



## East Bay Innovation Academy

### Board Meeting

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#### Date and Time

Monday January 26, 2026 at 3:00 PM PST

#### Location

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

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#### Agenda

	Purpose	Presenter	Time
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<b>I.</b>	<b>Opening Items</b>		<b>3:00 PM</b>
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Opening Items

- |           |   |                 |                  |      |
|-----------|---|-----------------|------------------|------|
| <b>A.</b> | Record Attendance and Guests  |                 | Brett van Zuiden | 1 m  |
| <b>B.</b> | Call the Meeting to Order   |                 | Brett van Zuiden | 1 m  |
| <b>C.</b> | Review and Approve Minutes from December 15, 2025 REGULAR Board Meeting | Approve Minutes | Brett van Zuiden | 1 m  |
| <b>D.</b> | 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
<b>II. Board Governance &amp; Consent Agenda</b>			<b>3:18 PM</b>
<b>A.</b> 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"> <li>• EBIA Check Register December 2025</li> <li>• EBIA SARC 2024-2025</li> <li>• EBIA Student Behavioral Health Referral Policy</li> </ul>			
<b>III. Academic Excellence</b>			<b>3:23 PM</b>
Academic Excellence			
<b>A.</b> EBIA Executive Director's Report	Discuss	Miranda Thorman	10 m
<ul style="list-style-type: none"> <li>• Partnership Updates</li> <li>• Enrollment Updates</li> </ul>			
<b>B.</b> Adjourn Public Session and Move to Closed Session	Vote	Brett van Zuiden	1 m
Close Public Session			
<b>IV. Closed Session: Anticipated Litigation § 54956.9(d)(4) and Labor Negotiations § 54957.6</b>			<b>3:34 PM</b>
Conference regarding Anticipated Litigation § 54956.9(d)(4) and Labor Negotiations § 54957.6			
<b>A.</b> Open Closed Session	Discuss	Brett van Zuiden	1 m
<b>B.</b> Closed Session: Anticipated Litigation § 54956.9(d)(4)	Discuss	Miranda Thorman	20 m

	Purpose	Presenter	Time
Discuss whether to initiate litigation.			
<b>C.</b> Closed Session: Conference with Labor Negotiators § 54957.6 Conference with Labor Negotiators	Discuss	Miranda Thorman	10 m
<b>D.</b> Adjourn Closed Session and Move to Public Session	Vote	Brett van Zuiden	1 m
<b>V. School Governance and Other Matters</b>			<b>4:06 PM</b>
<b>A.</b> Confirm Board Meeting Dates through 2025-2026 School Year  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?  3:00 PM Monday, 2/13/2026 3:00 PM Monday, 3/16/2026 3:00 PM Monday, 4/20/2026 3:00 PM Monday, 5/18/2026 3:00 PM Monday, 6/15/2026 - End of 2025/2026 School/Fiscal Year	Discuss	Brett van Zuiden	1 m
<b>B.</b> Closing Session - Public Comment (Any Agenda or Non-Agenda Items)  Public comment is limited to a maximum of 3 minutes of comment time per speaker	FYI	Brett van Zuiden	10 m
<b>VI. Closing Items</b>			<b>4:17 PM</b>
<b>A.</b> Adjourn Meeting	Vote	Brett van Zuiden	1 m

# Coversheet

## Review and Approve Minutes from December 15, 2025 REGULAR Board Meeting

<b>Section:</b>	I. Opening Items
<b>Item:</b>	C. Review and Approve Minutes from December 15, 2025 REGULAR
Board Meeting	
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Board Meeting on December 15, 2025

APPROVED



## East Bay Innovation Academy

### Minutes

#### Board Meeting

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##### Date and Time

Monday December 15, 2025 at 3:00 PM

##### Location

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

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##### Directors Present

Brett van Zuiden, Erin Fredrick, Kelly Garcia, Safia Omar

##### Directors Absent

Brad Edgar, Shyam Kumar

##### Guests Present

Miranda Thorman, Nora Bullock

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#### 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 Monday Dec 15, 2025 at 3:11 PM.

##### C.

### **Review and Approve Minutes from 11/17/2025 REGULAR Board Meeting**

Brett van Zuiden made a motion to approve the minutes from Board Meeting on 11-17-25.

Kelly Garcia seconded the motion.

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

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

No public comments.

## **II. Board Governance & Consent Agenda**

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

Board discussed consent agenda items:

- November 2025 Check and Credit Card Registers
- Measure G1 Audit

Kelly Garcia made a motion to made a motion to approve consent agenda.

Safia Omar seconded the motion.

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

## **III. Finance and Development**

### **A. East Bay Innovation Academy - Finance Update**

Jessika Welcome from EdTec presented a finance update.

### **B. First Interim Submission Approval**

Kelly Garcia made a motion to move to approve First Interim Submission.

Safia Omar seconded the motion.

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

### **C. 2024 Audit Approval**

Draft audit provided. Board reviewed and approved pending any material findings. We designate Miranda Thorman to make any necessary changes from the draft to the final.

Brett van Zuiden made a motion to approve the audit pending any material findings.

Kelly Garcia seconded the motion.

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

## **IV. Closed Session: Personnel Matters**

### **A. Adjourn Public Meeting for Closed Session**

Brett van Zuiden made a motion to adjourn public meeting for closed session.

Kelly Garcia seconded the motion.  
The board **VOTED** to approve the motion.

**B. Open Closed Session**

Board opened closed session to discuss a confidential personnel matter.

**C. Closed Session Discussion: confidential personnel matter**

**D. Adjourn Closed Session and Move to Public Session**

Kelly Garcia made a motion to adjourn the closed session.  
Brett van Zuiden seconded the motion.  
The board **VOTED** to approve the motion.

**V. Reconvene Board Meeting - Open Public Session**

**A. Open Session Roll Call**

Kelly Garcia made a motion to open public session.  
Brett van Zuiden seconded the motion.  
The board **VOTED** to approve the motion.

**B. Report Actions Taken (if any) in Closed Session**

**VI. Academic Excellence**

**A. EBIA Executive Director's Report**

Miranda Thorman presented the Executive Director's Report.

**VII. School Governance and Other Matters**

**A. Confirm Board Meeting Dates through 2025 - 2026 School Year**

Confirmed availability of board members to attend January 26 meeting.

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

No public comments.

