



2026-2027 Measure G1 Proposal

Due: March 1, 2026

Allocations are provisional subject to Board approval

School Information & Student Data

School Name	East Bay Innovation Academy	School Address	3400 Malcolm Avenue Oakland, CA 94605
Principal	Will Kim	Principal Email	william.kim@eastbayia.org
G1 Contact	Bonita Herrera	Contact Email	bherrera@eastbayia.org
School Phone	510-577-9557	Total Number of Students	271
Recommended Grant Amount¹	\$98,357.00	2025-2026 CALPADS² Enrollment Figure (grades 6-8 Oakland residents only)	231
		2025-2026 LCFF³ Enrollment	122

Student Demographics (%)				Measure G1 Team	
English Learners	11%	Asian/Pacific Islander	6%	Name	Position
LCFF	45%	Latinx	42%	Miranda Thorman	Executive Director
SPED	29%	Black or African-American	26%	William Kim	Principal
		White	15%	Bonita Herrera	Sr. Dir. of Operations
		Indigenous or Native American	>1%	Ernesto Diaz	Dean of Culture and Climate

¹ Allocation of funds will be based on the prior year 20-day count for 6-8 enrollment multiplied by the LCFF % and total funds collected from tax revenue.

² The California Longitudinal Pupil Achievement Data System (CALPADS) collects various about students, including school enrollment. Each fall, around early October, all schools in California submit enrollment figures into the CALPADS system which becomes the official count for that school for that year.

³ Under the Local Control Funding Formula, the following categories of students receive additional funding: English learners, students in foster care, students eligible for the free- and reduced-lunch program.

		Multiracial	8%		Michelle Fitts	Teacher
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**Chronic Absence
(Include raw number and percent)**

	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Student Population Overall	(19) 7%	(22) 10%	(9) 3.4%	<5%
Asian/Pacific Islander	0%	0%	0%	<5%
Latinx	(8) 3%	(8) 4%	(3) 2.7%	<5%
Black or African-American	(5) 2%	(8) 4%	(2) 2.9%	<5%
White	(2) 1%	(2) 1%	0%	<5%
Indigenous or Native American	(1) <1%	0%	0%	<5%
English Learners	(2) 1%	0%	(2) 7.14%	<5%
Students w/ IEPs	(3) 1%	(6) 3%	(2) 4.26%	<5%
Free/ Reduced Lunch Students	(10) 4%	(13) 6%	(6) 6.67%	<5%

Metrics

(all data points are required)

**Electives
(Include raw number and percent)**

Metric	Area	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Number of students taking elective courses.	Art	100% (172)	(220) 100%	(271)100%	100%
	Language	100% (106)	N/A	N/A	N/A
	Music	N/A	N/A	N/A	N/A
Number of students participating in non-course experiences (e.g. after-school program)	Art	100% (278)	(220) 100%	(271) 100%	100%
	Language	100% (278)	N/A	N/A	N/A
	Music	50	50	50 + Set design crew in the spring	80

Positive & Safe Culture (Include raw number and percent)				
Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Average Daily Attendance Date of Figure:				
Asian/Pacific Islander	97.3%	96.93%	Will be available in April	>95%
Latinx	96%	95.23%	Will be available in April	>95%
Black or African-American	95.94%	94.31%	Will be available in April	>95%
White	96.7%	97.01%	Will be available in April	>95%
Indigenous or Native American	96.13%	N/A	Will be available in April	>95%
English Learners		95.96%	Will be available in April	>95%
Students w/ IEPs	95.7%	96.31%	Will be available in April	>95%
Free/ Reduced Lunch	95.3%	93.93%	Will be available in April	>95%
	95.7%	94.84%	Will be available in April	>95%

