



East Bay Innovation Academy

Board Meeting

Date and Time

Wednesday January 15, 2025 at 8:00 PM PST

Location

EBIA's regular board meetings are held in person at EBIA, 3400 Malcolm Avenue, Oakland, CA at 8 PM.

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:00 PM
Opening Items			
A. Record Attendance and Guests		Brett van Zuiden	1 m
B. Call the Meeting to Order		Brett van Zuiden	1 m
C. Review and Approve Minutes from November 12, 2024 REGULAR Board Meeting	Approve Minutes	Brett van Zuiden	1 m
D. Opening Session - Public Comment (Any Agenda or Non-Agenda Items)		Brett van Zuiden	15 m
Public comment is limited to a maximum of 3 minutes of comment time per speaker			

	Purpose	Presenter	Time
II. Board Governance & Consent Agenda			8:18 PM
A. Review and Approve East Bay Innovation Academy Consent Agenda Items	Vote	Brett van Zuiden	5 m
Consent Agenda Items:			
<ul style="list-style-type: none"> • EBIA Check Register November 2024, December 2024 • Final Version - EBIA External Audit Report - 2023 - 2024 School Year • EBIA SARC 2024-2025 • EBIA Harassment, Intimidation, Discrimination, and Bullying Policy 			
B. Educational Equity and Immigration Status Policy	Vote	Miranda Thorman	10 m
Discuss and vote on proposed policy.			
III. Academic Excellence			8:33 PM
Academic Excellence			
A. EBIA Executive Director's Report	Discuss	Miranda Thorman	20 m
<ul style="list-style-type: none"> • 23-24 California Dashboard Data Review • Strategic Planning Updates 			
IV. Finance and Development			8:53 PM
EdTec will join the EBIA Board February, April, May and June during the 2023 - 2024 school year board meetings. Alternate month updates will be high level as needed provided by the Executive Director and/or Senior Director of Operations.			
A. 2025-2026 Enrollment/Budget Planning Discussion	Discuss	Miranda Thorman	30 m

	Purpose	Presenter	Time
24-25 Enrollment Progress Updates Budget Scenario Discussion			
V. Facility Updates			9:23 PM
A. Facilities Updates	Discuss	Miranda Thorman	10 m
VI. School Governance and Other Matters			9:33 PM
A. Confirm Board Meeting Dates through 2024-2025 School Year (and early 2025 - 2026)	Discuss	Brett van Zuiden	1 m
<p>Current board meetings through the end of the school year are scheduled as follows - do we need to make any adjustments that we can incorporate into our schedule now?</p> <p>8:00 PM Wednesday, 2/19/2025 8:00 PM Wednesday, 3/19/2025 8:00 PM Wednesday, 4/16/2025 8:00 PM Wednesday, 5/21/2025 8:00 PM Wednesday, 6/11/2025 - End of 2024/2025 School/Fiscal Year</p> <p>July 2025 Summer Break - 2025/2026 Fiscal/School Year Begins</p>			
B. Closing Session - Public Comment (Any Agenda or Non-Agenda Items)	FYI	Brett van Zuiden	10 m
<p>Public comment is limited to a maximum of 3 minutes of comment time per speaker</p>			
VII. Closing Items			9:44 PM
A. Adjourn Meeting	Vote	Brett van Zuiden	1 m

Coversheet

Review and Approve Minutes from November 12, 2024 REGULAR Board Meeting

Section: I. Opening Items
Item: C. Review and Approve Minutes from November 12, 2024 REGULAR Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on November 12, 2024

APPROVED



East Bay Innovation Academy

Minutes

Board Meeting

Date and Time

Tuesday November 12, 2024 at 8:00 PM

Location

EBIA's regular board meetings are held in person at EBIA, 3400 Malcolm Avenue, Oakland, CA at 8 PM.

Directors Present

Brad Edgar, Brett van Zuiden, Shyam Kumar

Directors Absent

Erin Fredrick, Kelly Garcia

Guests Present

Miranda Thorman

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Brett van Zuiden called a meeting of the board of directors of East Bay Innovation Academy to order on Tuesday Nov 12, 2024 at 8:02 PM.

C.

Review and Approve Minutes from 10/16/2024 REGULAR Board Meeting

Brad Edgar made a motion to approve the minutes from Brad Board Meeting on 10-16-24.

Shyam Kumar seconded the motion.

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

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

II. Board Governance & Consent Agenda

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

Board will discuss the independent study policy at a later time

Brett van Zuiden made a motion to Approve.

Shyam Kumar seconded the motion.

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

III. Finance and Development

A. Enrollment Updates

B. East Bay Innovation Academy - Finance Update

C. First Interim Budget/Actual to Date Report

Brett van Zuiden made a motion to approve the interim budget.

Brad Edgar seconded the motion.

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

D. Budget Discussion

IV. Closed Session: Pending Litigation

A. Adjourn Public Meeting for Closed Session

Brad Edgar made a motion to Adjourn.

Brett van Zuiden seconded the motion.

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

B. Open Closed Session

C. Closed Session: Pending Litigation

D. Adjourn Closed Session and move to Public Session

Brett van Zuiden made a motion to Adjourn closed session.

Shyam Kumar seconded the motion.

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

V. School Governance and Other Matters

A. Confirm Board Meeting Dates through 2023 - 2024 School Year (and early 2024 - 2025)

Board discussed not having a December meeting if there are no material findings in the financial audit. If there are material findings, we will have a meeting.

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

VI. Closing Items

A. Adjourn Meeting

Brett van Zuiden made a motion to Adjourn meeting.

Brad Edgar seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:07 PM.

Respectfully Submitted,
Shyam Kumar

Coversheet

Review and Approve East Bay Innovation Academy Consent Agenda Items

Section: II. Board Governance & Consent Agenda
Item: A. Review and Approve East Bay Innovation Academy Consent Agenda Items
Purpose: Vote
Submitted by:
Related Material:
A_PRegisterNov.pdf
A_PRegisterDec.pdf
EastBayInnovationAcademyRpt24 (1).pdf
2024_School_Accountability_Report_Card_East_Bay_Innovation_Academy_20250109 (1).pdf
EBIA Harrassment, Intimidation, Discrimination, and Bullying Policy.pdf

ESP-CA
EdTec Network : East Bay Innovation Academy (EBIA)
A/P Register
November 1, 2024 - November 30, 2024

Acco Type	Date	Document Number	Vendor	Memo	Date Due	Billed	Paid	Balance
Accounts Payable								\$1,900.46
Bill	11/11/24	1H9N-MCK1-1HC6	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup		\$15.47		\$1,884.99
Bill	11/11/24	9044	179830 Hands-On Technology	Summer Camp Services: 07/08 - Paid		\$2,500.00		(\$615.01)
Bill	11/11/24	24419	158937 HopSkipDrive, Inc	Field Trip; 10/01 - 10/31/24	Paid	\$2,648.91		(\$3,263.92)
Bill	11/11/24	1H9T-GHC1-44CY	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup		\$32.79		(\$3,296.71)
Bill	11/11/24	1HKV-3VWR-1J4N	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup		\$148.34		(\$3,445.05)
Bill	11/11/24	809412414157	50991 Kaiser Foundation Health Plan	Customer ID: 8094124388; Dec		\$29,131.37		(\$32,576.42)
Bill	11/11/24	1HPF-LFTW-JC1R	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup		\$281.15		(\$32,857.57)
Bill	11/11/24	1M9K-XMPR-113V	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup		\$26.45		(\$32,884.02)
Bill	11/11/24	1NPC-JQWY-GNTG	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup		\$25.25		(\$32,909.27)
Bill	11/11/24	EBIA-FALL24	144284 Oakland Athletic League	EBIA League Fee	Paid	\$1,918.50		(\$34,827.77)
Bill	11/11/24	1Q93-FHLX-114L	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup		\$193.92		(\$35,021.69)
Bill	11/11/24	393597970001	51097 Office Depot	Acct# 16610744; Supplies	Paid	\$332.06		(\$35,353.75)
Bill	11/11/24	1TK1-QQMW-1WTH	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup		\$44.92		(\$35,398.67)
Bill	11/11/24	1TXD-XRF1-3M31	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup		\$145.44		(\$35,544.11)
Bill	11/11/24	1XTL-DDYH-GVQN	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup		\$40.00		(\$35,584.11)
Bill	11/11/24	393602484001	51097 Office Depot	Acct# 16610744; Supplies	Paid	\$5.98		(\$35,590.09)
Bill	11/11/24	16G6-LTC1-XHTP	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup		\$392.90		(\$35,982.99)
Bill	11/11/24	393602837001	51097 Office Depot	Acct# 16610744; Supplies	Paid	\$130.61		(\$36,113.60)
Bill	11/11/24	167R-FGKD-6NJJ	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup		\$61.72		(\$36,175.32)
Bill	11/11/24	269420661	180900 Orkin	Account #36504571; Pest Contr	Paid	\$160.99		(\$36,336.31)
Bill	11/11/24	33677	195099 Bay Area Office Systems	Cust #EBIAMTN; Materials & Su	Paid	\$313.97		(\$36,650.28)
Bill	11/11/24	CD_000947942	110058 RingCentral Inc. (Cust# 9019) (C	Customer ID: 1184099019; Phor	Paid	\$696.93		(\$37,347.21)
Bill	11/11/24	33678	195099 Bay Area Office Systems	Cust #EBIAMTN; Materials & Su	Paid	\$296.64		(\$37,643.85)
Bill	11/11/24	749726	166317 The Education Team	BA Only & BA CBEST: 10/08 - 1	Paid	\$505.42		(\$38,149.27)
Bill	11/11/24	749727	166317 The Education Team	BA Only & BA CBEST : 10/08 - 1	Paid	\$542.05		(\$38,691.32)
Bill	11/11/24	751632	166317 The Education Team	BA Only : 10/17 - 10/18/24	Paid	\$846.03		(\$39,537.35)
Bill	11/11/24	9374433	187077 Brady Industries	Customer ID 290003; Janitorial	Paid	\$507.58		(\$40,044.93)
Bill	11/11/24	751633	166317 The Education Team	BA Only : 10/17/24	Paid	\$307.65		(\$40,352.58)
Bill	11/11/24	753670	166317 The Education Team	BA Only : 10/21 - 10/24/24	Paid	\$351.60		(\$40,704.18)
Bill	11/11/24	753671	166317 The Education Team	BA CBEST, BA Only & 30 Day F	Paid	\$1,230.60		(\$41,934.78)
Bill	11/11/24	5593172-2216-9	115191 Waste Management (Cust# 3002)	Cust# 15-00043-73002; Waste	Paid	\$1,872.85		(\$43,807.63)
Bill	11/11/24	9933645-2216-5	98131 Waste Management (Cust# 00513-38)	Cust# 00513-38904; Ops Chartr	Paid	\$744.02		(\$44,551.65)
Bill	11/11/24	102924	154419 Blair, Sarah (ee)	Reimb: Sci 7- Unit 1- Propagatio	Paid	\$38.07		(\$44,589.72)
Bill	11/11/24	102724	78741 Fitts, Michelle (ee)	Reimb: Entomology reference bc	Paid	\$232.37		(\$44,822.09)
Bill	11/11/24	100	208166 Frank, Miya	Stipend: Annual League: 2024 -	Paid	\$325.00		(\$45,147.09)
Bill	11/11/24	INV19406	208168 Niche.com,Inc.	K-12 Complete Package & Prem	Paid	\$2,247.50		(\$47,394.59)
Bill	11/11/24	102724	208169 Cook,Chris (Science Olympaid Acco	Reimb: Registration Fee Divisior	Paid	\$724.28		(\$48,118.87)
Bill	11/11/24	OAKEBIA092024	208171 Street Soccer USA, INC	Street Soccer USA 10 Week Fal	Paid	\$2,850.00		(\$50,968.87)

Bill	11/11/24	203774	47895 EdTec	EdTec Monthly Back Office - No Paid	\$15,808.33		(\$66,777.20)
Bill Payment	11/12/24	9120	192331 Amazon Capital Services			\$1,408.35	(\$65,368.85)
Bill Payment	11/12/24	9121	195099 Bay Area Office Systems			\$610.61	(\$64,758.24)
Bill Payment	11/12/24	9122	154419 Blair, Sarah (ee)			\$38.07	(\$64,720.17)
Bill Payment	11/12/24	9123	187077 Brady Industries			\$507.58	(\$64,212.59)
Bill Payment	11/12/24	9124	208169 Cook,Chris (Science Olympaid Account) (Parent/Vol)			\$724.28	(\$63,488.31)
Bill Payment	11/12/24	9125	47895 EdTec			\$15,808.33	(\$47,679.98)
Bill Payment	11/12/24	9126	78741 Fitts, Michelle (ee)			\$232.37	(\$47,447.61)
Bill Payment	11/12/24	9127	208166 Frank, Miya			\$325.00	(\$47,122.61)
Bill Payment	11/12/24	ACH5006	179830 Hands-On Technology			\$2,500.00	(\$44,622.61)
Bill Payment	11/12/24	9128	158937 HopSkipDrive, Inc			\$2,648.91	(\$41,973.70)
Bill Payment	11/12/24	9129	208168 Niche.com,Inc.			\$2,247.50	(\$39,726.20)
Bill Payment	11/12/24	9130	144284 Oakland Athletic League			\$1,918.50	(\$37,807.70)
Bill Payment	11/12/24	9131	51097 Office Depot			\$468.65	(\$37,339.05)
Bill Payment	11/12/24	9132	180900 Orkin			\$160.99	(\$37,178.06)
Bill Payment	11/12/24	9133	110058 RingCentral Inc. (Cust# 9019) (C Corp)			\$696.93	(\$36,481.13)
Bill Payment	11/12/24	9134	166317 The Education Team			\$3,783.35	(\$32,697.78)
Bill Payment	11/12/24	9135	98131 Waste Management (Cust# 00513-38904)			\$744.02	(\$31,953.76)
Bill Payment	11/12/24	9136	115191 Waste Management (Cust# 3002)			\$1,872.85	(\$30,080.91)
Bill	11/14/24	December 2024	106674 Golden Gate Academy (1099-1)	SY 24-25 Monthly use fee for Gc Paid	\$37,500.00		(\$67,580.91)
Bill Payment	11/14/24	9137	106674 Golden Gate Academy (1099-1)			\$37,500.00	(\$30,080.91)
Bill	11/25/24	731228	129451 Atkinson, Andelson, Loya, Ruud & Ri	Client No. 006340; Legal Service Paid	\$9,983.27		(\$40,064.18)
Bill	11/25/24	1C9P-76N3-QGJ6	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid	\$29.34		(\$40,093.52)
Bill	11/25/24	1DFK-VLNH-3F17	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid	\$39.68		(\$40,133.20)
Bill	11/25/24	1FFT-4D93-3RRX	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid	\$72.66		(\$40,205.86)
Bill	11/25/24	1L6C-X67F-1TC1	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid	\$6.60		(\$40,212.46)
Bill	11/25/24	1N37-PHM1-FV1N	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid	\$26.08		(\$40,238.54)
Bill	11/25/24	1NDK-7G1L-RG4Y	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid	\$42.22		(\$40,280.76)
Bill	11/25/24	1NMX-VLC7-LNKL	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid	\$30.81		(\$40,311.57)
Bill	11/25/24	1V4Q-HKKK-VGRT	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid	\$216.04		(\$40,527.61)
Bill	11/25/24	1XG4-PVHN-3CVL	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid	\$11.01		(\$40,538.62)
Bill	11/25/24	1XH1-WY9T-63PN	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid	\$49.87		(\$40,588.49)
Bill	11/25/24	1XWP-MQWN-1G6P	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid	\$27.42		(\$40,615.91)
Bill	11/25/24	1YCK-XYM4-43MK	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid	\$70.89		(\$40,686.80)
Bill	11/25/24	13QK-C1T1-6MY4	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid	\$3.09		(\$40,689.89)
Bill	11/25/24	000022594738	106388 AT&T (BAN# 2435)	Acct# 9391062435; Internet Ser Paid	\$639.92		(\$41,329.81)
Bill	11/25/24	000022602349	136259 AT&T (#6883)	Acct# 9391066883; Internet Ser Paid	\$639.92		(\$41,969.73)
Bill	11/25/24	1140	208367 Avela	Annual licensing fee for Avela At Paid	\$2,917.40		(\$44,887.13)
Bill	11/25/24	2024-0404	135474 Beehively	Beehively Web Invoice (January Paid	\$720.00		(\$45,607.13)
Bill	11/25/24	22171	71320 Christy White Associates (1099-7)	2023-24 Charter School Aduit: 2l Paid	\$7,436.25		(\$53,043.38)
Bill	11/25/24	P2428990421	135976 The College Board	Cust#289904; Inv# P242899042 Paid	\$964.80		(\$54,008.18)
Bill	11/25/24	2353525	50269 CoPower	Cust# 902360; Dental Plan Dece Paid	\$2,594.54		(\$56,602.72)
Bill	11/25/24	111824	208574 Cronin, Zoe (ee)	Reimb: 2025 Play production Dir Paid	\$67.00		(\$56,669.72)
Bill	11/25/24	111224	51452 East Bay Municipal Utility District (EBM	Acct# 49867400001; Water Serv Paid	\$4,587.36		(\$61,257.08)
Bill	11/25/24	205699	47895 EdTec	SIS Support: October 2024 & UF Paid	\$142.13		(\$61,399.21)
Bill	11/25/24	159564	207618 Fast Response On-Site Testing Inc.	Onsite Vision And Hearing Scree Paid	\$2,500.00		(\$63,899.21)
Bill	11/25/24	102724A	78741 Fitts, Michelle (ee)	Reimb: Helicopter Kit, Registrati Paid	\$221.31		(\$64,120.52)
Bill	11/25/24	1141234382	158776 isolved Benefit Services	C10007972; FBA Monthly Admir Paid	\$73.50		(\$64,194.02)
Bill	11/25/24	69	132360 Lina's Janitorial Services	Janitorial Service for US & LS (N Paid	\$12,000.00		(\$76,194.02)