**VIII. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:00 PM.

Respectfully Submitted,  
Erin Fredrick



# Coversheet

## Review and Approve East Bay Innovation Academy Consent Agenda Items

<b>Section:</b>	II. Board Governance & Consent Agenda
<b>Item:</b> Items	A. Review and Approve East Bay Innovation Academy Consent Agenda
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	A_PRegister- Dec.pdf School Accountability Report Card.pdf DRAFT EBIA Student_Behavioral_Health_Referral_Policy_Full.pdf

**ESP-CA**  
**EdTec Network : East Bay Innovation Academy (EBIA)**  
**A/P Register**  
**December 1, 2025 - December 31, 2025**

Account	Type	Date	Document Number	Vendor	Memo	Date Due	Billed	Paid	Balance
<b>Accounts Payable</b>									
	Bill	12/3/25	809412481420	50991 Kaiser Foundation Health Plan	Group: 709549 - Health Coverage: December 2025	Paid	\$61,178.11		(\$22,449.62)
	Bill	12/3/25	8699	220807 Accelerate Education Incorporated	Training, Credit Recovery with Instruction & HS Per Sem	Paid	\$5,489.00		(\$83,627.73)
	Bill	12/3/25	2025-0385	135474 Beehively	Beehively Web Invoice (January - March 2026)	Paid	\$720.00		(\$89,116.73)
	Bill	12/3/25	000024370516	106388 AT&T (BAN# 2435)	Acct# 9391062435; Internet Service: 10/13 - 11/12/25	Paid	\$639.31		(\$89,836.73)
	Bill	12/3/25	000024392055	136259 AT&T (#6883)	Acct# 9391066883; Internet Service 10/16 - 11/15/25	Paid	\$639.31		(\$90,476.04)
	Bill	12/3/25	24026	71320 Christy White Associates	2024-25 Charter School Audit: 2nd Progressive Invoice 50	Paid	\$7,881.75		(\$91,115.35)
	Bill	12/3/25	2420783	50269 CoPower	Cust# 902360; Dental Plan December 2025 & Adjustments	Paid	\$2,347.24		(\$98,997.10)
	Bill	12/3/25	CINV-00012952	47895 EdTec	CustID# C-000246; EdTec Monthly Back Office & State re	Paid	\$16,411.25		(\$101,344.34)
	Bill	12/3/25	8620	215674 Hancock Park & DeLong, Inc.	Consulting: September 2025	Paid	\$438.75		(\$117,755.59)
	Bill	12/3/25	247555	220808 H2I Group	Cust# 171559; Supplies	Paid	\$5,892.00		(\$118,194.34)
	Bill	12/3/25	385389_251130	158937 HopSkipDrive, Inc	Field Trip: 11/01 - 11/30/25	Paid	\$4,328.38		(\$124,086.34)
	Bill	12/3/25	LVGINV3182	214889 Lavinia Group, LLC	Instructional Coaching	Paid	\$37,500.00		(\$128,414.72)
	Bill	12/3/25	82	132360 Lina's Janitorial Services	Janitorial Service for US & LS (December 2025)	Paid	\$12,000.00		(\$165,914.72)
	Bill	12/3/25	5	217740 Bullock, Nora	Consultation Services	Paid	\$5,250.00		(\$177,914.72)
	Bill	12/3/25	4	217740 Bullock, Nora	Consultation Services	Paid	\$5,250.00		(\$183,164.72)
	Bill	12/3/25	447548041001	51097 Office Depot	Acct# 16610744; Supplies	Paid	\$138.12		(\$188,414.72)
	Bill	12/3/25	287252362	180900 Orkin	Account #36504571; Pest Control Services	Paid	\$178.00		(\$188,552.84)
	Bill	12/3/25	142469	184812 Scoot Education Inc.	Services: 11/17 - 11/21/25	Paid	\$1,770.00		(\$188,730.84)
	Bill	12/3/25	142916	184812 Scoot Education Inc.	Services: 11/17 - 11/21/25	Paid	\$3,885.00		(\$190,500.84)
	Bill	12/3/25	CD_001288833	110058 RingCentral Inc. (Cust# 9019)	Customer ID: 1184099019; Phone Service 11/29 - 12/28/25	Paid	\$740.97		(\$194,385.84)
	Bill	12/3/25	1061170	166317 The Education Team	BA Only & 30-Day Permit: 11/10 - 11/14/25	Paid	\$1,139.84		(\$195,126.81)
	Bill	12/3/25	1061171	166317 The Education Team	BA Only & 30-Day Permit: 11/10 - 11/12/25	Paid	\$785.83		(\$196,266.65)
	Bill	12/3/25	1062999	166317 The Education Team	BA Only: 11/21/25	Paid	\$268.33		(\$197,052.48)
	Bill	12/3/25	1062998	166317 The Education Team	BA Only & 30-Day Permit: 11/17 - 11/21/25	Paid	\$1,813.44		(\$197,320.81)
	Bill	12/3/25	824077366	51463 Vision Service Plan - (VSP)	Client ID: 30050552; Vision Plan December 2025 & Adjust	Paid	\$584.41		(\$199,134.25)
	Bill	12/3/25	6231206-2216-1	115191 Waste Management (Cust# 3002)	Cust# 15-00043-73002; Waste Services: December 2025	Paid	\$1,735.41		(\$199,718.66)
	Bill	12/3/25	9934233-2216-9	98131 Waste Management (Cust# 00513-38904)	Cust# 00513-38904; Ops Charter November Service 2025	Paid	\$899.91		(\$201,454.07)
	Bill	12/3/25	110325	73490 Foster, Darius (ee)	Reimb: 10 Volleyballs	Paid	\$154.86		(\$202,353.98)
	Bill	12/3/25	112125	78741 Fitts, Michelle (ee)	Reimb: Registration for 2 B Teams, Adult Hoodies & Hove	Paid	\$2,199.63		(\$202,508.84)
	Bill Payment	12/3/25	9681	50991 Kaiser Foundation Health Plan				\$61,178.11	(\$204,708.47)
	Bill	12/4/25	25-1203	218895 Astro Everywhere, LLC	Planetarium for 8th grade presentation	Paid	\$960.00		(\$143,530.36)
	Bill Payment	12/4/25	9682	218895 Astro Everywhere, LLC				\$960.00	(\$144,490.36)
	Bill Payment	12/4/25	9683	220807 Accelerate Education Incorporated				\$5,489.00	(\$143,530.36)
	Bill Payment	12/4/25	9684	136259 AT&T (#6883)				\$639.31	(\$138,041.36)
	Bill Payment	12/4/25	9685	106388 AT&T (BAN# 2435)				\$639.31	(\$137,402.05)
	Bill Payment	12/4/25	9686	135474 Beehively				\$720.00	(\$136,762.74)
	Bill Payment	12/4/25	9687	217740 Bullock, Nora				\$10,500.00	(\$136,042.74)
	Bill Payment	12/4/25	9688	71320 Christy White Associates				\$7,881.75	(\$125,542.74)
	Bill Payment	12/4/25	9689	50269 CoPower				\$2,347.24	(\$117,660.99)
	Bill Payment	12/4/25	ACH5088	47895 EdTec				\$16,411.25	(\$115,313.75)
	Bill Payment	12/4/25	ACH5089	78741 Fitts, Michelle (ee)				\$2,199.63	(\$98,902.50)
	Bill Payment	12/4/25	9690	73490 Foster, Darius (ee)				\$154.86	(\$96,702.87)
	Bill Payment	12/4/25	9691	220808 H2I Group				\$5,892.00	(\$96,548.01)
	Bill Payment	12/4/25	9692	215674 Hancock Park & DeLong, Inc.				\$438.75	(\$90,656.01)
	Bill Payment	12/4/25	9693	158937 HopSkipDrive, Inc				\$4,328.38	(\$90,217.26)
	Bill Payment	12/4/25	9694	214889 Lavinia Group, LLC				\$37,500.00	(\$85,888.88)
									(\$48,388.88)