Metric	2023-2024 raw number & (%)	2024-2025 raw number & (%)	2025-2026 raw number & (%)	2026-2027 Goal raw number & (%)
Suspended Students Date of Figure: 3/1/26				
Asian/Pacific Islander	1 (<1%)	0%	0%	0%
Latinx	1 (<1%)	(2) 2%	0%	0%
Black or African-American	15 (5%)	(6) 10%	(7) 9%	5%
White	1 (<1%)	0%	(1) 2%	2%
Indigenous or Native American	0 (0%)	0%	0%	0%
English Learners	0 (0%)	0%	0%	0%
Students w/ IEPs	3 (1%)	(5) 10%	(3) 3%	2%

Free/ Reduced Lunch	8 (3%)	(5) 2%	(1) >1%	>5%
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Student Retention from 5th Grade to 6th Grade				
Metric	2023-2024	2024-2025	2025-2026	2026-2027 Goal
6th Grade Enrollment	93	57	119	120

Community and Staff Engagement

Community Engagement Meeting(s)	
Community Group	Date
Parent Measure G1 Meting	Thursday, February 12, 2026

Staff Engagement Meeting(s)	
Staff Group	Date
All Staff PD	Tuesday, February 17, 2026

Music (Rubric)	2024-25	2025-26
<i>Access and Equitable Opportunity</i>	Basic	Basic
<i>Instructional Program</i>	Entry	Entry
<i>Staffing</i>	Entry	Entry
<i>Facilities</i>	Entry	Entry
<i>Equipment and Materials</i>	Entry	Entry
<i>Teacher Professional Learning</i>	Entry	Entry
World Language (Rubric)	2024-25	2025-26
<i>Content and Course Offerings</i>	Emerging	Emerging
<i>Communication</i>	Emerging	Emerging
<i>Real world learning and Global competence</i>	Emerging	Emerging
Art (Visual Arts, Theater, and Dance)	2024-25	2025-26
<i>Access and Equitable Opportunity</i>	Quality	Quality

Instructional Program	Basic	Basic
Staffing	Basic	Basic
Facilities	Quality	Quality
Equipment and Materials	Quality	Quality
Teacher Professional Learning	Basic	Basic

Proposed Expenditures

Guidelines

1. In the following sections, please discuss your team's plan to address the goals of G1:
 - a. Increase access to courses in arts, music, and world languages in grades 6-8.
 - b. Improve student retention during the transition from elementary to middle school.
 - c. Create a more positive and safe middle school learning environment.
2. Please explain how you plan to use the Measure G1 funds to meet the goals, as measured in the METRICS section of this proposal.
3. Add additional lines as needed.
4. The total of all items should equal the amount listed in "Recommended Grant Amount" on page 1
5. Expenditures must supplement, not supplant expenditures made from other funding sources. In other words, Measure G1 funds must be used for new expenditures, expenditures already funded from Measure G1, expenditures previously paid for by a funding source that has ended, or to pay for an expenditure that would have been cut, were it not for Measure G1 funds.

Summary of 2025-26 Approved Expenditures

All Actual Expenditures		Budget Amount
Electives (Art, Music, World Language)		
1	Musical Theater preparation, performance and production.	\$5,000.00
Positive & Safe Culture		
1	Culture and Climate Specialist - 0.4 FTE support schoolwide culture systems and create school-wide protocols and systems to support students with conflict resolution and mediation.	\$30,500.00
Retention of 6th Graders		
1	Continue and expand student celebrations like student of the month and honor roll; purchase supplies for school-wide and grade-level competitions to build school culture, like door decorating and Phoenix Games; organize and facilitate pep rallies to promote school spirit and highlight student activities and leadership.	\$247.00
Budget Total		\$35,747.00

