

Redlands eAcademy

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	Redlands eAcademy
Street	820 W. Stuart Ave
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 748-6940
Principal	David Finley
Email Address	david_finley@redlands.k12.ca.us
Website	www.redlandsusd.net/rea
County-District-School (CDS) Code	36 67843 0127837

Entity	Contact Information
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
Website	www.redlands.k12.ca.us

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

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.

MISSION STATEMENT: "Our mission is to equip students with the academic, critical thinking, interpersonal, and leadership skills necessary to confidently achieve their post secondary educational and career goals."

VISION STATEMENT: "The Redlands eAcademy, in partnership with families, will provide a rigorous and relevant alternative K-12 educational program in a safe and supportive environment that combines standards-based curriculum with digital and small group instruction."

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

Grade Level	Number of Students
Kindergarten	4
Grade 1	6
Grade 2	4
Grade 3	4
Grade 4	4
Grade 5	3
Grade 6	15
Grade 7	11
Grade 8	11
Grade 9	7
Grade 10	8
Grade 11	12
Grade 12	6
Total Enrollment	95

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.3
Filipino	1.1
Hispanic or Latino	43.2
White	47.4
Two or More Races	3.2
Socioeconomically Disadvantaged	34.7
English Learners	4.2
Students with Disabilities	7.4
Foster Youth	1.1
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	15	21	17	4
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	2017-18	2018-19	2019-20
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.

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

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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) Expository Reading and Writing Course (ERWC) 2nd Edition (2013)	Yes	0
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015) Carnegie Learning Math Series: Volume 1 [Sixth] Carnegie Learning (2017) Carnegie Learning Math Series: Volume 2 [Seventh] Carnegie Learning (2017) Carnegie Learning Math Series: Volume 3 [Eighth] Carnegie Learning (2017) Mathematics I Integrated Pathway Walch Education (2013) Mathematics II Integrated Pathway Walch Education (2013)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<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 (2010)</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>		
Science	<p>California Science Macmillian/McGraw-Hill (2008)</p> <p>Science: Focus on Earth Science McDougal Littell (2007)</p> <p>Science: Focus on Life Science McDougal Littell (2007)</p> <p>Science: Focus on Physical Science McDougal Littell (2007)</p> <p>California Glencoe Biology Glencoe (2006)</p> <p>Chemistry: Matter of Change, CA Edition Glencoe (2007)</p> <p>Earth Science Prentice Hall (2006)</p> <p>Conceptual Physics</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	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		
History-Social Science	Social Studies Alive! TCI (2016) 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
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
Visual and Performing Arts			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. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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: November 2019

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

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)	73	70	59	57	50	50
Mathematics (grades 3-8 and 11)	49	43	45	44	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	64	60	93.75	6.25	70.00
Male	30	29	96.67	3.33	58.62
Female	34	31	91.18	8.82	80.65
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	21	19	90.48	9.52	52.63
Native Hawaiian or Pacific Islander					
White	38	36	94.74	5.26	77.78
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	28	26	92.86	7.14	65.38
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
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	64	59	92.19	7.81	43.10
Male	30	28	93.33	6.67	55.56
Female	34	31	91.18	8.82	32.26
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	21	19	90.48	9.52	22.22
Native Hawaiian or Pacific Islander					
White	38	35	92.11	7.89	57.14
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	28	26	92.86	7.14	28.00
English Learners	--	--	--	--	--
Students with Disabilities	--	--	--	--	--
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.

Career Technical Education Programs (School Year 2018-19)

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. In 17-18, we added the option of a Career Planning course for 12 graders.

Our district has an 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, Career Planning and Development, and Personal Finance.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	55.79
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	10

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)

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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	--	--	--	3.3	3.9	4.9	9.7	9.1	9.6
Graduation Rate	--	--	--	93	90.7	89.6	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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	1.7	0.0	0.0	2.6	2.9	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Our schoolwide safety plan was updated in June of 2019 and shared with staff at the beginning of the 2019-20 school year and with parents at back to school night and coffee with the principal meetings. It includes disaster preparedness teams, dates for monthly 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, including full disaster drill annually during the Great American Shakeout. We have also 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K									4	1		
2									10	1		
4									8	1		
5									3	1		
6					14	1			12	4		
Other**												

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

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	11	5	1		10	6	1		9	7	1	
Mathematics	9	3			9	6			10	5		
Science	8	5			9	5			9	5		
Social Science	5	11			7	8			6	9		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	63.3

*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)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	\$4,625.27	\$11.58	\$4,613.69	\$58,811.97
District	N/A	N/A	5,815.78	\$85,061.00
Percent Difference - School Site and District	N/A	N/A	-23.1	-36.5
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-47.7	-33.0

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)

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 several Middle School and High School elective options, including Theatre Arts, Journalism, Yearbook, and ASB. We also have a Middle School sports program which includes flag football, cross country, soccer and softball, as well as active student clubs including computer coding, yoga, guitar, and others.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,120	\$51,374
Mid-Range Teacher Salary	\$81,554	\$80,151
Highest Teacher Salary	\$102,814	\$100,143
Average Principal Salary (Elementary)	\$124,240	\$126,896
Average Principal Salary (Middle)	\$133,386	\$133,668
Average Principal Salary (High)	\$141,684	\$143,746
Superintendent Salary	\$220,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

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	1.1

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	8	12

Our site-specific PD focus last year was focused on understanding Rigor and its role in Common Core implementation, with a particular focus on how to select lesson topics for weekly block time instruction, as well as instructional methodologies to maximize the use of this time. After reviewing our SBAC data early in the school year, we set our instructional focus this year to continue our focus Rigor, specifically on deepening understandings of DOK levels in classroom interactions and increasing alignment of standards to lesson design and planning. These goals align with our district as well. We have one full day before the school year in August for SBAC data analysis, one full day in November for the above focus, and two staff meetings per month which follow up: one to read and review our professional reading (this year's book is "Diving in to Strategic Thinking") and one for collaborative planning of lessons that align with the things we learn from our professional reading and data analysis.

In addition, we actively participate in district-provided teacher trainings (over 50 times last year, based on district attendance records), both during and after the school day. 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.