

# Redlands eAcademy

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://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.

## 2022-23 School Contact Information

<b>School Name</b>	Redlands eAcademy
<b>Street</b>	820 W. Stuart Avenue [K-5] / 31000 E. Colton Ave, S-Wing 6-12]
<b>City, State, Zip</b>	Redlands, CA 92374
<b>Phone Number</b>	(909) 748-6941
<b>Principal</b>	David Finley
<b>Email Address</b>	david_finley@redlands.k12.ca.us
<b>School Website</b>	<a href="https://www.redlandsusd.net/rea">https://www.redlandsusd.net/rea</a>
<b>County-District-School (CDS) Code</b>	36 67843 0127837

## 2022-23 District Contact Information

<b>District Name</b>	Redlands Unified School District
<b>Phone Number</b>	(909) 307-5300
<b>Superintendent</b>	Mauricio Arellano
<b>Email Address</b>	mauricio_arellano@redlands.k12.ca.us
<b>District Website Address</b>	www.redlands.k12.ca.us

## 2022-23 School Overview

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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	12
Grade 1	10
Grade 2	17
Grade 3	23
Grade 4	21
Grade 5	26
Grade 6	25
Grade 7	24
Grade 8	11
Grade 9	12
Grade 10	10
Grade 11	10
Grade 12	12
<b>Total Enrollment</b>	<b>213</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.9
Male	45.1
American Indian or Alaska Native	0.5
Asian	3.8
Black or African American	5.6
Filipino	2.8
Hispanic or Latino	43.7
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.2
White	37.1
English Learners	4.2
Foster Youth	0.0
Homeless	6.1
Migrant	0.0
Socioeconomically Disadvantaged	59.6
Students with Disabilities	13.6

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	7.80	78.40	832.10	85.87	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.70	0.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	35.20	3.63	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	20.50	29.80	3.08	12115.80	4.41
<b>Unknown</b>	0.10	1.00	65.10	6.72	18854.30	6.86
<b>Total Teaching Positions</b>	10.00	100.00	969.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	2.00	
<b>Total Out-of-Field Teachers</b>	2.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Journeys Common Core Houghton Mifflin Harcourt (2014)  Collections-Grade 6 Houghton Mifflin Harcourt (2015)  Collections-Grade 7 Houghton Mifflin Harcourt (2015)  Collections-Grade 8 Houghton Mifflin Harcourt (2015)  myPerspectives Pearson (2017)  myPerspectives- American Literature Pearson (2017)  Expository Reading and Writing Course (ERWC) 2nd Edition (2013)	Yes	0
<b>Mathematics</b>	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)  Mathematics III Integrated Pathway Walch Education (2013)  Advanced Algebra Glencoe (2005)  Pre-Calculus Prentice Hall (1999)  Calculus Concepts and Applications	Yes	0

	<p>Key Curriculum Press (2010)</p> <p>Edgenuity online provider  <a href="http://www.edgenuity.com/curriculum-research/course-search/">http://www.edgenuity.com/curriculum-research/course-search/</a>  <a href="http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf">http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf</a></p>		
<b>Science</b>	<p>California Inspire Science: Grade 6  McGraw Hill (2020)</p> <p>California Inspire Science: Grade 7  McGraw Hill (2020)</p> <p>California Inspire Science: Grade 8  McGraw Hill (2020)</p> <p>Anatomy &amp; Physiology: Walsh, Hole’s Essentials of Anatomy &amp; Physiology  McGraw Hill (2020)</p> <p>Anatomy &amp; Physiology: Essentials of Human Anatomy &amp; Physiology  McGraw Hill (2021)</p> <p>Biology  Pearson (2020)</p> <p>Modern Chemistry  HMH (2017)</p> <p>Environmental Science: Sustaining Your World  National Geographic / Cengage (2017)</p> <p>Earth Science  Prentice Hall (2006)</p> <p>Physics: Hewett, Conceptual Physics  Savvas (2021)</p> <p>Physics H  Physics  HMH (2017)</p> <p>Edgenuity online provider  <a href="http://www.edgenuity.com/curriculum-research/course-search/">http://www.edgenuity.com/curriculum-research/course-search/</a>  <a href="http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf">http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf</a></p>	Yes	0
<b>History-Social Science</b>	<p>Social Studies Alive!  TCI (2019)</p> <p>Edgenuity online provider  <a href="http://www.edgenuity.com/curriculum-research/course-search/">http://www.edgenuity.com/curriculum-research/course-search/</a>  <a href="http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf">http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf</a></p>	Yes	0
<b>Foreign Language</b>	<p>Spanish: Encuentros Course 1-3  Vista Higher Learning (2022)</p>	Yes	0



	Edgenuity online provider <a href="http://www.edgenuity.com/curriculum-research/course-search/">http://www.edgenuity.com/curriculum-research/course-search/</a> <a href="http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf">http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf</a>		
<b>Health</b>	Edgenuity online provider <a href="http://www.edgenuity.com/curriculum-research/course-search/">http://www.edgenuity.com/curriculum-research/course-search/</a> <a href="http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf">http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf</a>		0
<b>Visual and Performing Arts</b>	N/A		0%
<b>Science Laboratory Equipment (grades 9-12)</b>	full science wet lab		

### School Facility Conditions and Planned Improvements

At the beginning of the 2021-22 school year, our school was given a second location; we now have TWO facilities: Our K-5 campus is shared with our district's Continuation High School, and our Gr. 6-12 campus is adjacent to Redlands East Valley HS, one of our district's comprehensive high schools. This additional space was needed due to program growth. 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](http://www.redlands.k12.ca.us). The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