Summary of 2026-27 Proposed Expenditures

All Proposed Expenditures (from sections below)		Budget Amount
1	Musical Theater preparation, performance and production.	\$8,000.00
2	Culture and Climate Specialist - 1 FTE supports schoolwide culture systems and creates school-wide protocols and systems to support students with conflict resolution and mediation.	\$72,448.27
3	Continue and expand student celebrations like student of the month and honor roll; purchase supplies for school-wide and grade-level competitions to build school culture, like door decorating and Phoenix Games; organize and facilitate pep rallies to promote school spirit and highlight student activities and leadership.	\$908.73
4	In partnership with Forest & Tree, sixth-grade and seventh-grade students will participate in a day of Rock Climbing and Team Problem Solving at Oaktown Boulders in Oakland. Through bouldering challenges, cooperative problem-solving activities, and a “challenge by choice” approach, students will strengthen trust, perseverance, and leadership skills within a supportive outdoor learning environment. By linking this meaningful experience to students’ effort and attendance, this opportunity motivates them to come to school consistently and engage positively in their learning community. Working together outside the classroom further fosters mutual respect, deepens peer connections, and builds a lasting sense of ownership and pride in both their school and the broader community.	\$12,000.00
5	Transportation (charter bus) for sixth grade and seventh grade for the day in partnership with Forest & Tree.	\$5,000.00
Budget Total (must add up to Recommended Grant Amount)		\$98,357.00

Proposed Expenditures By Focus Area

Proposed Expenditures for Electives (Art, Language, and Music only)			
Description of Proposed Expenditures	Number of students taking a course in art, language, or music (based on the specific investment).	Number of students participating in a non-course experience in art, language or music (based on the specific investment) + frequency and amount of time spent in each activity.	Budget Amount
Musical Theater preparation, performance and production. The musical will be accessible to all students at school. Funds will be used for licensing the production, staff stipends and/or bringing in arts instructors from local organizations to help support vocal coaching, direction, choreography and production (including set and costume design).	50-70	<i>All students will review the performance, roughly 35 cast and crew members take leadership roles, roughly 30 students involved in production and preparation (set, stage and costume design)</i>	\$8,000.00

Proposed Expenditures for Positive & Safe Culture		
Description of Proposed Expenditures	Which metric will this investment impact - suspensions or average daily attendance?	Budget Amount
<p>Culture and Climate Specialist - 1 FTE supports schoolwide culture systems and creates school-wide protocols and systems to support students with conflict resolution and mediation. The Specialist will extend the current work by supporting staff in training and implementation around restorative practices in the classroom. Additionally, the Culture and Climate Specialist will implement a scope and sequence and curriculum for a Transition to Middle School class for our 6th graders, focusing on the executive functioning skills and organization strategies needed for middle school success, as well as coping and advocacy strategies for social interactions in middle school.</p>	<p>- Improve climate culture for all students in the lower school - While the Specialist will spend significant time with 6th graders to support their transition to middle school (119 students), the Specialist will support culture and climate across all grades (all students). - Schoolwide increase on school climate surveys in the areas of self-management and self-efficacy</p>	\$72,448.27

Proposed Expenditures for Retention of 6th Graders	
Description of Proposed Expenditures	Budget Amount
<p>Continue and expand student celebrations like student of the month and honor roll; purchase supplies for school-wide and grade-level competitions to build school culture, like door decorating and Phoenix Games; organize and facilitate pep rallies to promote school spirit and highlight student activities and leadership.</p>	\$908.73
<p>In partnership with Forest & Tree, sixth-grade and seventh-grade students will participate in a day of Rock Climbing and Team Problem Solving at Oaktown Boulders in Oakland. Through bouldering challenges, cooperative problem-solving activities, and a “challenge by choice” approach, students will strengthen trust, perseverance, and leadership skills within a supportive outdoor learning environment. By linking this meaningful experience to students’ effort and attendance, this opportunity motivates them to come to school consistently and engage positively in their learning community. Working together outside the classroom further fosters mutual respect, deepens peer connections, and builds a lasting sense of ownership and pride in both their school and the broader community.</p>	\$12,000
<p>Transportation (charter bus) for sixth grade and seventh grade for the day in partnership with Forest & Tree.</p>	\$5000

Please submit your Measure G1 proposal to Cliff Hong (clifford.hong@ousd.org) and Karen Lozano (karen.lozano@ousd.org).