

Redlands eAcademy

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Redlands eAcademy
Street	820 W. Stuart Avenue [K-5] / 31000 E. Colton Ave, S & J Wings 6-12]
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 748-6941
Principal	Jeffrey Im
Email Address	jeffrey_im@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/rea
Grade Span	K-12
County-District-School (CDS) Code	36 67843 0127837

2025-26 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Juan Cabral
Email Address	juan_cabral@redlands.k12.ca.us
District Website	www.redlands.k12.ca.us

2025-26 School Description and Mission Statement

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 and science wet labs 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.

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	4
Grade 1	10
Grade 2	7
Grade 3	8
Grade 4	5
Grade 5	10
Grade 6	23
Grade 7	21
Grade 8	25
Grade 9	14
Grade 10	8
Grade 11	8
Grade 12	8
Total Enrollment	151

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
American Indian or Alaska Native	0.7
Asian	5.3
Black or African American	4
Filipino	2.6
Hispanic or Latino	39.7
Two or More Races	9.9
White	36.4
English Learners	1.3
Homeless	4.6
Socioeconomically Disadvantaged	47
Students with Disabilities	16.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.5	83.94	852.6	87.88	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.3	0.66	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.4	8.71	22.2	2.29	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	5.56	31.8	3.28	11953.1	4.28
Unknown/Incomplete/NA	0.2	1.67	57.1	5.89	15831.9	5.67
Total Teaching Positions	16.1	100	970.2	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.7	81.38	850.2	87.12	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	7.5	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.3	7.35	34.3	3.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	11.22	30	3.08	11746.9	4.23
Unknown/Incomplete/NA	0	0	53.7	5.5	14303.8	5.15
Total Teaching Positions	18.1	100	975.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.3	72.09	844.4	86.83	230039.4	100
Intern Credential Holders Properly Assigned	0	0	10.5	1.09	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	22.6	2.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.1	22.52	24	2.47	12112.8	4.34
Unknown/Incomplete/NA	1	5.39	70.8	7.28	13705.8	4.91
Total Teaching Positions	18.5	100	972.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.40	1.3	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.40	1.3	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.90	2	4.1
Total Out-of-Field Teachers	0.90	2	4.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.3	10.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Journeys Common Core Houghton Mifflin Harcourt (2014)</p> <p>Collections-Grade 6 Houghton Mifflin Harcourt (2015)</p> <p>Collections-Grade 7 Houghton Mifflin Harcourt (2015)</p> <p>Collections-Grade 8 Houghton Mifflin Harcourt (2015)</p> <p>myPerspectives Pearson (2017)</p> <p>myPerspectives- American Literature Pearson (2017)</p> <p>Expository Reading and Writing Course (ERWC) 2nd Edition (2013)</p>	0
Mathematics	<p>Math In Focus Houghton Mifflin Harcourt (2015)</p> <p>Carnegie Learning Math Series: Volume 1 [Sixth] Carnegie Learning (2017)</p> <p>Carnegie Learning Math Series: Volume 2 [Seventh] Carnegie Learning (2017)</p> <p>Carnegie Learning Math Series: Volume 3 [Eighth] Carnegie Learning (2017)</p> <p>Mathematics I Integrated Pathway Walch Education (2013)</p>	0

	<p>Mathematics II Integrated Pathway Walch Education (2013)</p> <p>Mathematics III Integrated Pathway Walch Education (2013)</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 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 & Physiology: Walsh, Hole's Essentials of Anatomy & Physiology McGraw Hill (2020)</p> <p>Anatomy & Physiology: Essentials of Human Anatomy & 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 http://www.edgenuity.com/curriculum-research/course-search/ http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf</p>	0

	Course-List.pdf	
History-Social Science	Social Studies Alive! TCI (2019) Edgenuity online provider http://www.edgenuity.com/curriculum-research/course-search/ http://ccdn.edgenuity.com/wp/course-lists/Edgenuity-California-Course-List.pdf	0
Foreign Language	Spanish: Encuentros Course 1-3 Vista Higher Learning (2022) 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
Visual and Performing Arts	N/A	0%
Science Laboratory Equipment (grades 9-12)	full science wet lab	

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

School Facility Conditions and Planned Improvements

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. 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.