Bill	11/25/24	112024	208576 Noel, Charlie (ee)	Reimb: Walmart & Home Depot Paid	\$188.62		(\$76,382.64)
Bill	11/25/24	EBIARENT25B	52884 Oakland Unified School District	2024/25 Facility fee Billing (Secc Paid	\$31,268.00		(\$107,650.64)
Bill	11/25/24	111424	201936 Offenberg, Sam (ee)	Reimb: East CBM Paid	\$49.99		(\$107,700.63)
Bill	11/25/24	270814879	180900 Orkin	Account #36504571; Pest Contr Paid	\$160.99		(\$107,861.62)
Bill	11/25/24	111424	47928 PG&E	Account No 4052865603-2; Gas Paid	\$2,930.89		(\$110,792.51)
Bill	11/25/24	04K0035832427	108665 Ready Refresh (Acct# 2427)	Acct #0035832427; Malcolm drir Paid	\$125.29		(\$110,917.80)
Bill	11/25/24	004994-C001339	75203 Revolution Foods, Inc. (C Corp)	Cust #C001339; Food Service O Paid	\$14,311.58		(\$125,229.38)
Bill	11/25/24	102224	124292 Smith, Nicole (ee)	Reimb: BRIEF iAdmins, Score R Paid	\$203.24		(\$125,432.62)
Bill	11/25/24	757716	166317 The Education Team	BA Only : 11/07 - 11/08/24 Paid	\$564.02		(\$125,996.64)
Bill	11/25/24	2024-2025.131	77402 The Phillips Academy (501c3)	EC Tuition: October 2024 Paid	\$318.00		(\$126,314.64)
Bill	11/25/24	110724	192225 Thorman, Miranda (ee)	Reimb: Coffee for Parent Coffee Paid	\$71.70		(\$126,386.34)
Bill	11/25/24	821701336	51463 Vision Service Plan - (VSP)	Client ID: 30050552; Vision Plan Paid	\$671.20		(\$127,057.54)
Bill	11/25/24	5031967144	193599 Wells Fargo Vendor Financial Service	Cust# 1055852811; Leasing of L Paid	\$292.16		(\$127,349.70)
Bill	11/25/24	13022	47540 Law Offices of Young, Minney & Corr, Legal Services : 10/07 - 10/24/24	Paid	\$1,652.50		(\$129,002.20)
Bill Payment	11/26/24	9138	192331 Amazon Capital Services			\$625.71	(\$128,376.49)
Bill Payment	11/26/24	9139	136259 AT&T (#6883)			\$639.92	(\$127,736.57)
Bill Payment	11/26/24	9140	106388 AT&T (BAN# 2435)			\$639.92	(\$127,096.65)
Bill Payment	11/26/24	9141	129451 Atkinson, Andelson, Loya, Ruud & Romo PC Attorneys at Law (AALRR) (1099-7)			\$9,983.27	(\$117,113.38)
Bill Payment	11/26/24	ACH5007	208367 Avela			\$2,917.40	(\$114,195.98)
Bill Payment	11/26/24	9142	135474 Beehively			\$720.00	(\$113,475.98)
Bill Payment	11/26/24	9143	71320 Christy White Associates (1099-7)			\$7,436.25	(\$106,039.73)
Bill Payment	11/26/24	9144	50269 CoPower			\$2,594.54	(\$103,445.19)
Bill Payment	11/26/24	9145	208574 Cronin, Zoe (ee)			\$67.00	(\$103,378.19)
Bill Payment	11/26/24	9146	51452 East Bay Municipal Utility District (EBMUD)			\$4,587.36	(\$98,790.83)
Bill Payment	11/26/24	9147	47895 EdTec			\$142.13	(\$98,648.70)
Bill Payment	11/26/24	9148	207618 Fast Response On-Site Testing Inc.			\$2,500.00	(\$96,148.70)
Bill Payment	11/26/24	9149	78741 Fitts, Michelle (ee)			\$221.31	(\$95,927.39)
Bill Payment	11/26/24	9150	158776 isolved Benefit Services			\$73.50	(\$95,853.89)
Bill Payment	11/26/24	9151	50991 Kaiser Foundation Health Plan			\$29,131.37	(\$66,722.52)
Bill Payment	11/26/24	9152	47540 Law Offices of Young, Minney & Corr, LLP (1099-7)			\$1,652.50	(\$65,070.02)
Bill Payment	11/26/24	9153	132360 Lina's Janitorial Services			\$12,000.00	(\$53,070.02)
Bill Payment	11/26/24	9154	208576 Noel, Charlie (ee)			\$188.62	(\$52,881.40)
Bill Payment	11/26/24	9155	52884 Oakland Unified School District			\$31,268.00	(\$21,613.40)
Bill Payment	11/26/24	9156	201936 Offenberg, Sam (ee)			\$49.99	(\$21,563.41)
Bill Payment	11/26/24	9157	180900 Orkin			\$160.99	(\$21,402.42)
Bill Payment	11/26/24	9158	47928 PG&E			\$2,930.89	(\$18,471.53)
Bill Payment	11/26/24	9159	108665 Ready Refresh (Acct# 2427)			\$125.29	(\$18,346.24)
Bill Payment	11/26/24	9160	75203 Revolution Foods, Inc. (C Corp)			\$14,311.58	(\$4,034.66)
Bill Payment	11/26/24	9161	124292 Smith, Nicole (ee)			\$203.24	(\$3,831.42)
Bill Payment	11/26/24	9162	135976 The College Board			\$964.80	(\$2,866.62)
Bill Payment	11/26/24	9163	166317 The Education Team			\$564.02	(\$2,302.60)
Bill Payment	11/26/24	9164	77402 The Phillips Academy (501c3)			\$318.00	(\$1,984.60)
Bill Payment	11/26/24	9165	192225 Thorman, Miranda (ee)			\$71.70	(\$1,912.90)
Bill Payment	11/26/24	9166	51463 Vision Service Plan - (VSP)			\$671.20	(\$1,241.70)
Bill Payment	11/26/24	9167	193599 Wells Fargo Vendor Financial Services, LLC			\$292.16	(\$949.54)
Total - Accounts Payable					\$205,098.95	\$202,248.95	(\$949.54)
Total					\$205,098.95	\$202,248.95	(\$949.54)

ESP-CA
EdTec Network : East Bay Innovation Academy (EBIA)
A/P Register
November 1, 2024 - November 30, 2024

Acco Type	Date	Document Number	Vendor	Memo	Date Due	Billed	Paid	Balance
Accounts Payable								\$1,900.46
Bill	11/11/24	1H9N-MCK1-1HC6	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$15.47		\$1,884.99
Bill	11/11/24	9044	179830 Hands-On Technology	Summer Camp Services: 07/08 - Paid		\$2,500.00		(\$615.01)
Bill	11/11/24	24419	158937 HopSkipDrive, Inc	Field Trip; 10/01 - 10/31/24 Paid		\$2,648.91		(\$3,263.92)
Bill	11/11/24	1H9T-GHC1-44CY	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$32.79		(\$3,296.71)
Bill	11/11/24	1HKV-3VWR-1J4N	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$148.34		(\$3,445.05)
Bill	11/11/24	809412414157	50991 Kaiser Foundation Health Plan	Customer ID: 8094124388; Dece		\$29,131.37		(\$32,576.42)
Bill	11/11/24	1HPF-LFTW-JC1R	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$281.15		(\$32,857.57)
Bill	11/11/24	1M9K-XMPR-113V	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$26.45		(\$32,884.02)
Bill	11/11/24	1NPC-JQWY-GNTC	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$25.25		(\$32,909.27)
Bill	11/11/24	EBIA-FALL24	144284 Oakland Athletic League	EBIA League Fee Paid		\$1,918.50		(\$34,827.77)
Bill	11/11/24	1Q93-FHLX-114L	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$193.92		(\$35,021.69)
Bill	11/11/24	393597970001	51097 Office Depot	Acct# 16610744; Supplies Paid		\$332.06		(\$35,353.75)
Bill	11/11/24	1TK1-QQMW-1WTI	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$44.92		(\$35,398.67)
Bill	11/11/24	1TXD-XRF1-3M31	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$145.44		(\$35,544.11)
Bill	11/11/24	1XTL-DDYH-GVQN	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$40.00		(\$35,584.11)
Bill	11/11/24	393602484001	51097 Office Depot	Acct# 16610744; Supplies Paid		\$5.98		(\$35,590.09)
Bill	11/11/24	16G6-LTC1-XHTP	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$392.90		(\$35,982.99)
Bill	11/11/24	393602837001	51097 Office Depot	Acct# 16610744; Supplies Paid		\$130.61		(\$36,113.60)
Bill	11/11/24	167R-FGKD-6NJJ	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$61.72		(\$36,175.32)
Bill	11/11/24	269420661	180900 Orkin	Account #36504571; Pest Contr		\$160.99		(\$36,336.31)
Bill	11/11/24	33677	195099 Bay Area Office Systems	Cust #EBIAMTN; Materials & Su		\$313.97		(\$36,650.28)
Bill	11/11/24	CD_000947942	110058 RingCentral Inc. (Cust# 9019) (C Cor	Customer ID: 1184099019; Phor		\$696.93		(\$37,347.21)
Bill	11/11/24	33678	195099 Bay Area Office Systems	Cust #EBIAMTN; Materials & Su		\$296.64		(\$37,643.85)
Bill	11/11/24	749726	166317 The Education Team	BA Only & BA CBEST: 10/08 - 1		\$505.42		(\$38,149.27)
Bill	11/11/24	749727	166317 The Education Team	BA Only & BA CBEST : 10/08 - 1		\$542.05		(\$38,691.32)
Bill	11/11/24	751632	166317 The Education Team	BA Only : 10/17 - 10/18/24		\$846.03		(\$39,537.35)
Bill	11/11/24	9374433	187077 Brady Industries	Customer ID 290003; Janitorial		\$507.58		(\$40,044.93)
Bill	11/11/24	751633	166317 The Education Team	BA Only : 10/17/24		\$307.65		(\$40,352.58)
Bill	11/11/24	753670	166317 The Education Team	BA Only : 10/21 - 10/24/24		\$351.60		(\$40,704.18)
Bill	11/11/24	753671	166317 The Education Team	BA CBEST, BA Only & 30 Day F		\$1,230.60		(\$41,934.78)
Bill	11/11/24	5593172-2216-9	115191 Waste Management (Cust# 3002)	Cust# 15-00043-73002; Waste		\$1,872.85		(\$43,807.63)
Bill	11/11/24	9933645-2216-5	98131 Waste Management (Cust# 00513-38)	Cust# 00513-38904; Ops Char		\$744.02		(\$44,551.65)
Bill	11/11/24	102924	154419 Blair, Sarah (ee)	Reimb: Sci 7- Unit 1- Propagatio		\$38.07		(\$44,589.72)
Bill	11/11/24	102724	78741 Fitts, Michelle (ee)	Reimb: Entomology reference		\$232.37		(\$44,822.09)
Bill	11/11/24	100	208166 Frank, Miya	Stipend: Annual League: 2024 -		\$325.00		(\$45,147.09)
Bill	11/11/24	INV19406	208168 Niche.com, Inc.	K-12 Complete Package & Prem		\$2,247.50		(\$47,394.59)
Bill	11/11/24	102724	208169 Cook, Chris (Science Olympaid Acco	Reimb: Registration Fee Divisio		\$724.28		(\$48,118.87)
Bill	11/11/24	OAKEBIA092024	208171 Street Soccer USA, INC	Street Soccer USA 10 Week Fal		\$2,850.00		(\$50,968.87)

