

East Bay Innovation Academy

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	East Bay Innovation Academy
Street	3400 Malcolm Ave.
City, State, Zip	Oakland, CA 94605
Phone Number	5105779557
Principal	Rodolfo Ornelas, Francesca Fay, Mick Terrizzi
Email Address	rodolfo.ornelas@eastbayia.org, francesca.fay@eastbayia.org, mterrizzi@eastbayia.org
School Website	eastbayia.org
County-District-School (CDS) Code	01-61259-0129932

2021-22 District Contact Information

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

2021-22 School Overview

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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	110
Grade 7	128
Grade 8	124
Grade 9	63
Grade 10	77
Grade 11	64
Grade 12	64
Total Enrollment	630

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44
Male	56
American Indian or Alaska Native	0.6
Asian	4.6
Black or African American	24.8
Filipino	1
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	1.3
Two or More Races	11.4
White	20
English Learners	8.1
Socioeconomically Disadvantaged	37
Students with Disabilities	16

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20
Intern Credential Holders Properly Assigned	1
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	7
Unknown	0
Total Teaching Positions	34

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	3
Misassignments	3
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	6

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	1
Local Assignment Options	6
Total Out-of-Field Teachers	7

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	46%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8%

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

As a blended learning school, all EBIA students have access to a Chromebook laptop throughout their day. Through this laptop they are able to access instructional materials 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.

Year and month in which the data were collected

January 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Achieve3000		
Mathematics	College Prep Math		
Science	N/A		
History-Social Science	N/A		
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
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

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.

Year and month of the most recent FIT report

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	420	341	81.19	18.81	56.05
Female	196	159	81.12	18.88	60.76
Male	224	182	81.25	18.75	51.93
American Indian or Alaska Native	--	--	--	--	--
Asian	16	14	87.5	12.5	64.29
Black or African American	110	77	70	30	28.95
Filipino	--	--	--	--	--
Hispanic or Latino	164	134	81.71	18.29	50.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	40	97.56	2.44	70
White	81	72	88.89	11.11	86.11
English Learners	36	28	77.78	22.22	7.14
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	163	121	74.23	25.77	38.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	45	71.43	28.57	24.44

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	420	336	80.00	20.00	35.35
Female	196	159	81.12	18.88	32.47
Male	224	177	79.02	20.98	37.85
American Indian or Alaska Native	--	--	--	--	--
Asian	16	12	75.00	25.00	66.67
Black or African American	110	77	70.00	30.00	12.99
Filipino	--	--	--	--	--
Hispanic or Latino	164	134	81.71	18.29	27.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	41	38	92.68	7.32	50.00
White	81	72	88.89	11.11	61.11
English Learners	36	29	80.56	19.44	3.57
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	163	117	71.78	28.22	20.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	43	68.25	31.75	6.98

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	42.86	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	187	142	75.94	24.06	42.86
Female	86	64	74.42		
Male	101	78	77.23		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	50	31	62.00	38.00	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	50	42	84.00	16.00	21.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	20	76.92	23.08	50.00
White	48	40	83.33	16.67	74.36
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	38	73.08	26.92	24.32
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	16	61.54	38.46	6.25

2020-21 Career Technical Education Programs

As a STEAM (science, technology, engineering, art and math) school, EBIA offers students courses in computer science and visual arts. These courses align to industry standards in communication technologies, programming and design. School is developing a linked learning pathway combining these disciplines. EBIA is building its Linked Learning Pathway in Information/Communication/Technology with a 4-year CTE course sequence, work-based learning opportunities, and college/career readiness services.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	138
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	3.23

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate		24.4	1.5	12.6	11.2	11.3	9.0	8.9	9.4
Graduation Rate		68.9	96.9	76.5	76.5	77.1	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	65	63	96.9
Female	23	22	95.7
Male	42	41	97.6
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	15	15	100.0
Filipino	0	0	0.00

Hispanic or Latino	19	19	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	13	12	92.3
White	14	13	92.9
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	21	21	100.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	13	92.9

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	636	630	115	18.3
Female	279	277	44	15.9
Male	357	353	71	20.1
American Indian or Alaska Native	4	4	2	50.0
Asian	30	29	3	10.3
Black or African American	159	158	34	21.5
Filipino	6	6	2	33.3
Hispanic or Latino	228	227	41	18.1
Native Hawaiian or Pacific Islander	8	8	6	75.0
Two or More Races	73	71	9	12.7
White	128	127	18	14.2
English Learners	52	51	12	23.5
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	244	242	60	24.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	108	104	23	22.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.03	0.79	4.40	0.03	3.47	0.20
Expulsions	0.00	0.00	0.09	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.75	3.64	2.45
Expulsions	0.00	0.07	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.79	0.00
Female	1.08	0.00
Male	0.56	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.88	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.34	0.00
English Learners	1.92	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

Current plan was updated in October 2017 and reviewed by the board and staff in November 2017. A COVID safety plan was developed and adopted for 20-21 year.

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. The COVID re-opening plan covers COVID protocols and safeguards as recommended by the local (Alameda County Public Health) and the state (California Department of Public Health) authorities. They range from facility modifications to personal and group behavior to minimize health risk related to Covid-19.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	28		24	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	27		25	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	28		20	

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	5	12	
Mathematics	28	2	14	
Science	28	2	14	
Social Science	28	4	12	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	2	15	1
Mathematics	26	5	15	
Science	26	2	15	1
Social Science	28	2	15	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	5	12	2
Mathematics	24	8	13	2
Science	30	1	13	3
Social Science	27	5	10	2

2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	630

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11039	\$2,704	8335	\$70,682
District	N/A	N/A		\$68,321
Percent Difference - School Site and District	N/A	N/A		3.4
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-1.3	-18.0

2020-21 Types of Services Funded

Special Education services, academic support/tutoring services

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,926	\$50,897
Mid-Range Teacher Salary	\$67,368	\$78,461
Highest Teacher Salary	\$96,755	\$104,322
Average Principal Salary (Elementary)	\$111,968	\$131,863
Average Principal Salary (Middle)	\$117,064	\$137,086
Average Principal Salary (High)	\$139,888	\$151,143
Superintendent Salary	\$336,169	\$297,037
Percent of Budget for Teacher Salaries	29%	32%
Percent of Budget for Administrative Salaries	8%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	56.0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	2
Social Science	1
Total AP Courses Offered	9

Professional Development

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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	21	21	17