Bill Payment	12/4/25	ACH5090	132360 Lina's Janitorial Services		\$12,000.00	(\$36,388.88)
Bill Payment	12/4/25	9695	51097 Office Depot		\$138.12	(\$36,250.76)
Bill Payment	12/4/25	9696	180900 Orkin		\$178.00	(\$36,072.76)
Bill Payment	12/4/25	ACH5091	110058 RingCentral Inc. (Cust# 9019)		\$740.97	(\$35,331.79)
Bill Payment	12/4/25	ACH5092	184812 Scoot Education Inc.		\$5,655.00	(\$29,676.79)
Bill Payment	12/4/25	9697	166317 The Education Team		\$4,007.44	(\$25,669.35)
Bill Payment	12/4/25	9698	51463 Vision Service Plan - (VSP)		\$584.41	(\$25,084.94)
Bill Payment	12/4/25	9699	98131 Waste Management (Cust# 00513-38904)		\$899.91	(\$24,185.03)
Bill Payment	12/4/25	9700	115191 Waste Management (Cust# 3002)		\$1,735.41	(\$22,449.62)
Bill	12/10/25	AH21Y8N	47545 CDW Government	Customer Number 12218286; Dell Pro 16 R5-220 256/16	\$4,939.40	(\$27,389.02)
Bill	12/10/25	6	210053 Fred Finch Youth Center	Non Public School/Agency Charges for the month of Mar	\$5,470.02	(\$32,859.04)
Bill	12/10/25	8652	215674 Hancock Park & DeLong, Inc.	Consulting: October 2025	\$1,072.50	(\$33,931.54)
Bill	12/10/25	1150164882	158776 isolved Benefit Services	C10007972; FBA Monthly Admin: Administrative Service: Paid	\$77.18	(\$34,008.72)
Bill	12/10/25	19621	47540 Law Offices of Young, Minney & Corr, LLP	Legal Services : 11/03 - 11/19/25	\$1,076.00	(\$35,084.72)
Bill	12/10/25	3	217740 Bullock, Nora	Consultation Services	\$7,000.00	(\$42,084.72)
Bill	12/10/25	EBIA-1OVF26A	52884 Oakland Unified School District	2025-26 1% Oversight Fees (1 of 2 Installments)	\$36,837.58	(\$78,922.30)
Bill	12/10/25	450743828001	51097 Office Depot	Acct# 16610744; Supplies	\$84.16	(\$79,006.46)
Bill	12/10/25	450380222001	51097 Office Depot	Acct# 16610744; Supplies	\$164.44	(\$79,170.90)
Bill	12/10/25	450598843001	51097 Office Depot	Acct# 16610744; Supplies	\$266.12	(\$79,437.02)
Bill	12/10/25	444523797001	51097 Office Depot	Acct# 16610744; Supplies	\$138.12	(\$79,575.14)
Bill	12/10/25	008560-C001339	75203 Revolution Foods, Inc.	Cust #C001339; Food Service November 2025	\$13,254.58	(\$92,829.72)
Bill	12/10/25	1101	176236 s3dx	Interim CAO Services: November - December 2025	\$10,500.00	(\$103,329.72)
Bill	12/10/25	143912	184812 Scoot Education Inc.	Services: 12/01 - 12/05/25	\$1,770.00	(\$105,099.72)
Bill	12/10/25	144246	184812 Scoot Education Inc.	Services: 12/01 - 12/05/25	\$3,857.00	(\$108,956.72)
Bill	12/10/25	M0266433	218905 The Stepping Stones Group LLC	Cust# EBIA6305; Occupational Therapist: 11/09 - 11/22/25	\$823.50	(\$109,780.22)
Bill	12/10/25	5036810398	193599 Wells Fargo Vendor Financial Services, LL	Cust# 1055852811; Leasing of Lanier Copier for US & LS; Paid	\$293.49	(\$110,073.71)
Bill	12/10/25	120825	124292 Smith, Nicole (ee)	Reimb: Par ins, BASC-3 Score Reports & Mileage	\$138.95	(\$110,212.66)
Journal	12/11/25	EBIA3509			\$138.12	(\$110,350.78)
Journal	12/11/25	EBIA3510			\$4,328.38	(\$114,679.16)
Bill	12/12/25	INV461702	144285 PowerSchool Group LLC	INV461702	\$5,730.75	(\$120,409.91)
Bill Payment	12/15/25	9701	217445 Tri Counties Bank VISA (1487)		\$22,449.62	(\$97,960.29)
Bill	12/16/25	50913	47893 Charter Safe (Ca Charter School JPA)	Cust#10867; 2025-2026 Package Premium & Workers' C Paid	\$11,642.00	(\$109,602.29)
Bill	12/16/25	10116	179830 Hands-On Technology	After-School Services: November 2025	\$10,000.00	(\$119,602.29)
Bill	12/16/25	809412440840	50991 Kaiser Foundation Health Plan	Customer ID: 8094124388; January 2026 Medical Health I	\$25,234.46	(\$144,836.75)
Bill	12/16/25	129650	74774 Michaels Transportation	Trip# 441172; Bus Transportation Svc: EBIA to Envision A	\$2,970.00	(\$147,806.75)
Bill	12/16/25	120325	79662 Alvarado, Gabriela (ee)	Reimb: CTC Payments	\$102.65	(\$147,909.40)
Bill	12/16/25	121525	218230 Miller, Alesia (ee)	Reimb: 30 day Substitute Permit & Certificate of Clearanc	\$155.30	(\$148,064.70)
Bill	12/16/25	January 2026	106674 Golden Gate Academy	SY 25-26 Monthly use fee for Golden Gate Campus, Uppe	\$37,500.00	(\$185,564.70)
Bill Payment	12/16/25	9702	217740 Bullock, Nora		\$7,000.00	(\$178,564.70)
Bill Payment	12/16/25	ACH5093	47545 CDW Government		\$4,939.40	(\$173,625.30)
Bill Payment	12/16/25	9703	210053 Fred Finch Youth Center		\$5,470.02	(\$168,155.28)
Bill Payment	12/16/25	9704	215674 Hancock Park & DeLong, Inc.		\$1,072.50	(\$167,082.78)
Bill Payment	12/16/25	9705	158776 isolved Benefit Services		\$77.18	(\$167,005.60)
Bill Payment	12/16/25	9706	47540 Law Offices of Young, Minney & Corr, LLP		\$1,076.00	(\$165,929.60)
Bill Payment	12/16/25	9707	52884 Oakland Unified School District		\$36,837.58	(\$129,092.02)
Bill Payment	12/16/25	9708	51097 Office Depot		\$652.84	(\$128,439.18)
Bill Payment	12/16/25	9709	75203 Revolution Foods, Inc.		\$13,254.58	(\$115,184.60)
Bill Payment	12/16/25	9710	176236 s3dx		\$10,500.00	(\$104,684.60)
Bill Payment	12/16/25	ACH5094	184812 Scoot Education Inc.		\$5,627.00	(\$99,057.60)
Bill Payment	12/16/25	9711	124292 Smith, Nicole (ee)		\$138.95	(\$98,918.65)
Bill Payment	12/16/25	9712	218905 The Stepping Stones Group LLC		\$823.50	(\$98,095.15)
Bill Payment	12/16/25	9713	193599 Wells Fargo Vendor Financial Services, LLC		\$293.49	(\$97,801.66)
Bill Payment	12/16/25	9714	79662 Alvarado, Gabriela (ee)		\$102.65	(\$97,699.01)
Bill Payment	12/16/25	9715	47893 Charter Safe (Ca Charter School JPA)		\$11,642.00	(\$86,057.01)
Bill Payment	12/16/25	ACH5095	179830 Hands-On Technology		\$10,000.00	(\$76,057.01)
Bill Payment	12/16/25	9716	50991 Kaiser Foundation Health Plan		\$25,234.46	(\$50,822.55)
Bill Payment	12/16/25	9717	74774 Michaels Transportation		\$2,970.00	(\$47,852.55)
Bill Payment	12/16/25	9718	218230 Miller, Alesia (ee)		\$155.30	(\$47,697.25)

