,807	42%
5515 Janitorial, Gardening Services & Supplies	-	19,518	10,441	29,959	30,000	41	120,000	120,000	-	90,041	25%
5535 Utilities - All Utilities	-	9,866	7,392	17,258	24,480	7,222	97,920	97,920	-	80,662	18%
5610 Rent	26,500	28,500	55,250	110,250	83,250	(27,000)	333,000	333,000	-	222,750	33%
5611 Prop 39 Related Costs	-	-	28,688	28,688	33,275	4,587	133,100	124,740	8,360	96,052	23%
5615 Repairs and Maintenance - Building	133	4,281	278	4,692	1,061	(3,631)	10,612	10,612	-	5,920	44%
5616 Repairs and Maintenance - Computers	-	675	-	675	-	(675)	10,000	10,000	-	9,325	7%
5803 Accounting Fees	(1,568)	1,595	3,234	3,260	-	(3,260)	10,000	13,000	(3,000)	9,740	25%
5806 Assemblies	-	-	-	-	765	765	7,650	7,650	-	7,650	0%
5809 Banking Fees	8,052	41	49	8,142	1,275	(6,867)	5,100	10,000	(4,900)	1,858	81%
5810 Intersession	-	-	-	-	18,150	18,150	72,600	68,040	4,560	68,040	0%
5812 Business Services	8,667	10,683	6,625	25,975	21,000	(4,975)	84,000	84,000	-	58,025	31%
5815 Consultants - Instructional	3,000	39,975	32,410	75,385	25,000	(50,385)	50,000	121,000	(71,000)	45,615	62%
5820 Consultants - Non Instructional - Custom 1	-	-	-	-	2,000	2,000	20,000	20,000	-	20,000	0%
5824 District Oversight Fees	-	-	-	-	14,001	14,001	56,005	50,989	5,016	50,989	0%
5836 Fingerprinting	480	293	493	1,266	2,948	1,682	3,685	3,783	(99)	2,517	33%
5839 Fundraising Expenses	332	20	620	972	1,530	558	15,300	15,300	-	14,328	6%
5845 Legal Fees	-	3,414	1,935	5,348	6,000	652	60,000	60,000	-	54,652	9%
5851 Marketing and Student Recruiting	-	-	750	750	1,020	270	10,200	10,200	-	9,450	7%
5857 Payroll Fees	455	467	445	1,367	1,299	(68)	5,196	5,196	-	3,829	26%
5860 Printing and Reproduction	-	-	-	-	51	51	510	510	-	510	0%
5863 Professional Development	90	1,025	-	1,115	8,250	7,135	33,000	33,000	-	31,885	3%
5866 SPED MH Day/NPS Services	-	2,395	9,171	11,566	40,000	28,434	160,000	120,000	40,000	108,434	10%
5869 Special Education Contract Instructors	-	-	432	432	10,000	9,568	100,000	100,000	-	99,568	0%
5872 Special Education Encroachment	-	-	-	-	-	-	13,724	13,585	139	13,585	0%
5874 Sports	-	-	-	-	1,000	1,000	10,000	10,000	-	10,000	0%
5875 Staff Recruiting	167	-	-	167	795	628	7,949	7,949	-	7,782	2%
5878 Student Assessment	143	-	-	143	3,000	2,857	30,000	30,000	-	29,857	0%
5880 Student Health Services	(1,132)	793	-	(339)	46	384	458	458	-	796	-74%
5881 Student Information System	21,275	4,375	-	25,650	7,500	(18,150)	30,000	30,000	-	4,350	85%
5884 Substitutes	-	244	711	955	2,000	1,045	20,000	20,000	-	19,045	5%
5887 Technology Services	30,265	-	9,720	39,985	5,610	(34,375)	56,100	60,000	(3,900)	20,015	67%
5899 Miscellaneous Operating Expenses	-	449	616	1,065	-	(1,065)	-	-	-	(1,065)	
5900 Communications	1,104	2,035	686	3,825	9,180	5,355	36,720	30,000	6,720	26,175	13%
5915 Postage and Delivery	326	834	84	1,243	300	(943)	3,000	3,000	-	1,757	41%
SUBTOTAL - Services & Other Operating Exp.	117,604	139,763	176,827	434,194	392,040	(42,154)	1,704,759	1,717,770	(13,011)	1,283,577	25%

