

Redlands eAcademy

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Redlands eAcademy
Street	820 W. Stuart Ave
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 748-6940
Principal	David Finley
E-mail Address	david_finley@redlands.k12.ca.us
Web Site	www.rea.redlandsusd.net
CDS Code	36 67843 0127837

District Contact Information	
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	http://www.redlandsusd.net

School Description and Mission Statement (School Year 2016-17)

Redlands eAcademy is a WASC-accredited, public K-12 blended learning school that combines online learning with regular teacher and peer interactions. Our elementary school program uses traditional textbooks in a modified home-schooling format that provides parents with credentialed teachers to assist in planning and instruction while giving students regular peer interactions in small group instructional settings. In Middle School, our students transition to online curriculum while continuing to work in hands-on ways in regular small-group settings with teachers and peers. Our High School program offers full "a-g" courses, science wet labs, and AP courses in a rigorous yet supportive culture. The eAcademy culture emphasizes curiosity, conscientiousness, resilience, persistence, gratitude and self-control in order to develop effective communicators, innovative thinkers and contributing citizens who demonstrate character and leadership.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	3
Grade 1	3
Grade 2	1
Grade 3	6
Grade 4	6
Grade 5	5
Grade 6	8
Grade 7	6
Grade 8	9
Grade 9	4
Grade 10	13
Grade 11	6
Grade 12	3
Total Enrollment	73

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	1.4
Filipino	0
Hispanic or Latino	20.5
Native Hawaiian or Pacific Islander	0
White	68.5
Two or More Races	9.6
Socioeconomically Disadvantaged	34.2
English Learners	1.4
Students with Disabilities	9.6
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	9	9	13	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Common Core Houghton Mifflin Harcourt (2014) Collections-Grade 6 Houghton Mifflin Harcourt (2014) Collections-Grade 7 Houghton Mifflin Harcourt (2014) Collections-Grade 8 Houghton Mifflin Harcourt (2014) myPerspectives Pearson (2017) myPerspectives- American Literature Pearson (2017)	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	<p>Math In Focus Houghton Mifflin Harcourt (2015)</p> <p>Carnegie Learning Math Series: Volume 1 [Sixth] Carnegie Learning (2011)</p> <p>Carnegie Learning Math Series: Volume 2 [Seventh] Carnegie Learning (2011)</p> <p>Carnegie Learning Math Series: Volume 3 [Eighth] Carnegie Learning (2011)</p> <p>Mathematics I Integrated Pathway Walch Education (2013)</p> <p>Mathematics II Integrated Pathway Walch Education (2013)</p> <p>Mathematics III Integrated Pathway Walch Education (2013)</p> <p>California Algebra 1 Pearson-Prentice Hall (2009)</p> <p>Geometry McDougal Littell (2001)</p> <p>Advanced Algebra Glencoe (2005)</p> <p>Pre-Calculus Prentice Hall (1999)</p> <p>Calculus Concepts and Applications Key Curriculum Press (1998)</p> <p>Edgenuity online provider http://www.edgenuity.com/curriculum-research/course-search/ http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf</p>	<p>Yes</p>	<p>0</p>

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	California Science Macmillian/McGraw-Hill (2008) Science: Focus on Earth Science McDougal Littell (2007) Science: Focus on Life Science McDougal Littell (2007) Science: Focus on Physical Science McDougal Littell (2007) California Glencoe Biology Glencoe (2006) Chemistry: Matter of Change, CA Edition Glencoe (2007) Earth Science Prentice Hall (2006) Conceptual Physics Prentice Hall (2006) Edgenuity online provider http://www.edgenuity.com/curriculum-research/course-search/ http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf	Yes	0
History-Social Science	History - Social Science for California Scott Foresman (2006) Edgenuity online provider http://www.edgenuity.com/curriculum-research/course-search/ http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf	Yes	0
Foreign Language	En espanol! McDougal Littell (2000) Edgenuity online provider http://www.edgenuity.com/curriculum-research/course-search/ http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Edgenuity online provider http://www.edgenuity.com/curriculum-research/course-search/ http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf		0
Science Laboratory Equipment (grades 9-12)	full science wet lab		

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facility is shared with our district's Continuation High School, the district's independent study program and the Adult School. This year, a majority of the adult school classes have been moved to an off-site location in order to accommodate the growth of eAcademy. The facilities are well-maintained and meet the needs of our students and our program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	62	60	53	59	44	48
Mathematics	39	40	40	44	34	36

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	11	11	100.0	70.0

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

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	11	11	100.0	40.0

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--	--	68	72	71	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	28	28	100.0	67.9
Male	11	11	100.0	90.9
Female	17	17	100.0	52.9
White	18	18	100.0	72.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2015-16)

All 9th graders at Redlands eAcademy take Career Explorations 1st semester. This course is designed to get students thinking beyond WHAT they want to become and move them to seeing HOW they can form and reach career goals. High School students meet with counselors where they use their career path interest inventory to develop a 4-year plan for college and/or career. This plan is revisited and modified over the years in the program. We also partner with our local Regional Occupational Program (CRY-ROP) to offer a Career Express Online course, which takes this planning even further.