Year and month of the most recent FIT report

July 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	67	64	50	50	47	48
Mathematics (grades 3-8 and 11)	39	39	37	37	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	105	99	94.29	5.71	63.64
Female	49	47	95.92	4.08	61.70
Male	56	52	92.86	7.14	65.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	45	97.83	2.17	51.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	40	37	92.50	7.50	67.57
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	48	44	91.67	8.33	52.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	11	78.57	21.43	36.36

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	105	100	95.24	4.76	39.39
Female	49	47	95.92	4.08	32.61
Male	56	53	94.64	5.36	45.28
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	45	97.83	2.17	28.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	40	38	95.00	5.00	35.14
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	48	45	93.75	6.25	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	85.71	14.29	8.33

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	36.96	57.5	32.96	33.45	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	40	97.56	2.44	57.50
Female	15	15	100.00	0.00	20.00
Male	26	25	96.15	3.85	80.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	13	92.86	7.14	30.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	70.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	16	16	100.00	0.00	43.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	2
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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	23.08

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	100%	100%	92%	100%	92%
Grade 7	96%	96%	91%	91%	96%
Grade 9	86%	76%	81%	76%	86%

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.

2025-26 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. 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	--	--	0	9.9	5.8	2.6	8.2	8.9	8
Graduation Rate	--	--	100	86.2	90.8	92.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	13	13	100.0
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	197	178	24	13.5
Female	104	91	15	16.5
Male	93	87	9	10.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	94	79	8	10.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	1	6.7
White	67	63	13	20.6
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	98	87	18	20.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	30	28	4	14.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	4.39	3.21	3.02	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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
Non-Binary	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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Our schoolwide safety plan was updated Fall of 2025 and waiting to be School Board approved before sharing it with Leadership and PTSA for their approval. 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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	4	2	0	0
1	9	1	0	0
2	6	1	0	0
3	10	1	0	0
4	13	1	0	0
5	14	1	0	0
6	13	8	5	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	0	0
1	6	1	0	0
2	10	1	0	0
3	1	1	0	0
4	7	1	0	0
5	12	1	0	0
6	13	8	0	0
Other	6	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	4	1		
1	10	1		
2	7	1		
3	8	1		
4	5	1		
5	10	1		
6	20	1	6	
Other	6	1		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	9	1	0
Mathematics	8	9	0	0
Science	12	4	1	0
Social Science	9	7	1	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	12	7	2	
Mathematics	12	6	1	
Science	15	3	2	
Social Science	13	4	2	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	12	7	1	
Mathematics	10	8		
Science	15	4	1	
Social Science	13	4	1	

2024-25 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	58.8

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.9

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$40,518.27	\$741.79	\$39,776.47	\$89,924.98
District	N/A	N/A	\$10,404.68	\$105,673
Percent Difference - School Site and District	N/A	N/A	117.1	-16.1
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	112.4	-14.3

Fiscal Year 2024-25 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, Choir, Yearbook, and ASB. We also have active student clubs including computer coding, esports, photography and others.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,332	\$62,783
Mid-Range Teacher Salary	\$100,688	\$97,783
Highest Teacher Salary	\$132,936	\$128,020
Average Principal Salary (Elementary)	\$164,336	\$160,224
Average Principal Salary (Middle)	\$175,641	\$166,992
Average Principal Salary (High)	\$190,691	\$180,971
Superintendent Salary	\$312,120	\$313,465
Percent of Budget for Teacher Salaries	32.19%	30.05%
Percent of Budget for Administrative Salaries	4.7%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
--	---

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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

After a focus on Universal Design for Learning, effective data teams, building healthy student-to-student relationships and WASC -related review/refreshment of our core Mission and Values, we identified a new area for our attention in Professional Development - with the changing landscape of our demographics, focusing on strategies and supports for students with disabilities, which can be utilized for all students. We also meet multiple times a semester to go through data analysis of monthly school and district assessments to identify our strengths and weaknesses continually and create actions plans to work towards filling in our student gaps.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	5