East Bay Innovation Academy
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	East Bay Innovation Academy
Street	3400 Malcolm Ave.
City, State, Zip	Oakland, CA 94605
Phone Number	5105779557
Principal	Kim Frankel and Zach Powers
Email Address	kim.frankel@eastbayia.org; zpowers@eastbayia.org
Website	www.eastbayia.org
County-District-School (CDS) Code	01-61259-0129932

Entity	Contact Information
District Name	East Bay Innovation Academy
Phone Number	5105779557
Superintendent	Michelle Cho
Email Address	info@eastbayia.org
Website	www.eastbayia.org

School Description and Mission Statement (School Year 2019-20)

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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	113
Grade 7	124
Grade 8	124
Grade 9	87
Grade 10	70
Grade 11	44
Total Enrollment	562

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	20.6
American Indian or Alaska Native	0.5
Asian	5.7
Filipino	0.9
Hispanic or Latino	27.6
Native Hawaiian or Pacific Islander	0.7
White	30.6
Two or More Races	13.3
Socioeconomically Disadvantaged	27
English Learners	5.9
Students with Disabilities	16.2
Foster Youth	0.2
Homeless	

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 Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	16	22	25	
Without Full Credential	3	6	4	
Teaching Outside Subject Area of Competence (with full credential)	2	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	2
Vacant Teacher Positions	1	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

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 on such platforms as Echo, College Prep Math (CPM), ALEKS, Achieve 3000, APEX, Newsela, Edpuzzle and more. EBIA uses these instructional programs in place of traditional textbooks.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Achieve3000		
Mathematics	College Prep Math		
Science Laboratory Equipment (grades 9-12)	High school science has access to science labs at Holy Names University, next door.		

School Facility Conditions and Planned Improvements (Most Recent Year)

Ongoing monitoring/repair at district facility. Upper campus facility is outdated and in need of deferred maintenance; restrooms were updated in 17-18. Driveway partly repaired in 2019.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** 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 overall rating

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	District facility structures repaired fall 2018.
Safety: Fire Safety, Hazardous Materials	Fair	
Structural: Structural Damage, Roofs	Fair	Water main leak was fixed in January 2019.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Overall Rating	**Fair**	

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, which 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); and
- 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
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	53	56	36	36	50	50
Mathematics (grades 3-8 and 11)	48	49	29	29	38	39

Note: Percentages are not calculated 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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	396	383	96.72	3.28	56.43
Male	228	221	96.93	3.07	50.91
Female	168	162	96.43	3.57	63.98
Black or African American	79	79	100.00	0.00	39.24
American Indian or Alaska Native	--	--	--	--	--
Asian	27	26	96.30	3.70	61.54
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	100	95	95.00	5.00	39.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	126	124	98.41	1.59	75.61
Two or More Races	55	52	94.55	5.45	69.23
Socioeconomically Disadvantaged	106	101	95.28	4.72	40.00
English Learners	34	31	91.18	8.82	16.13
Students with Disabilities	53	47	88.68	11.32	23.91
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	396	385	97.22	2.78	49.09
Male	228	220	96.49	3.51	52.05
Female	168	165	98.21	1.79	45.12
Black or African American	79	79	100.00	0.00	24.05
American Indian or Alaska Native	--	--	--	--	--
Asian	27	26	96.30	3.70	65.38
Filipino	--	--	--	--	--
Hispanic or Latino	100	98	98.00	2.00	28.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	126	123	97.62	2.38	73.17
Two or More Races	55	52	94.55	5.45	60.78
Socioeconomically Disadvantaged	106	103	97.17	2.83	30.10

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	34	34	100.00	0.00	12.12
Students with Disabilities	53	47	88.68	11.32	12.77
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: 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.

Note: 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.

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 Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.4	0.4	5.0	4.1	4.4	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Current plan was updated in October 2017 and reviewed by the board and staff in November 2017.

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	32	4	4	4	30	1	9	3	27	5	12	
Mathematics					31		10	3	28	2	14	
Science	25	7	5	4	31		10	3	28	2	14	
Social Science	24	8	4	4	32	1	7	5	28	4	12	

*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 Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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 2018-19)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,762	$2,465	$8,297	$66,629
District	N/A	N/A		$63,149.00
Percent Difference - School Site and District	N/A	N/A		5.4
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	10.0	-21.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Special Education services, academic support/tutoring services

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46,570	$48,612
Mid-Range Teacher Salary	$64,124	$74,676
Highest Teacher Salary	$83,724	$99,791
Average Principal Salary (Elementary)	$111,786	$125,830
Average Principal Salary (Middle)	$117,636	$131,167

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	$120,003	$144,822
Superintendent Salary	$280,000	$275,796
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	10%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	21	21	21

Across the schoolyear, EBIA's teachers receive up to 23 days of professional development, in addition to individual and team coaching and evaluation. Teachers have two full weeks of professional development before the start of the schoolyear, one full week at the end of our first trimester in October, another full week at the end of our second trimester in February, and another full day at the end of the schoolyear. 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 culture and climate and instructional practice.

Further, in an effort to create a professional culture that supports unit member 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 thrice yearly formal observations, biweekly coaching meetings with their supervisors and weekly team (grade and department) meetings.