Bill Payment	12/16/25	9719	144285 PowerSchool Group LLC		\$5,730.75	(\$41,966.50)
Bill Payment	12/16/25	9720	106674 Golden Gate Academy		\$37,500.00	(\$4,466.50)
Total - Accounts Payable					\$368,783.55	\$386,766.67
Total					\$368,783.55	\$386,766.67

**East Bay Innovation Academy**  
**2024–25 School Accountability Report Card**  
**Reported Using Data from the 2024–25 School Year**  
**California Department of Education**

**Address:** 3400 Malcolm Ave.  
Oakland, CA , 94605-5353

**Principal:** Miranda Thorman, Executive  
Director

**Phone:** (510) 577-9557

**Grade Span:** 6-12

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.

## 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/>.

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## About This School

### Miranda Thorman, Executive Director

📍 Principal, East Bay Innovation Academy

#### Contact

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East Bay Innovation Academy  
3400 Malcolm Ave.  
Oakland, CA 94605-5353

Phone: [\(510\) 577-9557](tel:5105779557)

Email: [miranda.thorman@eastbayia.org](mailto:miranda.thorman@eastbayia.org)

## Contact Information (School Year 2025–26)

### District Contact Information (School Year 2025–26)

<b>District Name</b>	Oakland Unified
<b>Phone Number</b>	(510) 879-8000
<b>Superintendent</b>	Saddler, Denise
<b>Email Address</b>	<a href="mailto:denise.saddler@ousd.org">denise.saddler@ousd.org</a>
<b>Website</b>	<a href="http://www.ousd.org">www.ousd.org</a>

### School Contact Information (School Year 2025–26)

<b>School Name</b>	East Bay Innovation Academy
<b>Street</b>	3400 Malcolm Ave.
<b>City, State, Zip</b>	Oakland, CA , 94605-5353
<b>Phone Number</b>	(510) 577-9557
<b>Principal</b>	Miranda Thorman, Executive Director
<b>Email Address</b>	<a href="mailto:miranda.thorman@eastbayia.org">miranda.thorman@eastbayia.org</a>
<b>Website</b>	<a href="http://eastbayia.org">http://eastbayia.org</a>
<b>Grade Span</b>	6-12
<b>County-District-School (CDS) Code</b>	01612590129932

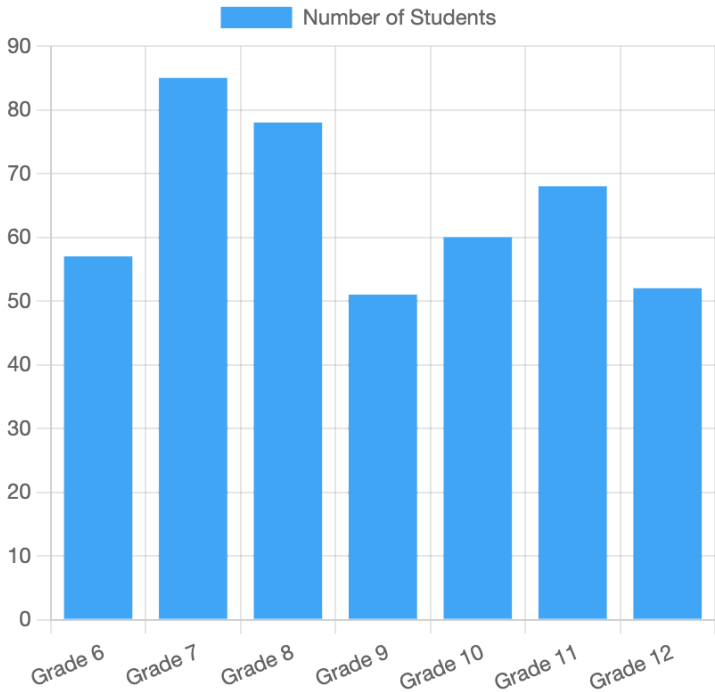
## School Description and Mission Statement (School Year 2025–26)

East Bay Innovation Academy is a 6-12 grade school with a 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.?



Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 6	57
Grade 7	85
Grade 8	78
Grade 9	51
Grade 10	60
Grade 11	68
Grade 12	52
Total Enrollment	451



**Student Enrollment by Student Group (School Year 2024–25)**

Student Group	Percent of Total Enrollment
Female	41.90%
Male	57.20%
Non-Binary	0.90%
American Indian or Alaska Native	0.20%
Asian	3.30%
Black or African American	26.80%
Filipino	1.30%
Hispanic or Latino	40.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	8.40%
White	16.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	10.60%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	43.00%
Students with Disabilities	20.00%

**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

**Teacher Preparation and Placement (School Year 2021–22)**

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
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%
<b>Total Teaching Positions</b>	<b>31.30</b>	<b>100.00%</b>	<b>2573.20</b>	<b>100.00%</b>	<b>279044.80</b>	<b>100.00%</b>

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.