East Bay Innovation Academy

Budget vs. Actuals

As of Sep close

	Actual			Budget vs. Actual			Budget				
	Jul	Aug	Sep	Actual YTD	Budget YTD	Variance (YTD less Budget)	Approved Budget	Current Forecast	Variance (Budget vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
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	430,076	658,528	733,776	1,822,380	1,737,153	(85,227)	7,495,380	7,422,862	72,518	5,600,483	25%
6900 Total Depreciation (includes Prior Years)	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES including Depreciation	430,076	658,528	733,776	1,822,380	1,737,153	(85,227)	7,495,380	7,422,862	72,518	5,600,483	25%

Cover Sheet

Esser III Expenditure Plan

Section: IV. Finance and Development
Item: B. Esser III Expenditure Plan
Purpose: Vote
Submitted by:
Related Material:
2021_ESSER_III_Expenditure_Plan_East_Bay_Innovation_Academy_20211026 (1).pdf



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
East Bay Innovation Academy	Michelle Cho Executive Director	michelle.cho@eastbayia.org 510-577-9557

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
LCAP	https://eastbayia.org/about/board-materials
Expanded Learning Opportunities Grant Plan	https://eastbayia.org/about/board-materials

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$420,421

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$130,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$170,000
Use of Any Remaining Funds	\$120,421

Total ESSER III funds included in this plan

\$420,421

Community Engagement

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA’s ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

N/A - extension of LCAP and ELO plans, plus staff feedback upon school re-opening.

A description of how the development of the plan was influenced by community input.

Engagement through LCAP and ELO grant hearings which occurred in public meetings in spring and summer of 2021.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$130000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Additional on-going operations support	Operations assistants to manage facilities, Covid protocols, testing, and documentation, including attendance and independent studies.	\$95000
	Covid liaison stipends	Stipend to recognize the role and responsibilities of LEA Covid Liaisons to Alameda County Public Health	\$12000
	Summer operations	Prepare facilities, tech, programs for in-person learning according to Covid protocols	\$23000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$170,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	MTSS Coordination	Counselor and intervention specialist to coordinate MTSS (Tier 1,2 and 3 supports) across departments and sites, support and be a part of implementation, and train staff with academic, social-emotional, and mental health support skills including trauma-informed practices	\$50,000
	Summer school and enrichment	Compensation and supplies to support students with credit/skill recovery and accelerate learning over summer	\$120,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$120,421

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Site leader support stipends	Support school leaders manage in-person learning with extra program burden and vacancies resulting from Covid	\$30,000
	SEL programs and wellness support	Programs and personnel designed to boost existing SEL programs at lower school, during school year and during intersessions	\$40,000
	Tutoring and academic support	in school and afterschool program	\$30,421
	Applied math intervention	Additional math exposure for acceleration	\$20,000

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
MTSS Coordination	The leadership team will track # of MTSS meetings held, as well as skill assessments measured through MAP, SBAC, ELPAC, and IEP assessments. Qualitative check-ins with staff and families will supplement the outcomes data.	<ul style="list-style-type: none"> • MTSS meetings (staff and families): trimester • MAP: 2x year • SBAC: annual • ELPAC: annual • IEPs: annual/triannual
Summer School and Enrichment	The administrator and leadership team will track attendance, credits recovered, initial and summative assessments, and survey data to assess effectiveness of the program. MAP assessments from spring to fall will also be tracked to measure summer learning loss.	<ul style="list-style-type: none"> • attendance: weekly • assessments: beginning and end of program • MAP assessment: spring and summer • Survey: end of program

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

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