Our district has recently created a new administrative position to oversee Career development. Redlands eAcademy has been involved from the beginning with this administrator to plan specific career pathways to offer our students in the coming months and years. Many students of our students already take concurrent classes at our local community college which provides a natural connection to both higher education and career programs. Many of our electives are career-focused as well, including Digital Arts, Intro to Business, Intro to Health Sciences, and Career Planning and Development, Personal Finance.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	2
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	52.05
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	33.3

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Redlands eAcademy has a robust parent community who are actively involved in shaping our school culture. Our PTSA, the first blended learning PTSA in San Bernardino County, is active in fundraising, community involvement and supporting teachers and students at eAcademy. We have regular Coffee with the Principal meetings where feedback from parents is sought and information provided. Our way of doing school naturally involves parents, and our staff depends upon parental feedback to ensure programs are meeting student needs. Information about parental involvement is on the PTSA section of our website, or can be obtained by calling (909) 748-6941.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate			0.00			5.70	11.40	11.50	10.70
Graduation Rate			100.00			90.70	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	100	89	86
Black or African American	0	86	78
American Indian or Alaska Native	0	69	78
Asian	0	94	93
Filipino	0	96	93
Hispanic or Latino	100	86	83
Native Hawaiian/Pacific Islander	0	100	85
White	100	91	91
Two or More Races	0	96	89
Socioeconomically Disadvantaged	0	62	66
English Learners	0	35	54
Students with Disabilities	0	47	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	0.0	0.0	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Our schoolwide safety plan was updated in June of 2016 and shared with staff at the beginning of the 2016-17 school year. It includes disaster preparedness teams, dates for drills to rehearse various potential safety situations, including fire, earthquake, and intruder on campus drills. Each team member is briefed of their job as well as the jobs of colleagues. We rehearse these regularly to ensure understanding of procedures and alignment with district procedures. This year, on September 23rd, we conducted a 4-hour active shooter training in conjunction with the Redlands Police Department that included a thorough review and rehearsal of our plan as well as best practices in the event of an intruder on campus.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K								2	2			
1								5	1			
2								3	1			
3								2	1			
4								6	1			
5								8	1			

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14			2014-15			2015-16					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	8	3			11	4	1		11	2		
Mathematics	4	6			6	6			11	1		
Science	4	5			9	4			12	2		
Social Science	5	4			10	4			12	2		

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	50
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.	N/A
Psychologist	0.	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				
District	N/A	N/A		\$80,558
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$75,837
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 2015-16)

Redlands eAcademy is a blended learning online school, built on a foundation of independent study. We have crafted a system that combines the independence of traditional IS environments with regular (bi-weekly) face-to-face interaction with teachers and peers in small groups. We offer daily tutoring in math, science, and English for students in need of additional support. We have an SAI support teacher who helps craft and manage pathways for student with IEPs and a Physical Education teacher for all students, K-12. We offer grant-funded art classes, and several Middle School and High School elective options, including Theatre Arts, Journalism, Yearbook, and ASB. This year we have also added a Middle School sports program which includes flag football, cross country, soccer and softball.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,473	\$45,092
Mid-Range Teacher Salary	\$76,873	\$71,627
Highest Teacher Salary	\$96,912	\$93,288
Average Principal Salary (Elementary)	\$118,476	\$115,631
Average Principal Salary (Middle)	\$127,244	\$120,915
Average Principal Salary (High)	\$138,146	\$132,029
Superintendent Salary	\$184,914	\$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	1	11.11

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

We have our teachers complete Leading Edge certification for online and blended learning programs, based on iNACOL (International Association for K-12 Online Learning) standards. We begin here because we feel this training is essential for our teachers to best understand the unique opportunities and challenges of a blended learning environment. In addition, we actively participate in district-provided teacher trainings. After attending these trainings and follow-up sessions, our teachers meet to discuss how what they are learning relates specifically to the blended learning environment, both in staff meetings and team meetings. Our site-specific PD focus this year is to continue to understand Rigor and its role in Common Core implementation. After reviewing our SBAC data early in the school year, we set our instructional focus this year of conceptual understandings in math and expository text in English language arts. These goals align with our district as well. As we review assessment data throughout the year, we are looking especially closely at these areas in the data. We have added tutoring time to assist student success in these areas. Our district provides teacher-on-assignment support for classroom teachers in traditional settings to help implement new curriculum and instructional pedagogy. This year, we have added hours to some of our teachers to provide TOA-like support to our staff from teachers who understand the independent study and blended learning environment.