**Teacher Preparation and Placement (School Year 2022–23)**

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.60	59.59%	1450.80	58.72%	231142.40	83.24%
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%
<b>Total Teaching Positions</b>	<b>24.50</b>	<b>100.00%</b>	<b>2471.00</b>	<b>100.00%</b>	<b>277698.00</b>	<b>100.00%</b>

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.

**Teacher Preparation and Placement (School Year 2023–24)**

<b>Authorization/Assignment</b>	<b>School Number</b>	<b>School Percent</b>	<b>District Number</b>	<b>District Percent</b>	<b>State Number</b>	<b>State Percent</b>
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.50	37.17%	1316.40	52.77%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	73.10	2.93%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	9.40	36.43%	988.50	39.63%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.70	18.57%	62.80	2.52%	12112.80	4.34%
Unknown/Incomplete/NA	2.00	7.75%	53.70	2.15%	13705.80	4.91%
<b>Total Teaching Positions</b>	<b>25.80</b>	<b>100.00%</b>	<b>2494.60</b>	<b>100.00%</b>	<b>278927.10</b>	<b>100.00%</b>

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	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	2.20
Misassignments	10.40	4.6	7.20
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	10.40	4.6	9.40

### Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	1.80
Local Assignment Options	3.20	3	3.00
Total Out-of-Field Teachers	4.20	3	4.70

### Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	34%	36.4%	33.30%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	20.2%	24.2%	19.50%

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

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: January 2026

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teacher-designed curriculum	0
Mathematics	Illustrative Math/Most recent adoption/2024	0
Science	Teacher created curriculum	0
History-Social Science	Teacher created curriculum	0
Foreign Language	Teacher created curriculum	0
Health	Teacher created curriculum	0
Visual and Performing Arts	Teacher created curriculum	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

## School Facility Conditions and Planned Improvements

Exemplary status: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.



School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: August 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2025

Overall Rating	Exemplary
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## 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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	53%	52%	35%	35%	47%	48%
Mathematics (grades 3-8 and 11)	35%	31%	26%	27%	35%	37%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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.

**CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	298	285	95.64%	4.36%	52.28%
Female	120	115	95.83%	4.17%	47.83%
Male	177	169	95.48%	4.52%	55.03%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	83	81	97.59%	2.41%	38.27%
Filipino	--	--	--	--	--
Hispanic or Latino	119	113	94.96%	5.04%	41.59%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	38	36	94.74%	5.26%	69.44%
White	45	42	93.33%	6.67%	80.95%
English Learners	39	36	92.31%	7.69%	8.33%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	106	102	96.23%	3.77%	35.29%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	65	57	87.69%	12.31%	17.54%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	298	286	95.97%	4.03%	30.99%
Female	120	116	96.67%	3.33%	19.13%
Male	177	169	95.48%	4.52%	38.69%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	83	81	97.59%	2.41%	17.50%
Filipino	--	--	--	--	--
Hispanic or Latino	119	114	95.80%	4.20%	19.47%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	38	36	94.74%	5.26%	47.22%
White	45	42	93.33%	6.67%	64.29%
English Learners	39	36	92.31%	7.69%	2.86%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	106	102	96.23%	3.77%	14.85%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	65	57	87.69%	12.31%	8.93%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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.

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 Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
Science (grades 5, 8, and high school)	41.24%	35.29%	19.30%	21.73%	30.73%	32.52%

Note: 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.

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.

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 Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2024–25)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	147	136	92.52%	7.48%	35.29%
Female	56	52	92.86%	7.14%	28.85%
Male	90	83	92.22%	7.78%	38.55%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	40	36	90.00%	10.00%	13.89%
Filipino	--	--	--	--	--
Hispanic or Latino	60	55	91.67%	8.33%	27.27%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	17	16	94.12%	5.88%	50.00%
White	23	22	95.65%	4.35%	63.64%
English Learners	15	13	86.67%	13.33%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	51	45	88.24%	11.76%	15.56%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	32	26	81.25%	18.75%	15.38%

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.

Career Technical Education (CTE) Programs (School Year 2024–25)

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.

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	209
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	88.2%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	50%



Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	90.38%

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

California Physical Fitness Test Results (School Year 2024–25)  
Percentage of Students Participating in each of the five Fitness Components

Grade	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
7					
9					

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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: 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

#### Opportunities for Parental Involvement (School Year 2025–26)

In order to support active family involvement in our school, EBIA welcomes volunteers, 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 Student Led Conferences -- 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.

### State Priority: Pupil Engagement

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

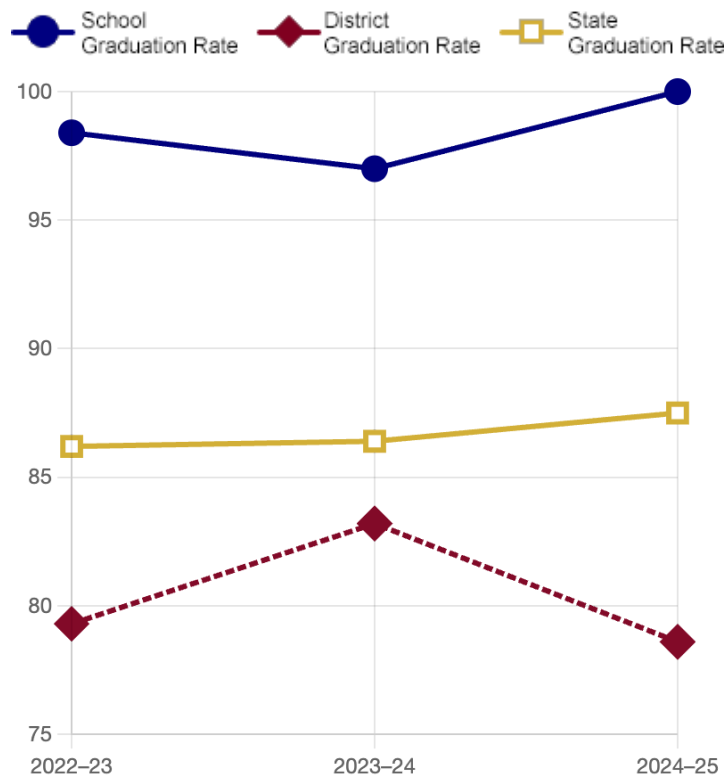
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