Bill	11/11/24	203774	47895 EdTec	EdTec Monthly Back Office - No	Paid	\$15,808.33		(\$66,777.20)
Bill Payment	11/12/24	9120	192331 Amazon Capital Services				\$1,408.35	(\$65,368.85)
Bill Payment	11/12/24	9121	195099 Bay Area Office Systems				\$610.61	(\$64,758.24)
Bill Payment	11/12/24	9122	154419 Blair, Sarah (ee)				\$38.07	(\$64,720.17)
Bill Payment	11/12/24	9123	187077 Brady Industries				\$507.58	(\$64,212.59)
Bill Payment	11/12/24	9124	208169 Cook,Chris (Science Olympaid Account) (Parent/Vol)				\$724.28	(\$63,488.31)
Bill Payment	11/12/24	9125	47895 EdTec				\$15,808.33	(\$47,679.98)
Bill Payment	11/12/24	9126	78741 Fitts, Michelle (ee)				\$232.37	(\$47,447.61)
Bill Payment	11/12/24	9127	208166 Frank, Miya				\$325.00	(\$47,122.61)
Bill Payment	11/12/24	ACH5006	179830 Hands-On Technology				\$2,500.00	(\$44,622.61)
Bill Payment	11/12/24	9128	158937 HopSkipDrive, Inc				\$2,648.91	(\$41,973.70)
Bill Payment	11/12/24	9129	208168 Niche.com,Inc.				\$2,247.50	(\$39,726.20)
Bill Payment	11/12/24	9130	144284 Oakland Athletic League				\$1,918.50	(\$37,807.70)
Bill Payment	11/12/24	9131	51097 Office Depot				\$468.65	(\$37,339.05)
Bill Payment	11/12/24	9132	180900 Orkin				\$160.99	(\$37,178.06)
Bill Payment	11/12/24	9133	110058 RingCentral Inc. (Cust# 9019) (C Corp)				\$696.93	(\$36,481.13)
Bill Payment	11/12/24	9134	166317 The Education Team				\$3,783.35	(\$32,697.78)
Bill Payment	11/12/24	9135	98131 Waste Management (Cust# 00513-38904)				\$744.02	(\$31,953.76)
Bill Payment	11/12/24	9136	115191 Waste Management (Cust# 3002)				\$1,872.85	(\$30,080.91)
Bill	11/14/24	December 2024	106674 Golden Gate Academy (1099-1)	SY 24-25 Monthly use fee for Gc Paid		\$37,500.00		(\$67,580.91)
Bill Payment	11/14/24	9137	106674 Golden Gate Academy (1099-1)				\$37,500.00	(\$30,080.91)
Bill	11/25/24	731228	129451 Atkinson, Andelson, Loya, Ruud & R	Client No. 006340; Legal Service Paid		\$9,983.27		(\$40,064.18)
Bill	11/25/24	1C9P-76N3-QGJ6	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$29.34		(\$40,093.52)
Bill	11/25/24	1DFK-VLNH-3F17	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$39.68		(\$40,133.20)
Bill	11/25/24	1FFT-4D93-3RRX	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$72.66		(\$40,205.86)
Bill	11/25/24	1L6C-X67F-1TC1	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$6.60		(\$40,212.46)
Bill	11/25/24	1N37-PHM1-FV1N	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$26.08		(\$40,238.54)
Bill	11/25/24	1NDK-7G1L-RG4Y	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$42.22		(\$40,280.76)
Bill	11/25/24	1NMX-VLC7-LNKL	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$30.81		(\$40,311.57)
Bill	11/25/24	1V4Q-HKKK-VGRT	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$216.04		(\$40,527.61)
Bill	11/25/24	1XG4-PVHN-3CVL	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$11.01		(\$40,538.62)
Bill	11/25/24	1XH1-WY9T-63PN	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$49.87		(\$40,588.49)
Bill	11/25/24	1XWP-MQWN-1G6	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$27.42		(\$40,615.91)
Bill	11/25/24	1YCK-XYM4-43MK	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$70.89		(\$40,686.80)
Bill	11/25/24	13QK-C1T1-6MY4	192331 Amazon Capital Services	Acct #A1GDQTYJDVQHA0; Sup Paid		\$3.09		(\$40,689.89)
Bill	11/25/24	000022594738	106388 AT&T (BAN# 2435)	Acct# 9391062435; Internet Ser	Paid	\$639.92		(\$41,329.81)
Bill	11/25/24	000022602349	136259 AT&T (#6883)	Acct# 9391066883; Internet Ser	Paid	\$639.92		(\$41,969.73)
Bill	11/25/24	1140	208367 Avela	Annual licensing fee for Avela A	Paid	\$2,917.40		(\$44,887.13)
Bill	11/25/24	2024-0404	135474 Beehively	Beehively Web Invoice (January	Paid	\$720.00		(\$45,607.13)
Bill	11/25/24	22171	71320 Christy White Associates (1099-7)	2023-24 Charter School Aduit: 2	Paid	\$7,436.25		(\$53,043.38)
Bill	11/25/24	P2428990421	135976 The College Board	Cust#289904: Inv# P242899042	Paid	\$964.80		(\$54,008.18)
Bill	11/25/24	2353525	502609 CoPower	Cust# 902360; Dental Plan Dece	Paid	\$2,594.54		(\$56,602.72)
Bill	11/25/24	111824	208574 Cronin, Zoe (ee)	Reimb: 2025 Play production Dir	Paid	\$67.00		(\$56,669.72)
Bill	11/25/24	111224	51452 East Bay Municipal Utility District (EBM	Acct# 49867400001; Water Serv	Paid	\$4,587.36		(\$61,257.08)
Bill	11/25/24	205699	47895 EdTec	SIS Support: October 2024 & UF	Paid	\$142.13		(\$61,399.21)
Bill	11/25/24	159564	207618 Fast Response On-Site Testing Inc.	Onsite Vision And Hearing Scree	Paid	\$2,500.00		(\$63,899.21)
Bill	11/25/24	102724A	78741 Fitts, Michelle (ee)	Reimb: Helicopter Kit, Registrat	Paid	\$221.31		(\$64,120.52)
Bill	11/25/24	1141234382	158776 isolved Benefit Services	C10007972; FBA Monthly Admin	Paid	\$73.50		(\$64,194.02)
Bill	11/25/24	69	132360 Lina's Janitorial Services	Janitorial Service for US & LS	(N Paid)	\$12,000.00		(\$76,194.02)

Bill	11/25/24	112024	208576 Noel, Charlie (ee)	Reimb: Walmart & Home Depot Paid	\$188.62		(\$76,382.64)
Bill	11/25/24	EBIARENT25B	52884 Oakland Unified School District	2024/25 Facility fee Billing (Secc Paid	\$31,268.00		(\$107,650.64)
Bill	11/25/24	111424	201936 Offenberg, Sam (ee)	Reimb: East CBM Paid	\$49.99		(\$107,700.63)
Bill	11/25/24	270814879	180900 Orkin	Account #36504571; Pest Contrc Paid	\$160.99		(\$107,861.62)
Bill	11/25/24	111424	47928 PG&E	Account No 4052865603-2; Gas Paid	\$2,930.89		(\$110,792.51)
Bill	11/25/24	04K0035832427	108665 Ready Refresh (Acct# 2427)	Acct #0035832427; Malcolm drir Paid	\$125.29		(\$110,917.80)
Bill	11/25/24	004994-C001339	75203 Revolution Foods, Inc. (C Corp)	Cust #C001339; Food Service O Paid	\$14,311.58		(\$125,229.38)
Bill	11/25/24	102224	124292 Smith, Nicole (ee)	Reimb: BRIEF iAdmins, Score R Paid	\$203.24		(\$125,432.62)
Bill	11/25/24	757716	166317 The Education Team	BA Only : 11/07 - 11/08/24 Paid	\$564.02		(\$125,996.64)
Bill	11/25/24	2024-2025.131	77402 The Phillips Academy (501c3)	EC Tuition: October 2024 Paid	\$318.00		(\$126,314.64)
Bill	11/25/24	110724	192225 Thorman, Miranda (ee)	Reimb: Coffee for Parent Coffee Paid	\$71.70		(\$126,386.34)
Bill	11/25/24	821701336	51463 Vision Service Plan - (VSP)	Client ID: 30050552; Vision Plan Paid	\$671.20		(\$127,057.54)
Bill	11/25/24	5031967144	193599 Wells Fargo Vendor Financial Servica	Cust# 1055852811; Leasing of L Paid	\$292.16		(\$127,349.70)
Bill	11/25/24	13022	47540 Law Offices of Young, Minney & Corr, Legal Services : 10/07 - 10/24/24	Paid	\$1,652.50		(\$129,002.20)
Bill Payment	11/26/24	9138	192331 Amazon Capital Services			\$625.71	(\$128,376.49)
Bill Payment	11/26/24	9139	136259 AT&T (#6883)			\$639.92	(\$127,736.57)
Bill Payment	11/26/24	9140	106388 AT&T (BAN# 2435)			\$639.92	(\$127,096.65)
Bill Payment	11/26/24	9141	129451 Atkinson, Andelson, Loya, Ruud & Romo PC Attorneys at Law (AALRR) (1099-7)			\$9,983.27	(\$117,113.38)
Bill Payment	11/26/24	ACH5007	208367 Avela			\$2,917.40	(\$114,195.98)
Bill Payment	11/26/24	9142	135474 Beehively			\$720.00	(\$113,475.98)
Bill Payment	11/26/24	9143	71320 Christy White Associates (1099-7)			\$7,436.25	(\$106,039.73)
Bill Payment	11/26/24	9144	50269 CoPower			\$2,594.54	(\$103,445.19)
Bill Payment	11/26/24	9145	208574 Cronin, Zoe (ee)			\$67.00	(\$103,378.19)
Bill Payment	11/26/24	9146	51452 East Bay Municipal Utility District (EBMUD)			\$4,587.36	(\$98,790.83)
Bill Payment	11/26/24	9147	47895 EdTec			\$142.13	(\$98,648.70)
Bill Payment	11/26/24	9148	207618 Fast Response On-Site Testing Inc.			\$2,500.00	(\$96,148.70)
Bill Payment	11/26/24	9149	78741 Fitts, Michelle (ee)			\$221.31	(\$95,927.39)
Bill Payment	11/26/24	9150	158776 isolved Benefit Services			\$73.50	(\$95,853.89)
Bill Payment	11/26/24	9151	50991 Kaiser Foundation Health Plan			\$29,131.37	(\$66,722.52)
Bill Payment	11/26/24	9152	47540 Law Offices of Young, Minney & Corr, LLP (1099-7)			\$1,652.50	(\$65,070.02)
Bill Payment	11/26/24	9153	132360 Lina's Janitorial Services			\$12,000.00	(\$53,070.02)
Bill Payment	11/26/24	9154	208576 Noel, Charlie (ee)			\$188.62	(\$52,881.40)
Bill Payment	11/26/24	9155	52884 Oakland Unified School District			\$31,268.00	(\$21,613.40)
Bill Payment	11/26/24	9156	201936 Offenberg, Sam (ee)			\$49.99	(\$21,563.41)
Bill Payment	11/26/24	9157	180900 Orkin			\$160.99	(\$21,402.42)
Bill Payment	11/26/24	9158	47928 PG&E			\$2,930.89	(\$18,471.53)
Bill Payment	11/26/24	9159	108665 Ready Refresh (Acct# 2427)			\$125.29	(\$18,346.24)
Bill Payment	11/26/24	9160	75203 Revolution Foods, Inc. (C Corp)			\$14,311.58	(\$4,034.66)
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Bill Payment	11/26/24	9166	51463 Vision Service Plan - (VSP)			\$671.20	(\$1,241.70)
Bill Payment	11/26/24	9167	193599 Wells Fargo Vendor Financial Services, LLC			\$292.16	(\$949.54)
Total - Accounts Payable					\$205,098.95	\$202,248.95	(\$949.54)
Total					\$205,098.95	\$202,248.95	(\$949.54)



EAST BAY INNOVATION ACADEMY

AUDIT REPORT

**FOR THE YEAR ENDED
JUNE 30, 2024**

**A NONPROFIT PUBLIC BENEFIT CORPORATION
OPERATING THE FOLLOWING CALIFORNIA CHARTER SCHOOL**

East Bay Innovation Academy (Charter No. 1620)

**EAST BAY INNOVATION ACADEMY
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JUNE 30, 2024**

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FINANCIAL SECTION



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
East Bay Innovation Academy
Oakland, California

Report on the Financial Statements

Opinion

We have audited the accompanying financial statements of East Bay Innovation Academy which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of East Bay Innovation Academy as of June 30, 2024, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of East Bay Innovation Academy and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

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

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about East Bay Innovation Academy's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

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San Diego, CA
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Auditor's Responsibilities for the Audit of the Financial Statements (continued)

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of East Bay Innovation Academy's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about East Bay Innovation Academy's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Supplementary Information

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

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the Local Education Agency Organization Structure but does not include the financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 9, 2024, on our consideration of East Bay Innovation Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of East Bay Innovation Academy's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering East Bay Innovation Academy's internal control over financial reporting and compliance.

Christy White, Inc.

San Diego, California
December 9, 2024

**EAST BAY INNOVATION ACADEMY
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2024**

ASSETS

Current assets

Cash and cash equivalents	\$ 1,105,415
Accounts receivable	1,042,687
Prepaid expenses	84,298
Total current assets	<u>2,232,400</u>

Noncurrent assets

Right-of-use asset	12,637
Total Assets	<u>\$ 2,245,037</u>

LIABILITIES AND NET ASSETS

Liabilities

Accounts payable	\$ 214,641
Deferred revenue	79,552
Operating lease liability	12,637
Total liabilities	<u>306,830</u>

Net assets

Without donor restrictions	1,938,207
Total net assets	<u>1,938,207</u>
Total Liabilities and Net Assets	<u>\$ 2,245,037</u>

The notes to the financial statements are an integral part of this statement.

**EAST BAY INNOVATION ACADEMY
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2024**

	<u>Without Donor Restrictions</u>
SUPPORT AND REVENUES	
Federal and state support and revenues	
Local control funding formula, state aid	\$ 3,989,057
Federal revenues	304,320
Other state revenues	1,885,614
Total federal and state support and revenues	<u>6,178,991</u>
Local support and revenues	
Payments in lieu of property taxes	1,779,236
Grants and donations	539,338
Investment income, net	5,273
Other local revenues	194,234
Total local support and revenues	<u>2,518,081</u>
Total Support and Revenues	<u>8,697,072</u>
 EXPENSES	
Program services	7,658,206
Supporting services	
Management and general	1,181,887
Fundraising	2,133
Total Expenses	<u>8,842,226</u>
 CHANGE IN NET ASSETS	 (145,154)
 Net Assets - Beginning	 <u>2,083,361</u>
 Net Assets - Ending	 <u>\$ 1,938,207</u>

The notes to the financial statements are an integral part of this statement.

**EAST BAY INNOVATION ACADEMY
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2024**

	Program Services	Supporting Services		Total
		Management and General	Fundraising	
EXPENSES				
Personnel expenses				
Certificated salaries	\$ 3,303,942	\$ 150,258	\$ -	\$ 3,454,200
Non-certificated salaries	1,000,394	109,816	-	1,110,210
Pension plan contributions	599,599	24,983	-	624,582
Payroll taxes	173,693	5,412	-	179,105
Other employee benefits	308,272	12,722	-	320,994
Total personnel expenses	5,385,900	303,191	-	5,689,091
Non-personnel expenses				
Books and supplies	364,079	37,061	-	401,140
Insurance	-	84,244	-	84,244
Facilities	540,862	275,298	-	816,160
Substitutes	562,424	-	-	562,424
Professional services	732,635	409,681	2,133	1,144,449
Fees to authorizing agency	-	57,656	-	57,656
Other operating expenses	72,306	14,756	-	87,062
Total non-personnel expenses	2,272,306	878,696	2,133	3,153,135
Total Expenses	\$ 7,658,206	\$ 1,181,887	\$ 2,133	\$ 8,842,226

The notes to the financial statements are an integral part of this statement.

**EAST BAY INNOVATION ACADEMY
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2024**

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	\$ (145,154)
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities	
Lease expense - amortization of right-of-use asset	(6,967)
(Increase) decrease in operating assets	
Accounts receivable	413,956
Prepaid expenses	(34,348)
Increase (decrease) in operating liabilities	
Accounts payable	(155,527)
Deferred revenue	(589,656)
Net cash provided by (used in) operating activities	<u>(517,696)</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(517,696)
Cash and cash equivalents - Beginning	<u>1,623,111</u>
Cash and cash equivalents - Ending	<u>\$ 1,105,415</u>
SUPPLEMENTAL DISCLOSURE	
Cash paid for interest	<u>\$ -</u>

The notes to the financial statements are an integral part of this statement.

**EAST BAY INNOVATION ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

East Bay Innovation Academy (the “Charter”) was formed as a nonprofit public benefit corporation on April 4, 2013 for the purpose of operating as a California public school located in Alameda County. The Charter was numbered by the State Board of Education in January 2014 as California Charter No. 1620. The Charter’s mission is to prepare a diverse group of students to be successful in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st century global world. During the year ended June 30, 2024, the Charter served grades 6 to 12.

The Charter is authorized to operate as a charter school through Oakland Unified School District. (the “authorizing agency”). The Board of Directors of Oakland Unified School District. approved a charter petition renewal for a five-year term beginning July 1, 2019 and expiring on June 30, 2024. As a result of AB 130 and SB 114, the charter petition end date is extended to June 30, 2027. Funding sources primarily consist of state apportionments, in lieu of property tax revenues, and grants and donations from the public.

B. Basis of Accounting

The Charter’s policy is to prepare its financial statements on the accrual basis of accounting; consequently, revenues are recognized when earned rather than when cash is received and certain expenses and purchases of assets are recognized when the obligation is incurred rather than when cash is disbursed.

C. Financial Statement Presentation

The financial statements are presented in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) 958 dated August 2016, and the provisions of the American Institute of Certified Public Accountants (AICPA) “Audit and Accounting Guide for Not-for-Profit Organizations” (the “Guide”). ASC 958-205 was effective July 1, 2018. Under the Guide, the Charter is required to report information regarding its financial position and activities according to two classes of net assets:

Net assets without donor restrictions – These net assets generally result from revenues generated by receiving contributions that have no donor restrictions, providing services, and receiving interest from operating investments, less expenses incurred in providing program-related services, raising contributions, and performing administrative functions.

