

Redlands eAcademy

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

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
Grades Served	K-12
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 (Most Recent Year)

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 2014-15)

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

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.7
Hispanic or Latino	30.1
Native Hawaiian or Pacific Islander	2.7
White	56.2
Two or More Races	8.2
Socioeconomically Disadvantaged	34.2
English Learners	1.4
Students with Disabilities	1.4

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	6	9	9	12
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	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	80.8	19.2
All Schools in District	99.1	0.9
High-Poverty Schools in District	99.3	0.7
Low-Poverty Schools in District	96.4	3.6

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 2015-16)

Year and month in which data were collected: November, 2015

Core Curriculum Area	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)	Yes	0
Mathematics	Math In Focus Houghton Mifflin Harcourt (2015) Carnegie Learning Math Series: Volume 1 [Sixth] Carnegie Learning (2011)	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<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 (2010)</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>		
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 Prentice Hall (2006)</p>	Yes	0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 16, 2015				
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			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 16, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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 in which data were collected: January 16, 2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	60	52	44
Mathematics	37	39	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	1	1	100.0	--	--	--	--
	4	5	4	80.0	--	--	--	--
	5	2	1	50.0	--	--	--	--
	6	10	9	90.0	--	--	--	--
	7	10	9	90.0	--	--	--	--
	8	5	5	100.0	--	--	--	--
	11	8	6	75.0	--	--	--	--
Male	4		2	40.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		1	50.0	--	--	--	--
	6		3	30.0	--	--	--	--
	7		3	30.0	--	--	--	--
	8		2	40.0	--	--	--	--
	11		1	12.5	--	--	--	--
Female	3		1	100.0	--	--	--	--
	4		2	40.0	--	--	--	--
	6		6	60.0	--	--	--	--
	7		6	60.0	--	--	--	--
	8		3	60.0	--	--	--	--
	11		5	62.5	--	--	--	--
Hispanic or Latino	4		2	40.0	--	--	--	--
	6		4	40.0	--	--	--	--
	7		4	40.0	--	--	--	--
	8		1	20.0	--	--	--	--
	11		2	25.0	--	--	--	--
Native Hawaiian or Pacific Islander	7		0	0.0	--	--	--	--
White	3		1	100.0	--	--	--	--
	4		2	40.0	--	--	--	--
	5		1	50.0	--	--	--	--
	6		4	40.0	--	--	--	--
	7		3	30.0	--	--	--	--
	8		4	80.0	--	--	--	--
	11		3	37.5	--	--	--	--
Two or More Races	4		0	0.0	--	--	--	--
	6		1	10.0	--	--	--	--
	7		2	20.0	--	--	--	--
	11		1	12.5	--	--	--	--
Socioeconomically Disadvantaged	4		1	20.0	--	--	--	--
	6		1	10.0	--	--	--	--
	7		2	20.0	--	--	--	--
	8		2	40.0	--	--	--	--
	11		2	25.0	--	--	--	--
Students with Disabilities	4		1	20.0	--	--	--	--
	6		1	10.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	1	1	100.0	--	--	--	--
	4	5	4	80.0	--	--	--	--
	5	2	1	50.0	--	--	--	--
	6	10	9	90.0	--	--	--	--
	7	10	9	90.0	--	--	--	--
	8	5	5	100.0	--	--	--	--
	11	8	6	75.0	--	--	--	--
Male	4		2	40.0	--	--	--	--
	5		1	50.0	--	--	--	--
	6		3	30.0	--	--	--	--
	7		3	30.0	--	--	--	--
	8		2	40.0	--	--	--	--
	11		1	12.5	--	--	--	--
Female	3		1	100.0	--	--	--	--
	4		2	40.0	--	--	--	--
	6		6	60.0	--	--	--	--
	7		6	60.0	--	--	--	--
	8		3	60.0	--	--	--	--
	11		5	62.5	--	--	--	--
Hispanic or Latino	4		2	40.0	--	--	--	--
	6		4	40.0	--	--	--	--
	7		4	40.0	--	--	--	--
	8		1	20.0	--	--	--	--
	11		2	25.0	--	--	--	--
Native Hawaiian or Pacific Islander	7		0	0.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3		1	100.0	--	--	--	--
	4		2	40.0	--	--	--	--
	5		1	50.0	--	--	--	--
	6		4	40.0	--	--	--	--
	7		3	30.0	--	--	--	--
	8		4	80.0	--	--	--	--
	11		3	37.5	--	--	--	--
Two or More Races	4		0	0.0	--	--	--	--
	6		1	10.0	--	--	--	--
	7		2	20.0	--	--	--	--
	11		1	12.5	--	--	--	--
Socioeconomically Disadvantaged	4		1	20.0	--	--	--	--
	6		1	10.0	--	--	--	--
	7		2	20.0	--	--	--	--
	8		2	40.0	--	--	--	--
	11		1	12.5	--	--	--	--
Students with Disabilities	4		1	20.0	--	--	--	--
	6		1	10.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--
	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)		--	--		72	71		60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	71
All Students at the School	--
Male	--
Female	--
Hispanic or Latino	--
White	--
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

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 2014-15)

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 2014-15)

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 and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	52.05
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts				65	51	51	57	56	58
Mathematics			64	63	51	49	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	34	25	41	38	37	25
All Students at the School	0	0	0	36	55	9

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.

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 (Most Recent Year)

Redlands eAcademy has a robust parent community who are actively involved in shaping our school culture. Our newly-chartered PTSA 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: 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions		0.00	0.00	5.17	4.77	3.71	5.07	4.36	3.80
Expulsions		0.00	0.00	0.35	0.24	0.19	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Our schoolwide safety plan was updated in June of 2015 and shared with staff at the beginning of the 2015-16 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.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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 (Secondary)

Subject	2012-13			Avg. Class Size	2013-14			Avg. Class Size	2014-15					
	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				
Mathematics				4	6			6	6					
Science				4	5			9	4					
Social Science				5	4			10	4					

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	40
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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				
District	N/A	N/A		\$76,518
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,348	\$72,971
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 2014-15)

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.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,403	\$43,165
Mid-Range Teacher Salary	\$73,212	\$68,574
Highest Teacher Salary	\$89,609	\$89,146
Average Principal Salary (Elementary)	\$115,315	\$111,129
Average Principal Salary (Middle)	\$127,674	\$116,569
Average Principal Salary (High)	\$138,585	\$127,448
Superintendent Salary	\$176,109	\$234,382
Percent of Budget for Teacher Salaries	42%	38%
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 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	2	1.6

* Cells with N/A values do not require data. Where there are student course enrollments.

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.