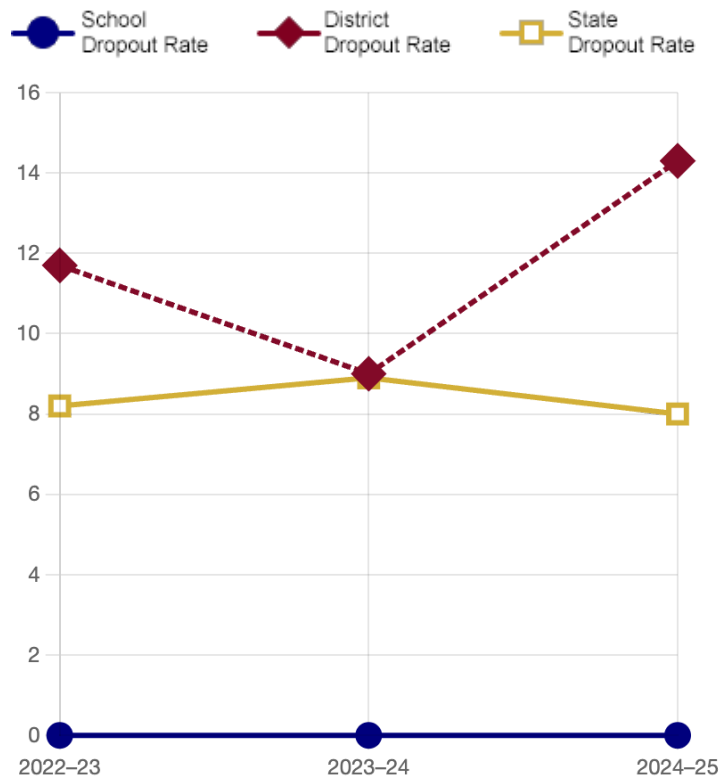
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	98.4%	97.0%	100.0%	79.3%	83.2%	78.6%	86.2%	86.4%	87.5%
Dropout Rate	0.0%	0.0%	0.0%	11.7%	9.0%	14.3%	8.2%	8.9%	8.0%

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

#### Graduation Rates



### Dropout Rates



**Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)**

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	51	51	100.0%
Female	26	26	100.0%
Male	23	23	100.0%
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	14	14	100.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	16	16	100.0%
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	0.0	0.0	0.0%
Socioeconomically Disadvantaged	25	25	100.0%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	11	11	100.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

**Chronic Absenteeism by Student Group (School Year 2024–25)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
All Students	507	471	71	15.1%
Female	216	201	30	14.9%
Male	287	266	39	14.7%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	15	0	0.0%
Black or African American	147	131	20	15.3%
Filipino	--	--	--	--
Hispanic or Latino	204	196	30	15.3%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	45	43	11	25.6%
White	84	78	9	11.5%
English Learners	52	50	6	12.0%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	226	212	40	18.9%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	106	100	22	22.0%

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.

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

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	4.84%	7.05%	2.76%	3.85%	4.10%	3.72%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.08%	0.07%	0.05%	0.08%	0.07%	0.06%

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.

**Suspensions and Expulsions by Student Group (School Year 2024–25)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.76%	0.00%
Female	2.31%	0.00%
Male	3.14%	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	5.44%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.96%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	4.44%	0.00%
White	0.00%	0.00%
English Learners	1.92%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	4.42%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.66%	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.



**School Safety Plan (School Year 2025–26)**

EBIA added two additional sections to our Safety plan after January 2025 - we added the notation to our opioid response policy which was adopted in September of 2023 as well as information about our anti bullying software Stop-it Solutions. We provided two informational sessions with our faculty in both August and September of 2025 as well as follow up with student groups during their capstone project when a select collection of 10th grade students worked together to review and feedback for our school's disaster response plans. ?

**D. Other SARC information**

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

**Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	19.00	20	0	0
Other**	0.00	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	23.00	0	16	0
Other**	0.00	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	16.00	19	3	
Other**				

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	24.00	5	13	1
Mathematics	24.00	5	14	1
Science	23.00	8	12	1
Social Science	24.00	3	13	0

\* Number of classes indicates how many classrooms 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	23.00	9	11	
Mathematics	21.00	13	7	
Science	19.00	15	6	
Social Science	23.00	8	10	

\* Number of classes indicates how many classrooms 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	9	8	1
Mathematics	20.00	10	4	1
Science	22.00	9	6	1
Social Science	24.00	8	9	

\* Number of classes indicates how many classrooms 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	502

\* 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.

**Student Support Services Staff (School Year 2024–25)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	
Other**	2.00

\* 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.

\*\* "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$85881.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

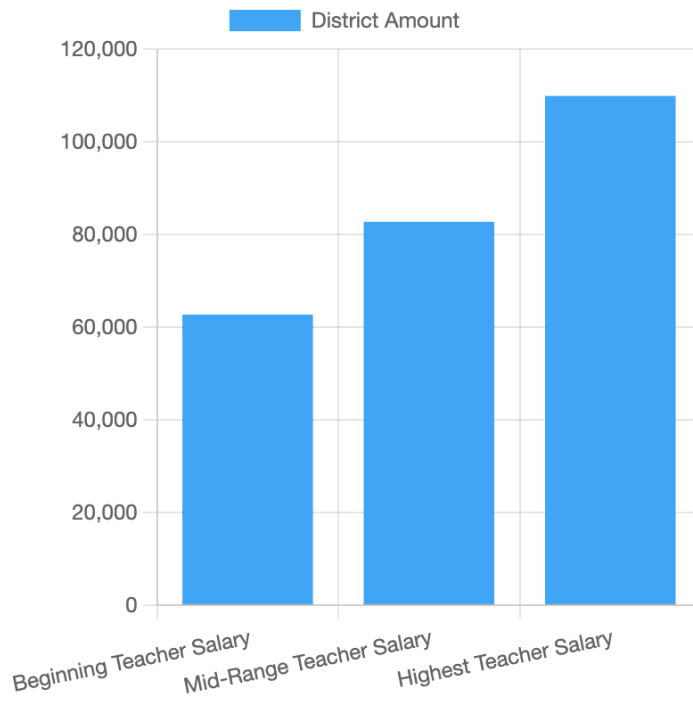
Types of Services Funded (Fiscal Year 2024–25)

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

**Teacher and Administrative Salaries (Fiscal Year 2023–24)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$62696.00	\$60862.67
Mid-Range Teacher Salary	\$82716.00	\$93575.04
Highest Teacher Salary	\$109878.00	\$125548.29
Average Principal Salary (Elementary)	\$137228.00	\$157644.72
Average Principal Salary (Middle)	\$143757.00	\$165340.66
Average Principal Salary (High)	\$168783.00	\$182579.89
Superintendent Salary	\$342804.00	\$357064.20
Percent of Budget for Teacher Salaries	25.55%	30.36%
Percent of Budget for Administrative Salaries	8.91%	4.88%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 57.4 %

Subject	Number of AP Courses Offered*
Computer Science	1
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	2
Social Science	1
Total AP Courses Offered*	10

\* Where there are student course enrollments of at least one student.