Net assets with donor restrictions – These assets result from gifts of cash and other assets that are received with donor stipulations that limit the use of the donated assets, either temporarily or permanently, until the donor restriction expires (that is until the stipulated time restriction ends or the purpose of the restriction is accomplished) the net assets are restricted. When a restriction expires, restricted net assets are reclassified to net assets without donor restrictions.

As a public charter school, the Charter also accounts for its financial transactions in accordance with the policies and procedures of the Department of Education’s *California School Accounting Manual* presented in Procedure 810 Charter Schools. Fund accounting is not used in the Charter’s financial statement presentation.

D. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures, such as depreciation expense and the net book value of capital assets. Accordingly, actual results could differ from those estimates.

**EAST BAY INNOVATION ACADEMY
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2024**

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

E. Contributions

Unconditional contributions are recognized when pledged and recorded as net assets without donor restrictions or net assets with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Conditional promises to give are recognized when the conditions on which they depend are substantially met. Gifts of cash and other assets are reported with donor restricted support if they are received with donor stipulations that limit the use of the donated assets.

When a restriction expires, that is, when a stipulated time restriction ends or a purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported on the statement of activities as “net assets released from restrictions.” Donor-restricted contributions whose restrictions are met in the same reporting period are reported as net assets without donor restriction support. Contributions restricted for the acquisition of land, buildings, and equipment are reported as net assets without restriction upon acquisition of the assets and the assets are placed in service.

Non-cash contributions of goods, materials, and facilities are recorded at fair value at the date of contribution. Contributed services are recorded at fair value at the date of contribution if they are used to create or enhance a non-financial asset or require specialized skills, are provided by someone possessing those skills, and would have to be purchased by the organization if not donated.

F. In Lieu of Property Tax Revenue

Secured property taxes attach as an enforceable lien on property as of March 1. Taxes are payable in two installments on December 10 and April 10. Unsecured property taxes are payable in one installment on or before August 31. The County bills and collects the taxes for the authorizing agency. In lieu of distributing funds out of property tax proceeds, the authorizing agency makes monthly payments to East Bay Innovation Academy. Revenues are recognized by the Charter when earned.

G. Functional Expenses

The costs of providing services have been summarized on a functional basis in the statement of activities and detailed in the statement of functional expenses. Certain costs and expenses have been allocated between program and supporting services based on management’s estimates.

H. Cash and Investments

East Bay Innovation Academy considers all highly liquid deposits and investments with an original maturity of less than ninety days to be cash equivalents. The Charter’s method of accounting for most investments is the fair value method. Fair value is determined by published quotes when they are readily available. Gains and losses resulting from adjustments to fair values are included in the accompanying statement of activities. Investment return is presented net of any investment fees.

I. Receivables and Allowances

Accounts receivable are stated at the amount management expects to collect from outstanding balances. An allowance for doubtful accounts is established, as necessary, based on past experience and other factors which, in management’s judgment, deserve current recognition in estimating bad debts. Such factors include the relationship of the allowance for doubtful accounts to accounts receivable and current economic conditions. Based on review of these factors, the Charter establishes or adjusts the allowance for specific revenue sources as a whole. At June 30, 2024, an allowance for doubtful accounts was not considered necessary as all accounts receivable were deemed collectible.

EAST BAY INNOVATION ACADEMY
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2024

NOTE 1 – SIGNIFICANT ACCOUNTING POLICIES (continued)

J. Deferred Revenue

Deferred revenue arises when potential revenue does not meet the criteria for recognition in the current period and when resources are received by the organization prior to the incurrence of expenses. In subsequent periods, when both revenue recognition criteria are met, the liability for deferred revenue is removed from the statement of financial position and revenue is recognized.

K. Income Taxes

East Bay Innovation Academy is a 509(a)(1) publicly supported nonprofit organization that is exempt from income taxes under Section 501(a) and 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation. The Charter is exempt from state franchise or income tax under Section 23701(d) of the California Revenue and Taxation Code. As a school, the Charter is not required to register with the California Attorney General as a charity.

The Charter's management believes all of its significant tax positions would be upheld under examination; therefore, no provision for income tax has been recorded. The Charter's information and/or tax returns are subject to examination by the regulatory authorities for up to four years from the date of filing.

L. Fair Value Measurements

The Fair Value Measurements Topic of the FASB *Accounting Standards Codification* establishes a fair value hierarchy that prioritizes inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements) and the lowest priority to unobservable inputs (Level 3 measurements). A financial instrument's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. The three levels of the fair value hierarchy are described below:

- Level 1 Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets.
- Level 2 Inputs to the valuation methodology include quoted prices for similar assets and liabilities in active markets, and inputs that are observable for the asset or liability, either directly or indirectly, for substantially the full term of the financial instrument.
- Level 3 Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

M. Lease Arrangements

In February 2016, FASB issued ASU No. 2016-02, *Leases (Topic 842)*, a new lease standard effective no later than the fiscal year 2022-23. Under FASB ASC 842, a right-of-use asset and a related lease liability must be recorded on the statement of financial position (balance sheet) for proper recognition of any operating lease. A right-of-use asset is an intangible asset that pertains to the lessee's right to occupy, operate, and hold a leased asset during the agreed rental period. A lease liability is the financial obligation for the payments required by the lease, discounted to present value.

EAST BAY INNOVATION ACADEMY
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2024

NOTE 2 – CASH AND CASH EQUIVALENTS

Cash and cash equivalents, as of June 30, 2024, consists of the following:

Cash in banks, non-interest bearing	\$ 594,407
Cash in banks, interest bearing	511,008
Total Cash and Cash Equivalents	<u>\$ 1,105,415</u>

Cash in Banks

Custodial Credit Risk

Custodial credit risk is the risk that in the event of a bank failure, an organization's deposits may not be returned to it. East Bay Innovation Academy does not have a policy for custodial credit risk for deposits. The FDIC insures up to \$250,000 per depositor per insured bank. As of June 30, 2024, \$1,200,936 of the East Bay Innovation Academy's bank balance was exposed to custodial credit risk as there were deposits over \$250,000 in accounts held at one or more banks.

NOTE 3 – ACCOUNTS RECEIVABLE

Accounts receivable as of June 30, 2024, consists of the following:

Local control funding sources, state aid	\$ 287,398
Federal sources	99,430
Other state sources	413,004
In lieu property tax payments	159,223
Other local sources	83,632
Total Accounts Receivable	<u>\$ 1,042,687</u>

NOTE 4 – ACCOUNTS PAYABLE

Accounts payable as of June 30, 2024, consists of the following:

Salaries and benefits	\$ 157,514
Vendor payables	40,172
Due to grantor governments	9,319
Credit card liability	7,636
Total Accounts Payable	<u>\$ 214,641</u>

NOTE 5 – DEFERRED REVENUE

Deferred revenue as of June 30, 2024, consists of the following:

State sources	\$ 44,552
Local sources	35,000
Total Deferred Revenue	<u>\$ 79,552</u>

**EAST BAY INNOVATION ACADEMY
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2024**

NOTE 6 – OPERATING LEASES

The Charter holds facility use agreements for school site campuses located at 3400 Malcolm Avenue (lower school) and 3800 Mountain Boulevard (upper school) in Oakland, California. During the fiscal year ended June 30, 2024, the Charter paid \$531,316 in facility usage fees. The Charter does not have the right to obtain substantially all of the economic benefit nor a right to direct how and for what purpose the facilities are used; therefore, ASC 842 on leases is not applicable to the facility agreements.

The Charter entered into a lease agreement for use of copier equipment. During the fiscal year ended June 30, 2024, the Charter paid \$5,819 in lease payments under this operating lease. At June 30, 2024, the right-of-use asset was \$12,637 and the operating lease liability was \$12,637. The Charter has accounted for this lease agreement using an implied discount rate of 2.85%.

NOTE 7 – NET ASSETS

As of June 30, 2024, the Charter did not hold any net assets with donor restrictions. At June 30, 2024, the Charter’s net assets without donor restrictions consists of \$1,938,207.

NOTE 8 – LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS

The following table reflects the Charter’s financial assets as of June 30, 2024, reduced by amounts not available for general expenditure within one year. Financial assets are considered not available for general use when illiquid or not convertible to cash within one year, consist of assets held for others or are held aside by the governing board for specific contingency reserves. Any board designations could be drawn upon if the board approves that action.

Financial Assets	
Cash and cash equivalents	\$ 1,105,415
Accounts receivable	1,042,687
Prepaid expenses	84,298
Contractual or donor-imposed restrictions	
Cash held for conditional contributions	<u>(79,552)</u>
Financial Assets available to meet cash needs for expenditures within one year	<u>\$ 2,152,848</u>

NOTE 9 – DONATED GOODS AND SERVICES

During the year, many parents, administrators and other individuals donated significant amounts of time and services to East Bay Innovation Academy in an effort to advance the Charter’s programs and objectives. These services have not been recorded in the Charter’s financial statements because they do not meet the criteria required by generally accepted accounting principles. The Charter did not receive any donated items during the year ended June 30, 2024.

NOTE 10 – EMPLOYEE RETIREMENT PLANS

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. In accordance with *California Education Code 47605*, charter schools have the option of participating in such plans if an election to participate is specified within the charter petition. The Charter has made such election. Certificated employees are members of the California State Teachers’ Retirement System (CalSTRS). The Charter also offers an alternative plan to employees who may not qualify for CalSTRS.

**EAST BAY INNOVATION ACADEMY
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2024**

NOTE 10 – EMPLOYEE RETIREMENT PLANS (continued)

California State Teachers' Retirement System (CalSTRS)

Plan Description

East Bay Innovation Academy contributes to the California State Teachers' Retirement System (CalSTRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. CalSTRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalSTRS annual financial report may be obtained from CalSTRS, 7667 Folsom Boulevard; Sacramento, California 95826.

Funding Policy

Active plan members are required to contribute 10.25% or 10.205% of their 2023-24 salary depending on the employee's membership date in the plan. The required employer contribution rate for fiscal year 2023-24 was 19.10% of annual payroll. The contribution requirements of the plan members are established by state statute. The Charter's contributions to CalSTRS for the fiscal year ended June 30, 2024 totaled \$624,582; 100% of the required contribution.

On-Behalf Payments

The State of California makes direct on-behalf payments for retirement benefits to CalSTRS on behalf of all school agencies in California. The amount of on-behalf payments made for East Bay Innovation Academy is estimated at \$310,636. The on-behalf payment amount is computed as the proportionate share of total 2022-23 State on-behalf contributions.

Alternative Plan

As established by federal law, all public sector employees who are not members of their employer's existing retirement plan (CalSTRS) must be covered by social security or an alternative plan. The Charter offers both social security and a 403(b) employee funded plan. All employees are eligible to participate in the plans. A participant of the 403(b) plan may make an election to defer compensation and have it contributed to this plan. The Charter's contributions to the 403(b) plan for the fiscal year ended June 30, 2024 totaled \$5,910.

NOTE 11 – COMMITMENTS AND CONTINGENCIES

Charter School Authorization

As mentioned in Note 1A, East Bay Innovation Academy is approved to operate as a public charter school through authorization by the Oakland Unified School District. As such, the Charter is subject to the risk of possible non-renewal or revocation at the discretion of its authorizing agency if certain criteria for student outcomes, management, and/or fiscal solvency are not met.

On July 9, 2021, the Governor of California approved Assembly Bill 130 (AB 130). Effective July 1, 2021, AB 130 added a provision within the California Education Code (EC) whereby all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years. As a result, the charter petition end date was extended to June 30, 2026. Additionally, on July 10, 2023, the Governor of California approved Senate Bill 114 (SB 114), which amended EC 47607.4. The EC was amended to add "all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year." As a result, the charter petition end date is extended to June 30, 2027.

The Charter makes payments to the authorizing agency to provide required services for oversight. Fees associated with oversight consisted of 1% of revenue from local control funding formula sources. Total fees for oversight amounted to \$57,656 for the fiscal year ending June 30, 2024.

**EAST BAY INNOVATION ACADEMY
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2024**

NOTE 11 – COMMITMENTS AND CONTINGENCIES (continued)

Governmental Funds

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

Multiemployer Defined Benefit Plan Participation

Under current law on multiemployer defined benefit plans, the Charter's voluntary withdrawal from any underfunded multiemployer defined benefit plan would require the Charter to make payments to the plan, which would approximate the Charter's proportionate share of the multiemployer plan's unfunded vested liabilities. The Charter does not currently intend to withdraw from CalSTRS. Refer to Note 10 for additional information on employee retirement plans.

Pending or Threatened Litigation

The Charter can become involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the Charter as of June 30, 2024.

NOTE 12 – SUBSEQUENT EVENTS

East Bay Innovation Academy has evaluated subsequent events for the period from June 30, 2024 through December 9, 2024, the date the financial statements were available to be issued. Management did not identify any transactions or events that require disclosure or that would have an impact on the financial statements.

SUPPLEMENTARY INFORMATION

**EAST BAY INNOVATION ACADEMY
 SCHEDULE OF AVERAGE DAILY ATTENDANCE
 FOR THE YEAR ENDED JUNE 30, 2024**

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

	Second Period	
	Report	Annual Report
	Classroom-Based	
Grade Span		
Regular		
Fourth through sixth	90.34	89.56
Seventh through eighth	177.80	177.34
Ninth through twelfth	211.58	211.20
Special education		
Ninth through twelfth	1.58	1.49
Total Average Daily Attendance - Classroom-Based	481.30	479.59
 Total Average Daily Attendance	 481.30	 479.59

The Charter had no Nonclassroom-Based ADA in 2023-24.

**EAST BAY INNOVATION ACADEMY
 SCHEDULE OF INSTRUCTIONAL TIME
 FOR THE YEAR ENDED JUNE 30, 2024**

This schedule presents information on the amount of instructional time offered per grade level by the East Bay Innovation Academy and whether the Charter complied with the provisions of *Education Code Section 47612.5*.

Grade Level	Minutes Requirement	2023-24 Instructional Minutes	2023-24 Number of Days	Status
Grade 6	54,000	59,475	180	Complied
Grade 7	54,000	59,475	180	Complied
Grade 8	54,000	59,475	180	Complied
Grade 9	64,800	66,315	180	Complied
Grade 10	64,800	66,315	180	Complied
Grade 11	64,800	66,315	180	Complied
Grade 12	64,800	66,315	180	Complied

**EAST BAY INNOVATION ACADEMY
 RECONCILIATION OF FINANCIAL REPORT – ALTERNATIVE FORM WITH AUDITED FINANCIAL
 STATEMENTS
 JUNE 30, 2024**

This schedule provides the information necessary to reconcile fund balance reported on the Financial Report – Alternative Form (Charter School Unaudited Actuals) to net assets on the audited financial statements.

June 30, 2024, fund balance/net position on the Financial Report - Alternative Form (Charter School Unaudited Actuals)	<u>\$ 1,882,780</u>
Adjustments:	
Increase (decrease) in total net assets:	
Client adjustment to write-off voided check	(9,108)
Client adjustment to accrue for additional local revenue	<u>64,535</u>
Net adjustments	<u>55,427</u>
June 30, 2024, net assets per audited financial statements	<u>\$ 1,938,207</u>

OTHER INFORMATION

**EAST BAY INNOVATION ACADEMY
 LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
 JUNE 30, 2024**

This schedule provides information about the local education agency (LEA or charter school), including the Charter’s authorizing agency, grades served, members of the governing body, and members of the administration.

East Bay Innovation Academy, located in Alameda County, was formed as a nonprofit public benefit corporation on in April 2013. The charter school operated by the nonprofit, East Bay Innovation Academy, was numbered by the State Board of Education in January 2014 as Charter No. 1620. The Charter is authorized to operate as a charter school through Oakland Unified School District. During 2023-24, the Charter served approximately 502 students in grades 6 to 12.