July 2022

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

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	62	N/A	51	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	37	N/A	35	N/A	33

## 2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	146	141	96.58	3.42	62.41
<b>Female</b>	76	71	93.42	6.58	52.11
<b>Male</b>	70	70	100.00	0.00	72.86
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	58	55	94.83	5.17	54.55
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	62	60	96.77	3.23	71.67
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	96	92	95.83	4.17	53.26
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	25	24	96.00	4.00	41.67

## 2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	146	137	93.84	6.16	37.23
<b>Female</b>	76	68	89.47	10.53	27.94
<b>Male</b>	70	69	98.57	1.43	46.38
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	58	53	91.38	8.62	35.85
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	62	58	93.55	6.45	43.10
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	96	90	93.75	6.25	28.89
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	25	21	84.00	16.00	19.05

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	48.94	NT	32.27	28.5	29.47

## 2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	51	48	94.12	5.88	48.94
<b>Female</b>	26	24	92.31	7.69	39.13
<b>Male</b>	25	24	96	4	58.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	20	18	90	10	41.18
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	20	19	95	5	63.16
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	35	32	91.43	8.57	29.03
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 Career Technical Education Programs

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.

Many of our students 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.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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	

## 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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	10.00

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	30%	39%	39%	39%	61%
Grade 7	74%	79%	79%	79%	74%
Grade 9	54%	62%	54%	62%	54%

## 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.

#### 2022-23 Opportunities for Parental Involvement

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 reviewed (as solicited) 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. Parents are strongly encouraged to participate in their child's weekly 1-on-1 meetings with a supervising teacher for the purpose of providing ongoing feedback to both students and our school system. Information about parental involvement is on the PTSA section of our website, or can be obtained by calling (909) 748-6941.

## 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		--	0		4	5.7		8.9	7.8
Graduation Rate		--	100		92.3	91.4		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	12	12	100.0
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	277	258	29	11.2
Female	148	143	15	10.5
Male	129	115	14	12.2
American Indian or Alaska Native	1	1	0	0.0
Asian	12	11	2	18.2
Black or African American	15	15	2	13.3
Filipino	8	6	0	0.0
Hispanic or Latino	131	119	17	14.3
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	12	11	0	0.0
White	93	90	7	7.8
English Learners	10	9	0	0.0
Foster Youth	1	1	0	0.0
Homeless	15	14	2	14.3
Socioeconomically Disadvantaged	184	174	25	14.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	38	4	10.5

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.61	2.45
Expulsions	0.00	0.03	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.22	3.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

Our schoolwide safety plan was updated summer of 2022 and shared with staff at the beginning of the 2022-23 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.

## 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.

### 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	6	1		
1	6	1		
2	5	1		
3	3	1		
4	4	1		
5	9	1		
6	5	6		

### 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	5	2		
1	7	1		
2	6	1		
3	8	1		
4	7	1		
5	6	1		
6	14	7		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	6	2		
1	10	1		
2	17	1		
3	23		1	
4	21		1	
5	26		1	
6	13	7	5	

## 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	11	5	1	
Mathematics	9	5	1	
Science	10	5		
Social Science	5	11		

## 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	9	7		
Mathematics	8	8		
Science	7	8		
Social Science	9	7		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	11	7	1	
Mathematics	9	8		
Science	10	6	1	
Social Science	8	8	1	

## 2021-22 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	142

## 2021-22 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)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	\$11354.57	\$9.48	\$11345.09	\$72,748.65
District	N/A	N/A	\$7211.11	\$88,816
Percent Difference - School Site and District	N/A	N/A	44.6	-19.9
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	53.0	-19.4

## 2021-22 Types of Services Funded

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 I.S. environments with regular face-to-face interaction with teachers and peers in small groups throughout the week. Students attend 2-3 days per week and work independently on other days. We offer daily tutoring in math, science, history, and English for students in need of additional support. We have SAI support teachers who help 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 Drama, Yoga, Yearbook, and ASB. We also have active student clubs including computer coding, yoga, guitar, and others.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$51,965	\$54,370
Mid-Range Teacher Salary	\$82,615	\$82,681
Highest Teacher Salary	\$109,075	\$106,610
Average Principal Salary (Elementary)	\$133,996	\$135,283
Average Principal Salary (Middle)	\$143,214	\$141,244
Average Principal Salary (High)	\$155,485	\$152,955
Superintendent Salary	\$260,000	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	4%	5%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	13
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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	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	1
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	3

## Professional Development

After a number of years of site-specific PD focus on understanding Rigor and its role in Common Core implementation, particularly upon how to prepare meaningful lessons for weekly block time instruction in conjunction with online independent student work, we, like many schools amid this pandemic, shifted focus in 2020-21 to understanding implementing Social and Emotional Learning concepts. Our district provided a wealth of resources, trainings and support materials for these efforts. This led, In 2021-22, to a focus on Universal Design for Learning, as structure well suited for our individualized approach to student learning. We were trained before the school year in August, as well as a full day in October in both 2021 AND 2022. We also have two staff meetings per month which follow up: one to read and review our professional reading (this year's book is Novak and Tucker's "UDL and Blended Learning: Thriving in Flexible Learning Landscapes") and one for collaborative planning of lessons that align with the things we learn from our professional reading and data analysis. In addition to deepening our UDL implementation, 2022-23 PD has been focused on effective data teams, building healthy student-to-student relationships and WASC-related review/refreshment of our core Mission and Values.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	3	6