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. 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 staff professional development.

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	15	16	15

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Board Policy #:

Adopted/Ratified:

Revision Date:



## **East Bay Innovation Academy (EBIA) Student Behavioral Health Referral Policy**

**I. Purpose**

East Bay Innovation Academy (EBIA) is committed to providing a safe, supportive, and inclusive learning environment that promotes the social-emotional, behavioral, academic, and attendance success of all students. This policy is adopted in compliance with Senate Bill 153 (SB 153; Education Code § 49428.1) and aligns with the Every Student Succeeds Act (ESSA; 20 U.S.C. §§ 6312, 6314–6315), which promotes the implementation of a Multi-Tiered System of Supports (MTSS) framework to ensure early identification, intervention, and coordinated supports addressing students' academic, behavioral, and social-emotional needs. It formalizes EBIA's existing Coordination of Services Team (COST) Referral Process and aligns it with California Department of Education (CDE) Model Student Mental Health Referral Policies and Protocols.

**II. Scope**

This policy applies to all EBIA staff, including but not limited to teachers, administrators, counselors, and support staff. It governs referrals related to mental health and socioemotional needs, academic concerns, and attendance or engagement challenges.

**III. Guiding Principles**

EBIA's referral practices are grounded in the following principles:

- Proactive and positive intervention
- Student-centered and strengths-based
- Culturally responsive and equity-driven
- Family partnership and transparency
- Coordinated, team-based decision making through COST

**IV. Tiered Referral Framework**

EBIA utilizes a system of tiered supports to ensure students receive the appropriate level of intervention, as outlined below.

**IV. Mental Health Referral Pathway & Process****A. Identification of Concerns**

All school staff, students, and families are encouraged to report behavioral health concerns through an accessible referral mechanism (e.g., referral form, online submission, or direct contact with school support personnel).

**B. Pre-Referral Actions and Tier I**

Prior to submitting a COST referral, teachers must implement and document Tier I supports, including:

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Adopted/Ratified:

Revision Date:

- Differentiated and scaffolded instruction
- Embedded SEL strategies and restorative practices
- Collection and analysis of academic, behavioral, and attendance data
- Ongoing student check-ins
- Early and consistent communication with parents/guardians
- Collaboration with colleagues and support staff
- Short-term targeted classroom interventions
- Identification of potential barriers impacting performance

**C. COST Team Review & Tier II**

When Tier I supports are insufficient, teachers submit a COST referral using EBIA's internal referral system. The COST team meets twice monthly to:

- Review referral submissions.
- Determine appropriate next steps (school-based intervention, family engagement, or external referral).
- Coordinate a plan of care and follow-up timelines.

The COST team assigns a point person or case manager to coordinate supports. Assigned staff implement interventions with fidelity, monitor progress, and communicate regularly with students, families, and the COST team.

**D. Referral to External Behavioral Health Services**

When a student's needs exceed school capacity, the team, in partnership with families, will refer to appropriate community behavioral health resources, crisis services, or licensed providers. Consent and confidentiality protocols (FERPA/HIPAA) will be followed.

**V. Roles & Responsibilities**

Role	Responsibility
<b>All Staff</b>	Identify and report concerns in a timely, documented manner.
<b>COST Team</b>	Evaluate referrals, coordinate supports, and track outcomes. Serve as case manager as assigned.
<b>Mental Health Staff</b>	Conduct risk assessments and provide direct intervention or coordination.
<b>Administration</b>	Ensure policy implementation, training, and resource allocation.
<b>Families &amp; Students</b>	Participate in planning and follow-up.

**VI. Documentation & Confidentiality**

All referrals, screening results, and follow-up actions must be documented in secure systems consistent with FERPA and HIPAA. Records will only be shared with authorized personnel and caregivers involved in a student's care.

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**VII. Training & Capacity Building**

EBIA will provide professional development for staff at least once annually on the following:

- Behavioral health literacy and trauma-informed practice
- Referral protocols and tiered supports
- Cultural competence and equitable engagement strategies

**VIII. Evaluation & Continuous Improvement**

The policy and referral process will be routinely evaluated using data on referral sources, outcomes, demographic equity indicators, and stakeholder feedback. Recommendations will be reviewed by the COST team and updated as needed to improve effectiveness.

# Coversheet

## EBIA Executive Director's Report

<b>Section:</b>	III. Academic Excellence
<b>Item:</b>	A. EBIA Executive Director's Report
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Executive Director Report 1.26.25.pdf



# Executive Director Report 12.15.25

1

# EBIA Partnership Updates



# Partnership Updates

- **Staff Next Steps**

- All staff invited to apply to work with Envision
- Interviews ongoing

- **High School Enrollment**

- 6 info sessions/tours in January and February at 1515 Webster
- Conversations and phone calls with EBIA students and families

- **High School Design**

- Ongoing work to build program
- Opportunities for Envision and EBIA staff to participate in design in February