BOARD OF DIRECTORS

<u>Name</u>	<u>Office</u>	<u>Term Expires (3-Year Term)</u>
Brett van Zuiden	Chair	August 2026
Dr. Bradley Edgar	Vice Chair	July 2025
Erin Frederick	Secretary	May 2026
Kelly Garcia	Member	July 2025
Michael DeSousa	Member	May 2026
Shyam Kumar	Member	May 2026
Rochelle Benning	Member	July 2025

ADMINISTRATION

Miranda Thorman
Executive Director

OTHER INDEPENDENT AUDITORS' REPORTS



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

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

Independent Auditors' Report

To the Board of Directors of
East Bay Innovation Academy
Oakland, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of East Bay Innovation Academy (the "Charter") as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the Charter's basic financial statements and have issued our report thereon dated December 9, 2024.

Report on Internal Control Over Financial Reporting

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

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

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

Report on Compliance and Other Matters

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

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Purpose of this Report

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

Christy White, Inc.

San Diego, California
December 9, 2024



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

REPORT ON STATE COMPLIANCE AND ON INTERNAL CONTROL OVER COMPLIANCE FOR STATE PROGRAMS

Independent Auditors' Report

To the Board of Directors of
East Bay Innovation Academy
Oakland, California

Report on State Compliance

Opinion on State Compliance

We have audited East Bay Innovation Academy's compliance with the requirements specified in the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, applicable to East Bay Innovation Academy's state program requirements for the fiscal year ended June 30, 2024.

In our opinion, East Bay Innovation Academy complied, in all material respects, with the laws and regulations of the applicable state programs for the year ended June 30, 2024, as identified in the table in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

Basis for Opinion on State Compliance

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2023-24 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed by Title 5, *California Code of Regulations*, section 19810 as regulations (the K-12 Audit Guide). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of State Compliance section of our report.

We are required to be independent of East Bay Innovation Academy and to meet certain ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on state compliance. Our audit does not provide a legal determination of East Bay Innovation Academy's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of internal control over compliance with the requirements of the laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to East Bay Innovation Academy's state programs.

Auditor's Responsibilities for the Audit for State Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the state compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on East Bay Innovation Academy's compliance based on our audit.

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Auditor’s Responsibilities for the Audit for State Compliance (continued)

Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the K-12 Audit Guide will always detect a material noncompliance when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user of the report on compliance about East Bay Innovation Academy’s compliance with the requirements of the applicable state programs as a whole.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, and the K-12 Audit Guide, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding East Bay Innovation Academy’s compliance with compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of East Bay Innovation Academy’s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the K-12 Audit Guide, but not for the purpose of expressing an opinion on the effectiveness of East Bay Innovation Academy’s internal control over compliance. Accordingly, no such opinion is expressed; and
- Select and test transactions and records to determine East Bay Innovation Academy’s compliance with the state laws and regulations to the following items:

Description	Procedures Performed
School Districts, County Offices of Education and Charter Schools	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not applicable
Immunizations	Yes
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Not applicable
Expanded Learning Opportunities Program	Yes
Transitional Kindergarten	Not applicable
Charter Schools	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-Based Instruction/Independent Study	Not applicable
Determination of Funding for Nonclassroom-Based Instruction	Not applicable
Annual Instructional Minutes – Classroom Based	Yes
Charter School Facility Grant Program	Yes

“Not applicable” is used in the table above to indicate that the Charter either did not receive program funding or did not otherwise operate the program during the fiscal year.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies or material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

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

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of State Compliance section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the K-12 Audit Guide. Accordingly, this report is not suitable for any other purpose.

Christy White, Inc.

San Diego, California
December 9, 2024

FINDINGS AND QUESTIONED COSTS SECTION

**EAST BAY INNOVATION ACADEMY
 SCHEDULE OF FINDINGS AND QUESTIONED COSTS
 FOR THE YEAR ENDED JUNE 30, 2024**

PART I – SUMMARY OF AUDITORS’ RESULTS

Financial Statements

Type of auditors' report issued	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified not considered to be material weaknesses?	<u>None Reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

Federal Awards

The Charter did not expend more than \$750,000 in federal awards; therefore, a Federal Single Audit under OMB Uniform Grant Guidance is not applicable.

State Awards

Internal control over state programs:	
Material weakness(es) identified?	<u>No</u>
Significant deficiency(ies) identified not considered to be material weaknesses?	<u>None Reported</u>
Any audit findings disclosed that are required to be reported in accordance with <i>2023-24 Guide for Annual Audits of California K-12 Local Education Agencies ?</i>	<u>No</u>
Type of auditors' report issued on compliance for state programs:	<u>Unmodified</u>

All audit year findings, if any, are assigned an appropriate finding code as follows:

<u>FIVE DIGIT CODE</u>	<u>AB 3627 FINDING TYPE</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Programs
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

**EAST BAY INNOVATION ACADEMY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS, continued
FOR THE YEAR ENDED JUNE 30, 2024**

PART II – FINANCIAL STATEMENT FINDINGS

There were no audit findings related to the financial statements for the year ended June 30, 2024.

PART III – STATE AWARD FINDINGS AND QUESTIONED COSTS

There were no audit findings and questioned costs related to state awards for the year ended June 30, 2024.

PART IV – SUMMARY OF PRIOR AUDIT FINDINGS

This section presents the status of actions taken by the Charter on each of the findings and recommendations reported in the prior year audit; however, there were no audit findings reported in the year ended June 30, 2023.

East Bay Innovation Academy

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	East Bay Innovation Academy
Street	3400 Malcolm Ave.
City, State, Zip	Oakland, CA 94605
Phone Number	5105779557
Principal	William Kim
Email Address	william.kim@eastbayia.org
School Website	eastbayia.org
Grade Span	6-12
County-District-School (CDS) Code	01-61259-0129932

2024-25 District Contact Information

District Name	East Bay Innovation Academy
Phone Number	5105779557
Superintendent	Miranda Thorman
Email Address	miranda.thorman@eastbayia.org
District Website	www.eastbayia.org

2024-25 School Description and Mission Statement

Our Mission: To prepare a diverse group of students to be successful in college and to be thoughtful, engaged citizens who are leaders and innovators in a 21st century global world.

Our Vision: EBIA is rethinking how schools are run and structured, so that they better reflect the needs of a 21st century world. Most schools have not changed their structure, organization, facilities or instruction in over 50 years. While schools have not changed, our world has, leaving many of our schools, even the “best” ones, behind. EBIA offers a powerful option for Oakland families and educators to build a diverse school that addresses the needs of the 21st century and beyond.

2024-25 School Description and Mission Statement

Goals

Develop leaders who work together and take ownership of their own learning experiences.

Offer families a 21st century program that provides a new and innovative educational experience for students.

Increase the number of students who excel in math, technology, and innovation so they can become leaders in a new, quickly changing economy.

Hire talented educators who are excited to use their skill and creativity to innovate upon traditional learning models.

Core Beliefs

WE BELIEVE IN POSSIBILITY AND PERSEVERANCE

All students will achieve at the highest levels and be prepared for success in college and career. We value courage, action, and hard work.

WE BELIEVE IN CREATIVITY AND CURIOSITY

Students will work together with critical and creative minds. We value exploration, perspective, and determination.

WE BELIEVE IN COMMUNITY

Students, parents, teachers, school leaders, and board members will take responsibility for all students' success. We value relationships, kindness, integrity, and respect.

WE BELIEVE IN THE GREATER GOOD

EBIA will teach students about social justice and civic responsibility. We value giving back to the community and improving our school, our community, and our world.

WE BELIEVE IN DIVERSITY

Students will prepare for society and the workforce by working with and appreciating those who are different from themselves.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	93
Grade 7	79
Grade 8	106
Grade 9	60
Grade 10	77
Grade 11	53
Grade 12	34
Total Enrollment	502

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	39.4
Male	60.2
Non-Binary	0.4
Asian	3.6
Black or African American	27.3
Filipino	1
Hispanic or Latino	39.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	8.8
White	16.7
English Learners	9.6
Foster Youth	0.2
Socioeconomically Disadvantaged	38
Students with Disabilities	18.5

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	55.53	1471.70	56.64	228366.10	83.12
Intern Credential Holders Properly Assigned	1.40	4.89	95.60	3.68	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.80	27.19	725.40	27.92	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	64.80	2.50	12115.80	4.41
Unknown/Incomplete/NA	3.50	12.28	240.60	9.26	18854.30	6.86
Total Teaching Positions	28.80	100.00	2598.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.60	49.98	1583.50	61.54	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.19	148.90	5.79	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.40	33.42	719.90	27.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.20	13.38	75.30	2.93	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	45.40	1.77	15831.90	5.67
Total Teaching Positions	31.30	100.00	2573.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.60	59.59	1450.80	58.72	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	4.08	121.90	4.93	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.60	18.98	782.20	31.66	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	12.24	49.10	1.99	11746.90	4.23
Unknown/Incomplete/NA	1.20	5.10	66.90	2.71	14303.80	5.15
Total Teaching Positions	24.50	100.00	2471.00	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	0.00	0
Misassignments	6.80	10.40	4.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	7.80	10.40	4.6

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	0
Local Assignment Options	0.00	3.20	3
Total Out-of-Field Teachers	0.00	4.20	3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	26.60	34	36.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	29.80	20.2	24.2

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

As a blended learning school, all EBIA students have access to a Chromebook laptop throughout their day. Through this laptop they are able to access instructional materials through our Learning Management System, Echo. EBIA uses teacher-created curriculum in place of traditional textbooks, with the exception of 6-8 Math, Algebra, and Geometry. We utilize Zearn and Lexia for numeracy and literacy support.

Year and month in which the data were collected January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lexia, and novels	Yes	0
Mathematics	Open-Up Resources, Zearn	Yes	0
Science	N/A		0
History-Social Science	N/A		0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	N/A		0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	n/a

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Ongoing monitoring/repair at district facility. Upper campus also received an Inspection in 2024 and received an overall good rating

Year and month of the most recent FIT report 8/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		District facility structures repaired fall 2018. Bathroom Repairs done 2024
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Water main leak was fixed in January 2019. Painting Completed 2024
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	50	53	34	35	46	47
Mathematics (grades 3-8 and 11)	35	35	26	26	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	330	314	95.15	4.85	53.21
Female	139	130	93.53	6.47	55.04
Male	189	182	96.30	3.70	51.38
American Indian or Alaska Native	0	0	0	0	0
Asian	11	10	90.91	9.09	--
Black or African American	93	89	95.70	4.30	40.45
Filipino	--	--	--	--	--
Hispanic or Latino	113	110	97.35	2.65	43.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	43	95.56	4.44	57.14
White	63	59	93.65	6.35	83.05
English Learners	33	33	100.00	0.00	9.09
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	130	94.89	5.11	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	51	98.08	1.92	13.73

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	330	311	94.24	5.76	35.37
Female	139	129	92.81	7.19	28.68
Male	189	180	95.24	4.76	39.44
American Indian or Alaska Native	0	0	0	0	0
Asian	11	10	90.91	9.09	--
Black or African American	93	89	95.70	4.30	19.10
Filipino	--	--	--	--	--
Hispanic or Latino	113	108	95.58	4.42	24.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	42	93.33	6.67	45.24
White	63	59	93.65	6.35	69.49
English Learners	33	32	96.97	3.03	9.38
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	137	129	94.16	5.84	20.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	50	96.15	3.85	10.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	42.52	41.24	20.14	19.30	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	192	177	92.19	7.81	41.24
Female	80	71	88.75	11.25	35.21
Male	110	104	94.55	5.45	45.19
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	51	47	92.16	7.84	21.28
Filipino	--	--	--	--	--
Hispanic or Latino	61	56	91.80	8.20	32.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	26	96.30	3.70	42.31
White	40	37	92.50	7.50	72.97
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	67	62	92.54	7.46	35.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	34	94.44	5.56	14.71

2023-24 Career Technical Education Programs

As a STEAM (science, technology, engineering, art and math) school, EBIA offers students courses in computer science and visual arts. These courses align to industry standards in communication technologies, programming and design. EBIA offers a Linked Learning Pathway in Information/Communication/Technology/Design with a 4-year CTE course sequence, work-based learning opportunities, and college/career readiness services. Our 4-year CTE course sequence includes Computer Science and Design Levels 1 and 2 (level 2 is equivalent to AP Computer Science), Robotics, Cyber Security, and our level 4 capstone course. We have received the Linked Learning Silver Certification from the Linked Learning Alliance.

Our CTE Advisory committee is led by Christine Mandilag, the Manager of Linked Learning Pathways for EBIA and has 5 other members from technology, computer science, education, and engineering industries.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	197
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	93.75

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	0	0	0	0
Grade 7	98.7%	98.7%	98.7%	98.7%	98.7%
Grade 9	80.2%	80.2%	80.2%	80.2%	80.2%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

In order to support active family involvement in our school, EBIA welcomes volunteers during Intersession, holds Project Expos where family members are invited to play a role in presentations, holds monthly cafecito meetings where families can talk with administrators, and conducts PLPs -- personalized learning plans led by students where student, family and advisor meet to discuss progress and goals. Parents are also invited to serve as advisory parents, to disseminate important information to other parents in advisory. Parent Advisory Council (PAC) is another way for parents to be involved. This group welcomes all parents to learn, plan and facilitate events and activities such as parent education forum, SpringFest, and Staff Appreciation. The group also provides feedback to administration on strategic direction, as needed.

In January 2025 we adopted the Possip platform to gather bi-weekly data from parents regarding their experience with our school. Our Administrative Leadership team reviews the data to provide more immediate responses to parental concerns.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	6.6	0.0	0.0	14.4	11.7	9.0	7.8	8.2	8.9
Graduation Rate	91.8	98.4	97.0	78.8	79.3	83.2	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	33	32	97.0
Female	12	12	100.0
Male	21	20	95.2
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	13	12	92.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	13	13	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	553	523	56	10.7
Female	218	208	20	9.6
Male	333	313	36	11.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	21	18	0	0.0
Black or African American	154	143	15	10.5
Filipino	--	--	--	--
Hispanic or Latino	210	202	25	12.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	53	48	6	12.5
White	91	88	7	8.0
English Learners	53	51	5	9.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	226	215	34	15.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	104	97	12	12.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
7	4.84	7.05	3.92	3.85	4.1	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.06	0.08	0.07	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.05	0.00
Female	6.42	0.00
Male	7.51	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	12.99	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.76	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.66	0.00
White	2.20	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.62	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Current plan was updated and board-approved in September 2023. The plan was originally updated and reviewed by the board and staff in 2022-2023

2024-25 School Safety Plan

East Bay Innovation Academy has a Comprehensive School Safety Plan that covers the school's policies and expectations regarding the practices that maintain the security and safety of the physical campus, student body, and staff. The plan covers campus safety and security including visitor and adult supervision policies, emergency preparedness and response by disaster type. The plan also addresses student discipline and abuse/harassment prevention. Our current safety plan provides a comprehensive overview of specific emergencies and our school's response plan for each of those instances including a new communication system adopted during the 23-24 school year. The plan is fully compliant with Education Code.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	24		4	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	19	20		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
6	23		16	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	6	15	
Mathematics	23	8	15	
Science	26	2	14	1
Social Science	25	5	12	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	5	13	1
Mathematics	24	5	14	1
Science	23	8	12	1
Social Science	24	3	13	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	9	11	
Mathematics	21	13	7	
Science	19	15	6	
Social Science	23	8	10	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,911	\$4,027	\$10,834	\$93,419
District	N/A	N/A	\$12,280	\$71,765
Percent Difference - School Site and District	N/A	N/A	-12.5	26.2
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	0.6	-1.3

Fiscal Year 2023-24 Types of Services Funded

Special Education services, academic support, core curriculum and instruction, student culture and activities. Please see LCAP for more detailed information.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,905	\$56,573
Mid-Range Teacher Salary	\$72,469	\$87,186
Highest Teacher Salary	\$98,980	\$119,665
Average Principal Salary (Elementary)	\$130,935	\$148,486
Average Principal Salary (Middle)	\$134,745	\$154,835
Average Principal Salary (High)	\$165,799	\$170,008
Superintendent Salary	\$324,939	\$338,699
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	8%	5%

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	59.9
--	------

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	3
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	2
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	11

Professional Development

Across the school year, EBIA's teachers receive up to 15 days of professional development, in addition to individual and team coaching and evaluation. All teachers have 6 days of professional development before the start of the school year, in addition to other days spread through the school year, including at the end of each Trimester. Teachers new to EBIA receive an additional 3 days of professional development before the start of the year along with additional individual coaching throughout the year. During these professional development sessions, our administrative team onboards staff to our instructional model, reviews student performance and growth data, sets school priorities and trains teachers in new techniques related to school

Professional Development

culture and climate and instructional practice.

Further, in an effort to create a professional culture that supports staff growth, EBIA implements a consistent evaluation process to advance the improvement of the professional skills of all teachers and thereby, advancing improvement of the quality of education for all students of EBIA. EBIA's expectation is that teachers will set goals that connect classroom teaching strategies and student learning, with an emphasis on continued improvement of instructional practice. The purpose of the Personalized Educator Plan (PEP) is the support continuous improvement and innovation of the instructional program at EBIA. EBIA encourages teachers to reflect on their classroom practice, set realistic goals for the year and collaborate with colleagues and administrators to design engaging and challenging activities for students. Teachers are supported in this process through twice yearly formal observations, biweekly coaching meetings with their supervisors and weekly team meetings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	16	15	16

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Revision Date: [INSERT]



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DRAFT

HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, East Bay Innovation Academy ("Charter School") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Charter School staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer,

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independent contractor or other person with whom Charter School does business, and all acts of Charter School's Board of Directors ("Board") in enacting policies and procedures that govern Charter School.

Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Charter School.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

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Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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Bullying and Cyberbullying Prevention Procedures

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

Charter School advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

Charter School informs its employees, students, and parents/guardians of Charter School's policies regarding the use of technology in and out of the classroom. Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Charter School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

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Charter School informs Charter School employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

Charter School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Charter School employees who have regular interaction with students.

Charter School informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Charter School and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Charter School’s students.

Complaint Procedures

Scope of the Complaint Procedures

Charter School will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

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- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Charter School will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Charter School's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Charter School's Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Executive Director (or the Secretary of the Board if the complaint is against the Executive Director) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Charter School acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Charter School on a case-by-case basis.

Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Executive Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Executive Director or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Executive Director or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Executive Director, a non-employee Board member who is not the Board Chair or a parent/guardian of a student at Charter School will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

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Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment.

Right of Appeal

Should a complainant find Charter School's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Chair of the Charter School Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

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3400 Malcolm Ave., Oakland, CA 94605
Office: (510) 577-9557

**HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING
COMPLAINT FORM**

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

I hereby authorize Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date:

Signature of Complainant

Print Name

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To be completed by Charter School:

Received by: _____

Date:

Follow up Meeting with Complainant held on: _____

Coversheet

Educational Equity and Immigration Status Policy

Section: II. Board Governance & Consent Agenda
Item: B. Educational Equity and Immigration Status Policy
Purpose: Vote
Submitted by:
Related Material: DRAFT Educational Equity and Immigration Enforcement Policy.pdf

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Adopted/Ratified: [INSERT]
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DRAFT

EDUCATIONAL EQUITY AND IMMIGRATION STATUS POLICY

The Board of Directors of East Bay Innovation Academy (“EBIA” or the “Charter School”) recognizes and honors the attainment of education for the betterment of the individual and the community, and is committed to fostering a positive school environment in which students, educators, and staff feel safe, welcomed, supported, and connected.

Charter School will provide a safe, secure, and peaceful learning environment for all students and staff. Charter School defines sensitive or safe locations to include its schools, official activities of its schools, including those occurring in public places and adjacent areas, and all of Charter School property, included but not limited to, facilities owned, controlled by, or leased by Charter School. Where outside contractors or service providers (particularly school resource officers) are regularly present at sensitive or safe locations or have access to student information, Charter School shall seek commitments from those parties not to facilitate immigration enforcement at any of the Charter School’s sensitive or safe locations unless required by law.

Information about children’s rights to a free education regardless of immigration status or religious beliefs and the Attorney General’s *Know Your Rights* handout will be provided to students and parents upon enrollment to Charter School.

All notices provided to parents pursuant to this Policy shall be language-accessible in compliance with state and federal laws. Enrollment, registration, and uniform complaint procedures information provided on the Charter School website shall be language-accessible in compliance with state and federal laws.

EBIA’s Priorities

- Put children and families' safety FIRST
- Comply with board-approved policies
- Minimize drama/confrontation/ attention if at all possible
- Be respectful and polite

Responding to Hate Crimes and Bullying

Charter School has adopted and publicized a *Harassment, Intimidation, Discrimination, & Bullying Policy* and *Uniform Complaint Procedures (UCP) Policy*, and provides annual notice of same to families. These policies expressly prohibit discrimination, harassment, intimidation, and bullying based on actual or perceived protected characteristics, including but not limited to, immigration status, nationality, race or ethnicity, immigration or citizenship status, color, religion,

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national origin, ancestry, or association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means. In accordance with the *Harassment, Intimidation, Discrimination, & Bullying Policy* and its *Uniform Complaint Policy and Procedures*, Charter School will promptly and thoroughly investigate any complaint of unlawful harassment, discrimination, intimidation, or bullying that constitute a hate crime or are otherwise based on the actual or perceived non exhaustive characteristics listed above, and take appropriate corrective action, if warranted.

Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics and about the negative impact of bullying other students based on these protected characteristics.

Charter School shall train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Charter School shall inform students who are victims of hate crimes of their right to report such crimes.

Complete copies of the *Uniform Complaint Policy and Procedures* and the *Harassment, Discrimination, Intimidation, & Bullying Policy* are available for review at the main office.

Gathering and Managing Student and Family Information

School has adopted an *Educational Records and Student Information Policy* to apply to all educational records and student information maintained by Charter School and provides annual notice of same to all families. Appropriate personnel shall receive training regarding those policies and procedures.

Additionally, Charter School shall observe the following:

- Except as required by state or federal law or as required to administer a state or federally supported education program, Charter School officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.
- If Charter School possesses information that could indicate immigration status, citizenship status, or national origin information, Charter School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.
- If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, Charter School will

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not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

- Charter School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.
- Charter School will not inquire specifically about a student's citizenship or immigration status or the citizenship or immigration status of a student's parents or guardians, nor shall personnel seek or require, to the exclusion of other permissible documentation or information, documentation or information that may indicate a student's immigration status, such as a green card, voter registration, a passport, or citizenship papers.

Admissions and Enrollment

As a charter school, Charter School is open to all students who wish to attend, subject to capacity. Notwithstanding this and where permitted by law, Charter School shall accept alternative means to establish residency, age, or other eligibility criteria for enrollment or programs, and those alternative means shall include among them documentation or information that are available to persons regardless of immigration status, citizenship status, or national origin, and that do not reveal information related to citizenship or immigration status.

Charter School will accept the following list of documents as reasonable evidence of residency:

- Property tax payment receipts
- Rental property contract, lease, or payment receipts
- Utility service contract, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from a government agency
- Declaration of residency executed by the parent or legal guardian of the student
- Note: documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process.

Charter School will accept the following list of documents as reasonable evidence of age:

- Certified copy of birth record
- Statement by the local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian, or any other appropriate means of proving the child's age.

Parents and guardians are not required to provide each and every document listed above. In accordance with the McKinney-Vento Homeless Assistance Act, Charter School will immediately enroll a homeless child or youth even if the student is unable to provide proof of residency or age or other documentation normally required for enrollment.

Documents, information, or proof relating to citizenship or immigration status of students will never be requested for the enrollment process. Where any law requires submission of national origin related information to satisfy the requirements of a special program, Charter School

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personnel will solicit that documentation or information separately from the enrollment process.

Charter School may ask for (but parents are not required to provide) certain national origin related information—such as a student’s place of birth, U.S. entry date, and the date the student first attended school in the U.S.—to comply with federal or state reporting requirements for special programs (e.g., for reporting on language instruction programs for English learners). However, Charter School shall not use the acquired data to discriminate against immigrant students or prevent children from enrolling in or attending school if their parents or guardians choose not to provide this information. To avoid deterring initial school enrollment of immigrants or their children, Charter School shall collect this information separately from the school enrollment process, if at all.

Social Security Information

Unless otherwise required to do so pursuant to state or federal law, Charter School will not collect entire social security numbers or cards or a statement that the parent or guardian does not possess a Social Security number for the purposes of enrollment, and failure to provide this information will not bar a student from enrolling or attending Charter School. However, the last four digits of an adult household member’s Social Security number may be solicited and/or collected if required to establish eligibility for federal benefit programs such as free or reduced-price meals. This Social Security information will only be collected for the limited purpose of establishing eligibility for federal benefit programs and will not affect student enrollment. If no adult household member has a Social Security number, the student still can qualify for free or reduced- price meals, if the family meets the income eligibility requirements. When collecting the last four digits of an adult household member’s Social Security number to establish eligibility for a federal benefit program, Charter School shall explain the limited purpose for which this information is collected and clarify that a failure to provide this information will not bar the student from enrolling in or attending the school.

When a family is completing the “Free and Reduced-Price Meals” form, Charter School shall notify parents or guardians that:

- 1) If any household member participates in CalFresh, CalWORKs (California Work Opportunity and Responsibility for Kids), or FDPIR (Food Distribution Program on Indian Reservations), no adult household member needs to provide the last four digits of his or her Social Security number; and
- 2) If no householder member of a student’s family participates in CalFresh, CalWORKs, or FDPIR, and no adult household member has a Social Security number, the student still can qualify for free or reduced - price meals, if the family meets the income eligibility requirements. The “No SSN” box on the form must be checked for the application to be considered complete.

Charter School shall treat all students equitably in the receipt of all school services, including, but, not limited to, the gathering of student and family information for the free and reduced lunch program, transportation, and educational instruction

Sharing Student and Family Information

Charter School will avoid the disclosure of information that might indicate a student’s or family’s citizenship or immigration status if the disclosure is not authorized by the Family Educational Rights and Privacy Act (FERPA) or other federal or state law, or pursuant to a valid court order, warrant, or subpoena. Except for investigations of child abuse, child neglect, or child

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dependency, or when the subpoena served on the Charter School prohibits disclosure, Charter School shall provide parent or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

Charter School requires written parental or guardian consent or consent of an eligible student (a student aged 18 or older) for release of student information unless the information may be provided subject to a FERPA exception. Such circumstances include but are not limited to, information classified as directory information, or information relevant to the legitimate education interest of the requester (e.g. for reviewing school attendance issues, providing schools with information on transferring students, evaluating federally funded educational programs, and conducting truancy mediation).

FERPA exceptions generally do not authorize or require disclosure of information for immigration-enforcement purposes. (e.g. Immigration enforcement does not serve a legitimate educational interest and immigration status is not directory information).

A copy of Charter School's complete *Education Records and Student Information Policy* is available for review in the main office. Charter School also provides annual notice of this policy, including the list of directory information and opt-out rights, within its Student/Family Handbook.

Charter School's request for written eligible student or parent/guardian consent for release of student information shall include:

- (a) The signature and date of the parent, guardian, or eligible student providing consent;
- (b) A description of the records to be disclosed;
- (c) The reason for the release of information;
- (d) The parties or class of parties receiving the information; and
- (e) If requested by the parents, guardians, or eligible student, a copy of the records to be released.

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, Charter School shall not release the information. Charter School will permanently keep the consent notice with the record file.

Charter School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

- (a) Notify a designated Charter School official about the information request.
- (b) Provide students and families with appropriate notice and a description of the immigration officer's request.
- (c) Document any verbal or written request for information by immigration authorities.
- (d) Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

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Responding to Requests for Access to School Grounds for Immigration Enforcement Purposes

It is the expectation that ALL visitors are screened at the door. At the lower school, Double doors outside of the front hallway should remain closed and no adult should be entering the classroom area without receiving a pass from the office. At the upper school, no car or adult should be on campus without first checking in at the main office.

No visitor – which include immigration-enforcement officers¹ – shall enter or remain on school grounds of the Charter School during school hours without having registered with the Executive Director or designee. If there are no exigent circumstances necessitating immediate action, and if the immigration officer does not possess a judicial warrant or court order that provides a basis for the visit, the officer must provide the following information to the Executive Director or designee:

1. Name, address, and occupation;
2. Age, if less than 21;
3. Purpose of entering school grounds;
4. Proof of identity; and
5. Any other information as required by law

Charter School requires that any visitor, including immigration enforcement officers, must not interrupt students and faculty during class time for immigration enforcement or other purposes, and must instead wait until a designated break period prior to or following a class period to carry out their judicial warrant or court order. A complete copy of the Charter School *Visitor and Volunteer Policy* is available for review in the main office.

Charter School has posted signs at the entrance of its school grounds to notify outsiders of the hours and requirements for registration.

Should an immigration enforcement officer arrive at the front door OR if you or anyone observes them in the neighborhood near the school, **TEXT Miranda and Will, and then call 510-241-4011 (ACILEP hotline) for rapid response from immigration legal services.**

Miranda: REDACTED

Will: REDACTED

¹ California law-enforcement agencies are prohibited under state law from performing the functions of an immigration officer. However, although U.S. Immigration and Customs Enforcement (ICE) or U.S. Customs and Border Protection (CBP) are the agencies with primary responsibility for federal immigration enforcement, there are instances in which other law-enforcement agencies may attempt to enforce federal immigration laws. Charter School treats similarly ICE, CBP, and other local law-enforcement officers attempting to enforce immigration laws. Accordingly, the terms “officer,” “Immigration enforcement officer,” “immigration officer,” “agent,” and “law enforcement officer” as used in this Policy encompass all law-enforcement agencies that seek to enforce immigration law and this Policy handles requests from all law-enforcement agencies acting with that purpose the same way.

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Recognizing immigration information badges/vans



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Procedures for Responding to On-Campus Immigration Enforcement

As early as possible, Charter School personnel will notify the Executive Director or designee of any request by an immigration-enforcement officer for student access or access to school grounds for purposes related to immigration enforcement, or any requests for review of school documents (including for the services of lawful subpoenas, petitions, complaints, warrants, etc.).

In addition, Charter School personnel will take the following steps in response to an officer present on the school campus specifically for immigration-enforcement purposes:

1. Advise the officer that before proceeding with their request, and absent exigent circumstances, school personnel must first provide notification to and receive direction from, the Executive Director.
 - a. If they persist for any reason - “I will text our Executive Director right now to inform her of the situation. I apologize but I am not in a position to violate the stated policies of the organization.” TEXT Miranda and Will.
2. Ask to see, and make a copy of or note, the officer’s credentials (name and badge number). Also ask for and copy or note the phone number of the officer’s supervisor.
3. Ask the officer their reason for being on school grounds and document it.
 - a. Ask which student they are asking about - “Which student is this regarding?”
 - b. As soon as the officer identifies a student of interest, send someone to the child’s classroom and ask the teacher to “hold” the child in class. Say “We would like for you to keep XXX in your class or with you until further notice. Please keep your phone handy so we can contact you.”
4. Ask the officer to product any documentation that authorizes school access.
5. Make a copy of all documents provided by the officer. Retain one copy of the documents for the school records.
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, Charter School personnel should comply with the officer’s orders and immediately contact the Executive Director.
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer’s documentation. If the immigration-enforcement officer has:
 - a. **An ICE warrant:** Charter School personnel shall inform the agent that he or she cannot consent to any request without first consulting with the Charter School’s legal counsel or Executive Director.