## **Operations**

- Started work on logistics related to transition



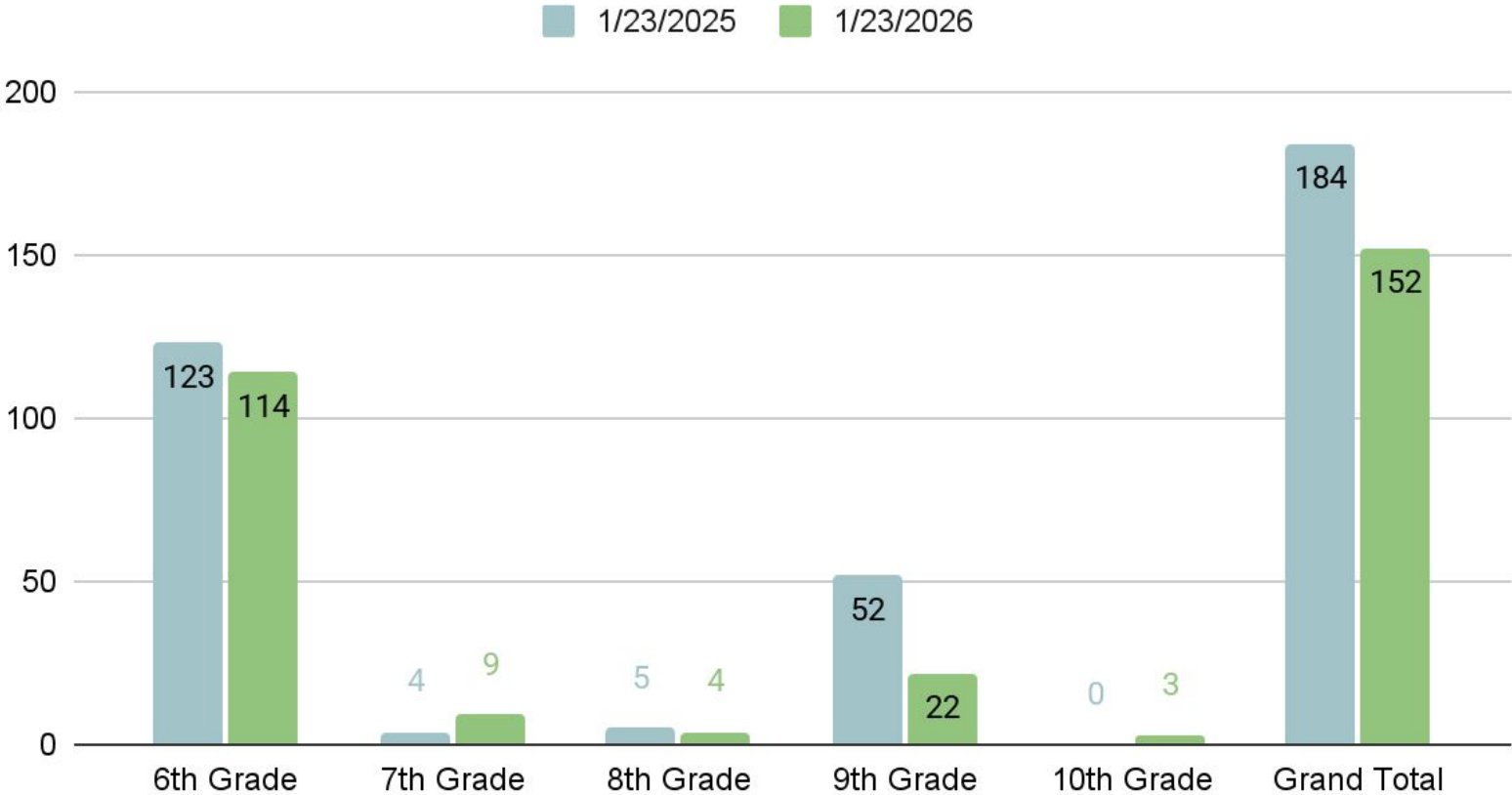




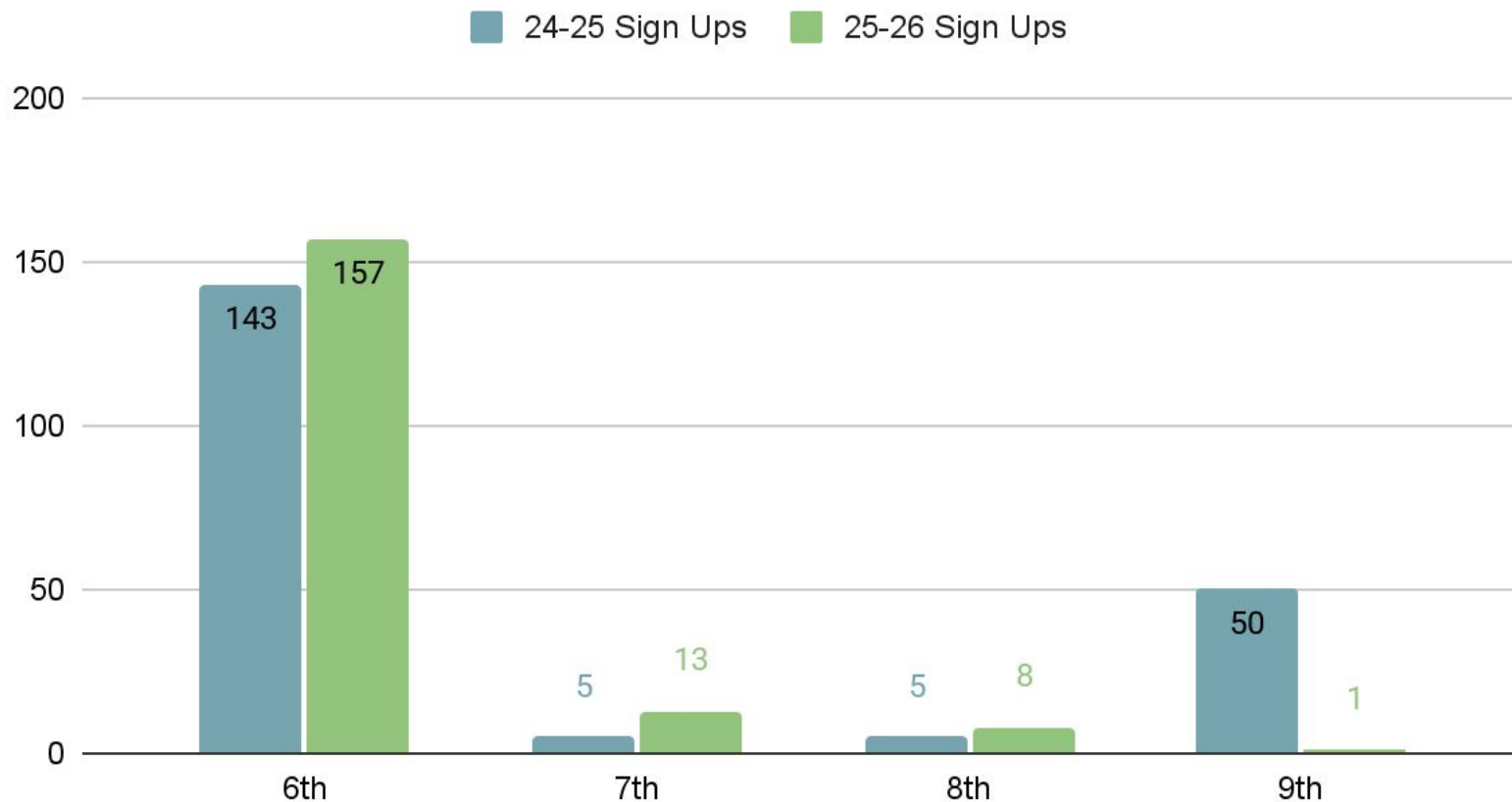
# Enrollment Updates



# Applications 1/23/2025 Vs 1/23/2026



## 24-25 Sign Ups and 25-26 Sign Ups (1/23/2026)



# Notes and Next Steps

- ▶ We are tracking slightly lower (-7%) on applications from last year, but have improved from December
- ▶ We are tracking +10% higher in tour and open house sign ups
- ▶ We have had 107 Unique Visitors since October
- ▶ **Next Steps**
- ▶ All Applicants Emailed with Upcoming Dates
- ▶ 70 Families Registered for 1/24 Open House
- ▶ Joint Enrollment Table at 1/31 Oakland Enrolls Fair
- ▶ Applications close 2/27, Lottery 3/3