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- b. **A federal judicial warrant** (e.g. a search-and-seizure warrant or an arrest warrant): prompt compliance is usually legally required. If feasible, consult with the Charter School's legal counsel or Executive Director before providing the agent access to the person or materials specified in the warrant.
 - c. **Subpoena for production of documents or other evidence**: Immediate compliance is not required. Therefore, Charter School personnel shall inform the Charter School's legal counsel and Executive Director of the subpoena, and await further instructions on how to proceed.
8. While Charter School personnel should not consent to access by an immigration-enforcement officer, except as described below, they should not attempt to physically impede the officer, even if the officer appears to be exceeding authorization given under a warrant or document. If an officer enters the premises without consent, Charter School personnel shall document the officer's actions while on campus.

9. Parent Notification Requirements

- a. Charter School personnel shall receive the consent of the student's parent or guardian if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless such access was in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the parent or guardian.
- b. Charter School personnel shall receive consent from the student's parent or guardian before a student can be interviewed or searched by any officer seeking to enforce the civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge, or presents a valid, effective court order.

Cite Student Access/Release Policy - "I'm sorry. It is not the policy of EBIA to allow anyone to speak to an individual student without parent consent unless there is a warrant, court order, or subpoena.. And we are not allowed to release a student to anyone not listed on a student's emergency card in the absence of this documents."

Should they produce or indicate they have a subpoena, court order, or warrant... "I am contacting my supervisor. Please wait." **TEXT Miranda or Will. If not available immediately, please get whoever the onsite administrator.**

Site admin - Go outside to see the subpoena/court order/warrant. Take a photo and send it to Will and Miranda. We will forward to legal counsel. Tell officers - "I'm sorry. I

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am sending this to our legal counsel to verify that we can comply with this document. It is our policy to verify all officials and paperwork with legal counsel before facilitating access. If you would like to come back in 30 minutes, I can meet you here again with their guidance. Otherwise, I appreciate your patience.” A legal subpoena will have a stamp from a court, a judge’s signature and request access to records or to a premises...

As soon as the officer identifies a student of interest and there is **NO** subpoena/warrant/court order, have an administrator call the parent/guardian - “an immigration enforcement officer is on site requesting access to your child. In compliance with EBIA policy, we have communicated we CANNOT provide access to the child without your consent. We will NOT provide access to your child. We will ensure they do NOT talk to your child. We will contact you when they leave. .”

If there is a subpoena/warrant/court order and there is no child abuse/neglect investigation or other explicit instructions to the school indicating that the parent/guardian may not be contacted - “an immigration enforcement officer is on site requesting access to your child. They appear to have a subpoena/warrant/court order. At this point, we are verifying their subpoena with our legal counsel They have NOT spoken to your child. We will call you again shortly with further directions. .” At this point, send contact information to Will and Miranda, and we will continue communications with legal counsel, ICE, and the families.

10. After the encounter with the officer, the Charter School personnel shall promptly take written notes of all interactions with the officer. The notes shall include the following items:
 - a. List or copy of the officer’s credentials and contact information;
 - b. Identity of all school personnel who communicated with the officer;
 - c. Details of the officer’s request;
 - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
 - e. Charter School personnel’s response to the officer’s request;
 - f. Any further action taken by the agent; and
 - g. Photo or copy of any documents presented by the agent

11. The Executive Director or designee shall submit a timely report to the Charter School Board of Directors regarding the officer’s requests and actions and Charter School’s response(s). All such reports should be handled in a manner that ensures the confidentiality and privacy of any potentially identifying information.

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12. The Executive Director or designee shall E-mail the Bureau of Children’s Justice in the California Department of Justice, at BCJ@doj.ca.gov, regarding any attempt by a law-enforcement officer to access the school site or a student for immigration-enforcement purposes.

Training Programs for School Staff

Charter School shall establish training regarding immigration issues for teachers, school administrators, and school staff, including information on responding to a request from an officer enforcing immigration law to visit a school site or to have access to a student. If feasible, Charter School shall also designate an immigrant affairs liaison, to facilitate training programs for staff, help provide non-legal advice to families, and assist in communications with the local educational agencies and other stakeholders in local and state government.

Responding to the Detention or Deportation of a Student’s Family Member

Charter School shall encourage families and students to have and know their emergency phone numbers and know where to find important documentation, including birth certificates, passports, Social Security cards, doctors’ contact information, medication lists, lists of allergies, etc., which will allow them to be prepared in the event that a family member is detained or deported.

Charter School shall permit students and families to update students’ emergency contact information as needed throughout the school year, and provide alternative contacts if no parent or guardian is available. Charter School shall ensure that families may include the information of an identified trusted adult guardian as a secondary emergency contact in case a student’s parent or guardian is detained. Charter School shall communicate to families that information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

In the event a student’s parent/guardian has been detained or deported by federal immigration authorities, Charter School shall use the student’s emergency card contact information and release the student to the person(s) designated as emergency contacts. Alternatively, Charter School shall release the student into the custody of any individual who presents a Caregiver’s Authorization Affidavit on behalf of the student.

Charter School shall only contact Child Protective Services if Charter School personnel are unsuccessful in arranging for the timely care of the child through the emergency contact information that the school has, a Caregiver’s Authorization Affidavit, or other information or instructions conveyed by the parent or guardian.

Family Safety Plan

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To the extent possible, Charter School will facilitate a family's development of a *Family Safety Plan* to be stored at a location known by the student. Such a plans may identify a trusted adult who can care for the student if no parent or guardian can do so. Students should know that the trusted adult is the person who the student should contact if his or her parents and/or guardians are detained or deported, and how to reach the trusted adult.

Additional Resources

In the event that a student's family member is detained, Charter School may refer the student and his or her family members to other resources, including, but not limited to:

- (1) ICE Detainee Locator <https://locator.ice.gov/odls#/search>
 - The ICE detainee locator can help people determine if their family member has been detained and where the family member is being held. In using the ICE detainee locator, it is helpful to know the family member's date of birth and 'A-Number' (Alien Registration Number), if there is one.
 - **Please Note:** the ICE detainee locator is intended only for locating individuals who are already detained. If students, parents, or guardians have general questions about their immigration status, Charter School personnel shall never refer them to ICE or other immigration enforcement.

- (2) Legal Assistance
 - There are several legal aid organizations that may be able to provide legal assistance to secure the release of a student's detained parent, or to help arrange for the student to visit the parent.
 - A list of California organizations accredited by Board of Immigration Appeals (BIA) to represent immigrants before the Department of Homeland Security (DHS) and Executive Office of Immigration Review (EOIR) can be found here: <https://www.justice.gov/eoir/page/file/942306/download#CALIFORNIA>
 - California courts operate Self-Help Centers that may also be able to provide family-law assistance to a student or his or her proposed guardian. A list of these centers across the state is available at <http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm>
 - A student or his or her family member may be able to find legal assistance from legal-aid offices and lawyer-referral services here: <http://www.courts.ca.gov/1001.htm>

Board Policy #: [INSERT]
Adopted/Ratified: [INSERT]
Revision Date: [INSERT]

- (3) Consulate or Embassy
 - The consulate or embassy of the parent's or guardian's country of origin may be able to offer additional information and assistance

Board Policy #: [INSERT]
Adopted/Ratified: [INSERT]
Revision Date: [INSERT]

Coversheet

EBIA Executive Director's Report

Section: III. Academic Excellence
Item: A. EBIA Executive Director's Report
Purpose: Discuss
Submitted by:
Related Material: Executive Director Board Report 1.15.25.pdf



Executive Director Report 1.15.25

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Data Updates



23-24 California Dashboard

SCHOOL PERFORMANCE OVERVIEW

East Bay Innovation Academy

Explore the performance of East Bay Innovation Academy under California's Accountability System.

Generate PDF Report 

View Additional Reports 

2024 

Chronic Absenteeism



Orange

Suspension Rate



Red

English Learner Progress



Red

Graduation Rate



Blue

College/Career



Blue

English Language Arts



Green

Mathematics



Yellow

Basics: Teachers,
Instructional Materials,
Facilities

STANDARD MET

Implementation of Academic
Standards

STANDARD MET

Parent and Family
Engagement

STANDARD MET

Local Climate Survey

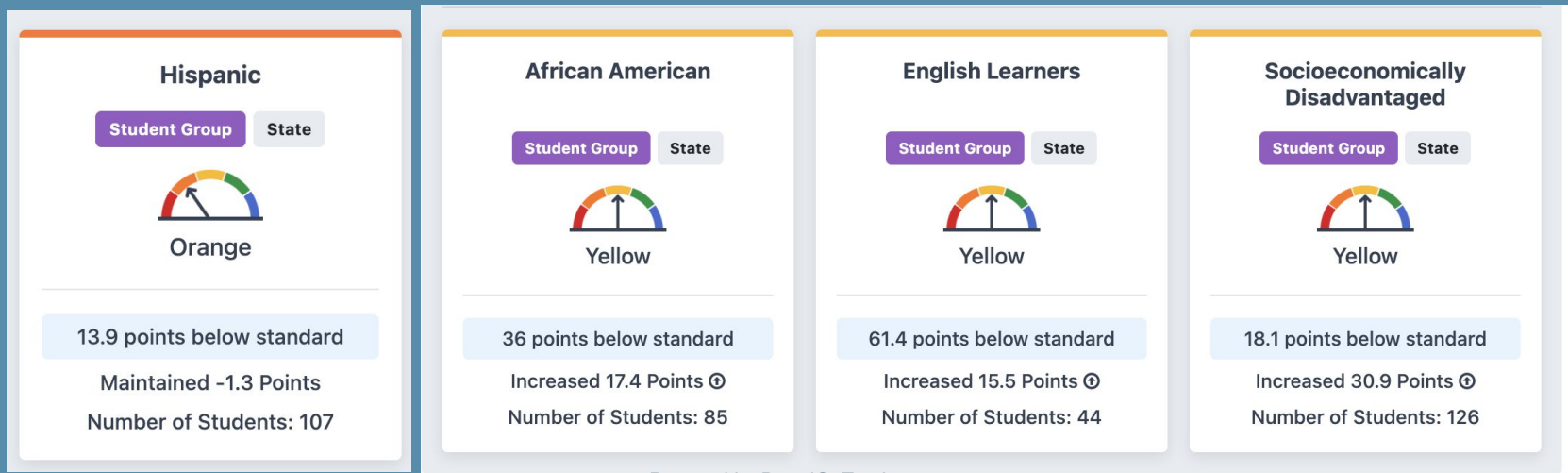
STANDARD MET

Access to a Broad Course of
Study

STANDARD MET

Academic Indicators: ELA

- ELA increase by 15.2 points – 9.2 points above standard
 - 22.4 points higher than state average
 - 64 points higher than OUSD
 - Maintenance or growth for nearly all student groups:



Academic Indicators: Math

- Math increase by 6.1 points - 45.4 points below standard
 - 2.2 points higher than state average
 - 39.6 points higher than OUSD
 - Maintenance or growth for nearly all student groups:

African American

Student Group State



Orange

99.2 points below standard

Increased 3.9 Points Ⓢ

Number of Students: 85

English Learners

Student Group State



Orange

107.6 points below standard

Increased 11.9 Points Ⓢ

Number of Students: 43

Hispanic

Student Group State



Yellow

69.8 points below standard

Increased 5.7 Points Ⓢ

Number of Students: 105

Socioeconomically Disadvantaged

Student Group State



Yellow

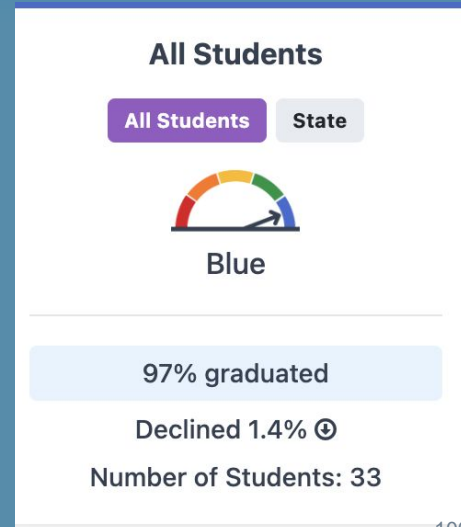
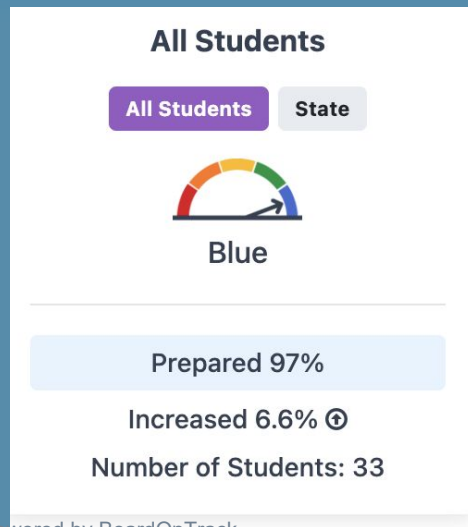
83.1 points below standard

Increased 20.8 Points Ⓢ

Number of Students: 126

Academic Indicators: College & Career Readiness

- College/Career Readiness increase by 6.6 points
 - 51.7% higher than state average
 - 53.6% higher than OUSD
- Graduate Rate decrease by 1.4%
 - 10.3% higher than state average
 - 16.4% higher than OUSD



Areas for Growth: English Learner Progress

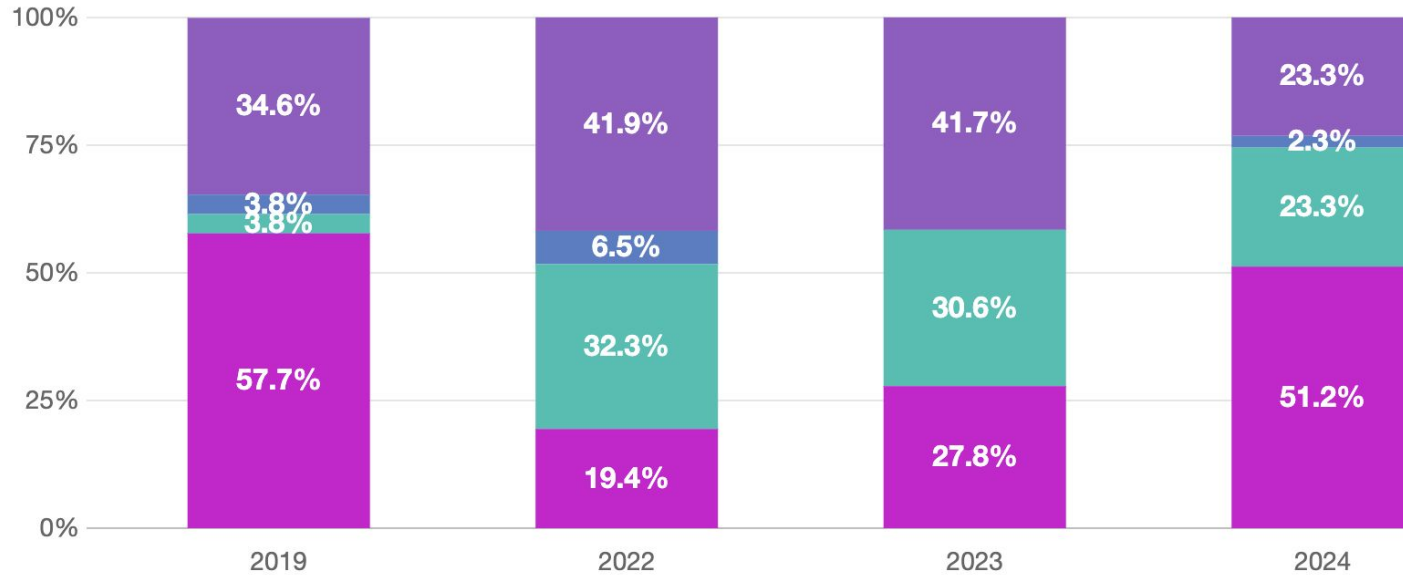
All Students

All Students

State



Red



25.6% making progress

Declined 12.9% Ⓞ

Number of Students: 43

- ELs Who Decreased at Least One ELPI Level
- ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
- ELs who Maintained ELPI Level 4
- ELs Who Progressed at Least One ELPI Level

Addressing Areas for Growth: English Learner Progress

- .2 position to support English Learners with reading/writing at Lower School
- Targeted ILT support at Upper School
- Teacher Professional Development to support targeted vocabulary acquisition in all classrooms and discussion protocols to help students develop English-speaking skills
- Create Reclassification procedure (in alignment with CDE policy)



Areas for Growth: Academic Improvement for Students with Disabilities

- The only student group with declines in both ELA and Math

ELA

Students with Disabilities

Student Group

State



Red

90 points below standard

Declined 3.6 Points Ⓣ

Number of Students: 52

Math

Students with Disabilities

Student Group

State



Red

147.3 points below standard

Declined 12.2 Points Ⓣ

Number of Students: 51

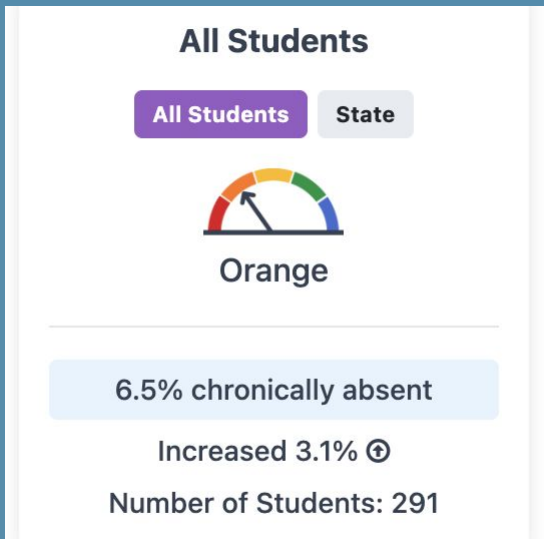
Response:

- Increase targeted intervention supports, including reading, math, writing.
- Increase frequency of requested IEP meetings to discuss when students are not making progress

School Climate Indicators

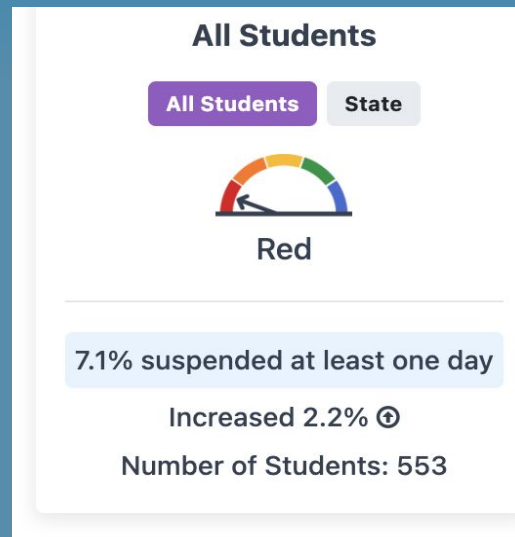
Chronic Absentee Rate - 3.1% increase

- 12.1% **lower** than state average
- 24.7% **lower** than OUSD



Suspension Rate - 2.2% increase

- 3.9% higher than state average
- 2.8% higher than OUSD



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Strategic Planning Updates



Design Sprints

- Structure: Miranda, Will, Christine M to lead
 - Opportunities for community brainstorm/design
 - Leadership Team to develop school systems that need to be in place to enable student experiences
- Key Student Experiences to bring Graduate Profile to life:
 - Redesign Inquiry Projects, including Capstone
 - 6-12 passion/career exploration and reflection
 - 6-12 Portfolio creation, aligned to re-designed Advisory and Conferences
 - Further exploration of mastery/competency grading



Timeline and Alignment to WASC & Charter Renewal

EBIA PLANNING PROCESS



	Fall 2024	Winter 2025	Spring 2025	Summer 2025	Fall 2025	Winter 2026	Spring 2025	Summer 2026
Strategic Planning	Graduate Profile Development	Student Experience Working Groups	Strategic Plan Finalized	Strategic Plan Actions Yr 1				Strategic Plan Actions Yr 2
WASC			Utilize Strategic Plan Work to inform WASC Self-Study		WASC Self-Study/Utilize Strategic Plan	WASC Visit		
Charter Renewal	Ongoing Data and Organizing Work					Charter Renewal Drafting		Submit Renewal



Coversheet

2025-2026 Enrollment/Budget Planning Discussion

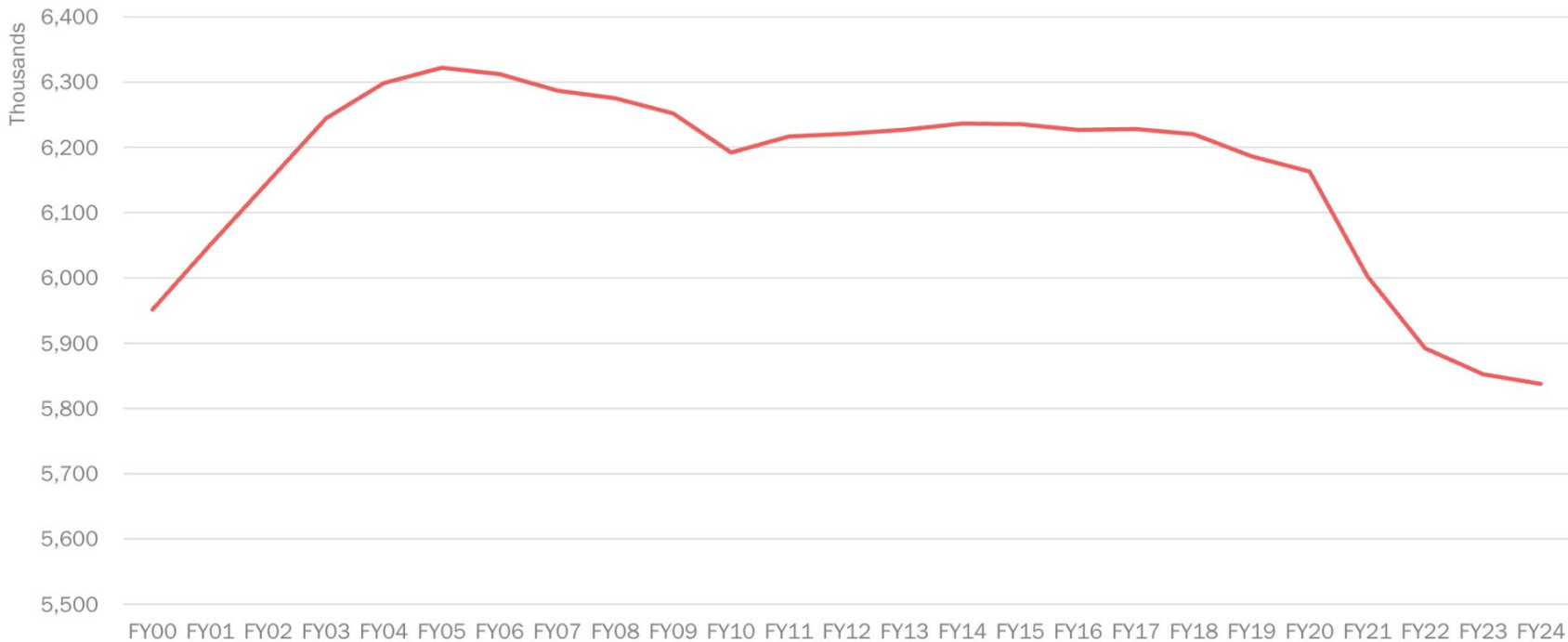
Section: IV. Finance and Development
Item: A. 2025-2026 Enrollment/Budget Planning Discussion
Purpose: Discuss
Submitted by:
Related Material: Enrollment Report 1.15.25.pdf



Enrollment Updates

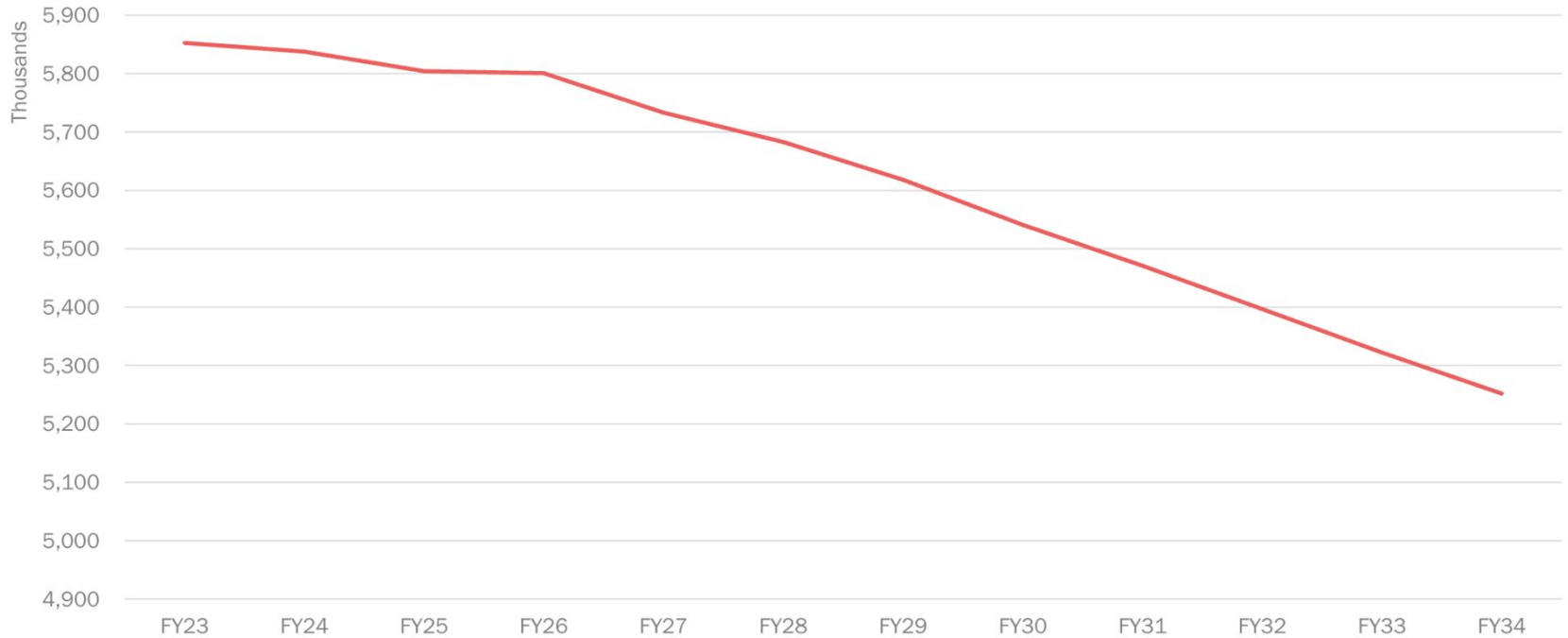
Declining Enrollment in CA

Enrollment across CA has been falling since FY18, down 6% over a 6-year period

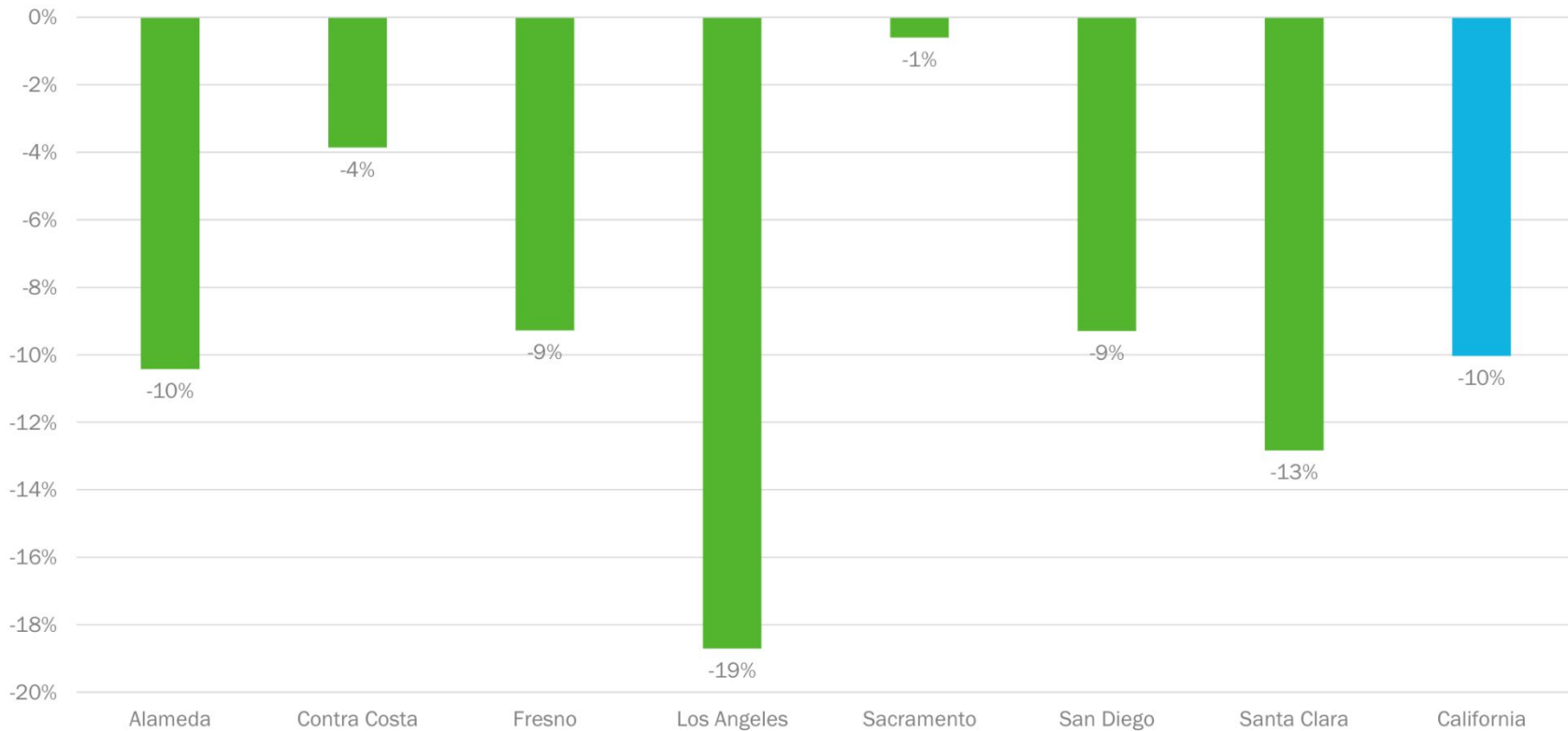


Declining Enrollment in CA

Enrollment decline projected to continue at a rate of 1% per year for next decade



Projected Enrollment Change From FY24 to FY34 by county



Applications/Intent to Return

- 8th-9th Applications (goal is 75%)
 - 19 current students have applied (24%)
- Applications (as of Monday, January 13)
 - Target = 247 by End of January
 - 130 6th/50 new 9th

Applications - 183

6th	7th	8th	9th	11th	12th
115	6	5	52 (33 new)	4	1

Tours - 182 (Signed up)

6th	7th	8th	9th	10th	11th	12th
116	3	3	48	5	3	4



Updated Projections

	6	7	8	9	10	11	12	Tot.
Current Enrollment	57	87	80	50	62	67	51	454
Projected Attrition	3	5	40	2	2	2	1	55
Projected Returning Students (25-26)	0	54	82	40 (+23 new)	48	60	65	309
Enrollment Goal	80	60	87	63	55	60	65	470

Original Goal = 505

Updates based on:

- Current numbers of applicants
- Current intent to return from 8th-grade families



Enrollment Strategies

- ▶ Tours - personal follow-up
- ▶ Open House for Lower School 1/25 and 3/15
- ▶ Black Joy Parade Table 2/23
- ▶ Middle and High School info sessions and fairs
- ▶ Ads and email blasts

- ▶ Cafecito for middle school families to answer questions about Upper School
- ▶ February Conferences
- ▶ Targeted ITR phone calls from admin

Discussion

- What are the budget implications considering projected enrollment?
- What is the timeline?
- What are the next steps?

