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East Hills Academy
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	East Hills Academy
Street	1791 Rock Mountain Rd.
City, State, Zip	Chula Vista, Ca,
Phone Number	619-656-2490
Principal	Dr. Yesenia Barnard, Principal
E-mail Address	yesenia.barnard@sweetwaterschools.org
Web Site	www.sweetwaterschools.org/
CDS Code	37684110115873

District Contact Information	
District Name	Sweetwater Union High
Phone Number	(619) 691-5555
Superintendent	Karen Janney, Ed.D.
E-mail Address	karen.janney@sweetwaterschools.org
Web Site	www.sweetwaterschools.org/

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

East Hills Academy was designed to provide services for special education students, whose needs are not sufficiently served on regular comprehensive campuses. East Hills Academy also provides an opportunity for those students who are currently in non-public schools, who are ready to promote to a less restrictive school setting, but still require intensive education, therapeutic support and monitoring.

East Hills Academy is located on the campus of Olympian High School serving students in grades 7 through 13th. As such, while the students at East Hills have the close supervision and therapeutic support of a non-public school, they also have access to a comprehensive campus, its resources and facilities, as well as opportunities to interact with their non-disabled peers. East Hills is comprised of two main programs, the Hawkins Center and the Robison Center. The Hawkins Center is for moderate to severely disabled students. The program has a strong behavioral component, which is incorporated into all aspects of academics, activities of daily living, technology, vocational preparation, social and language development. Teachers and assistants have strong training and implementation skills in Applied Behavior Analysis and social skills development.

The Robison Center serves those students who have disorders in attention, anxiety, Autism Spectrum Disorders and learning disabilities. This program serves students in the gifted category as well as the mild to moderate range. The school provides classes to meet A-G academic requirements, as well programs to address the academic, physical, emotional, social, and language development needs. This program provides a particularly unique and strong emphasis in the area of social cognitive skills training.

The mission of East Hills Academy: All students will demonstrate the highest academic, psychosocial, and career skills in order to return to and succeed in a less restrictive setting while preparing to enter college and/or a work force training program. East Hills Academy promotes a diverse set of learning experiences that will meet the academic and career needs of all students; A systematic network of student support; and, A student-centered learning community that promotes leadership, involvement, integrity and respect

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

Grade Level	Number of Students
Grade 7	5
Grade 8	12
Grade 9	19
Grade 10	12
Grade 11	14
Grade 12	28
Total Enrollment	90

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	0
Asian	3.3
Filipino	7.8
Hispanic or Latino	66.7
Native Hawaiian or Pacific Islander	0
White	10
Two or More Races	6.7
Socioeconomically Disadvantaged	64.4
English Learners	20
Students with Disabilities	100
Foster Youth	1.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	14	11	14	1847
Without Full Credential	0	0	0	89
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

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

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

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle 2002-03. Grades 9-12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Mathematics	Textbooks and instructional materials were adopted consistent with the textbook cycle 2008-09. High school texts for Algebra, Geometry, and Intermediate Algebra were approved by the Board of Trustees as being standards-based. Textbooks for higher level math courses were adopted 2000-01. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
History-Social Science	Textbooks and instructional materials were adopted consistent with the textbook cycle 2006-07. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Foreign Language	Textbooks and instructional materials were adopted consistent with the textbook cycle 2004-05. Middle school texts were selected from the state adopted list. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Health	Textbooks and instructional materials were adopted consistent with the textbook cycle 2005-06. Grades 9 - 12 texts were approved by the Board of Trustees as being standards-based. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	Textbooks and instructional materials were adopted consistent with the textbook cycle as follows: 1998-99 art and photo; 2007-08 instrumental/vocal music, and theatre. Texts were approved by the Board of Trustees. For the adopted textbook list go to http://curriculum.suhsd.k12.ca.us/	Yes	0.0
Science Laboratory Equipment (grades 9-12)	One set of lab equipment per lab station.	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office, at the district office, or on the Internet at http://www.opsc.dgs.ca.gov/.

Maintenance and Repair
District maintenance staff ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule
The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The school administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget
The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

For the 2015-16 school year, the district has budgeted $3,533,950 for the deferred maintenance program. This represents 1.00% of the district's general budget.

Deferred Maintenance Projects
The district's complete deferred maintenance plan is available at the district office.

Modernization/Expansion (New Construction on Existing Campus) Projects

For the 2015-16 school year, there are no modernization / expansion OR new construction projects planned.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				N/A
Interior: Interior Surfaces			X	Ceiling tiles need replacing; door replacments; fire extinguisher door needs replacing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2016				
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	X		

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating			X	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	6	21	47	53	44	48
Mathematics	3	14	29	31	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	7	--	--	--	--
	8	13	13	100.0	7.7
	11	12	11	91.7	36.4
Male	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Female	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Black or African American	7	--	--	--	--
Filipino	8	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
White	8	--	--	--	--
	11	--	--	--	--
Two or More Races	8	--	--	--	--
Socioeconomically Disadvantaged	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
English Learners	11	--	--	--	--
Students with Disabilities	7	--	--	--	--
	8	12	12	100.0	8.3
	11	12	11	91.7	36.4
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	--	--	--	--
	8	13	13	100.0	
	11	12	12	100.0	33.3
Male	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Female	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
Black or African American	7	--	--	--	--
Filipino	8	--	--	--	--
	11	--	--	--	--
Hispanic or Latino	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
White	8	--	--	--	--
	11	--	--	--	--
Two or More Races	8	--	--	--	--
Socioeconomically Disadvantaged	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--
English Learners	11	--	--	--	--
Students with Disabilities	7	--	--	--	--
	8	12	12	100.0	
	11	12	12	100.0	33.3
Foster Youth	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	--		69	63		49	60		54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	27	26	96.3	69.2
Male	22	22	100.0	68.2
Hispanic or Latino	17	16	94.1	62.5
Socioeconomically Disadvantaged	15	14	93.3	57.1
Students with Disabilities	25	24	96.0	66.7

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2015-16)

Not applicable for this school.

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	6.1
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	15.8	10.5	15.8

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 (School Year 2016-17)

Parent involvement is considered to be critical to the success of the students at East Hills Academy. The principal of East Hills Academy may be contacted at 619-656-2490 to respond to parent requests. Information is actively sought out to ensure quality service and programming for individual students and the school as a whole. Teachers provide regular communication to parents, and welcome all parent concerns, questions and requests, through personal conferences, phone contacts and/or email. Parents are active participants in the students' IEP meetings and in the monitoring of goals and services. Parents are also encouraged to participate in the district special education "Parent Information Nights." For 2015-16 we added additional opportunities for parents to participate in Coffee with the Principal, Open House, East Hills Academy Night at PETCO Park, Parent Workshops, Fall Festival, East Hills Academy Talent Show and Student Graduation Celebration.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	6.30	6.30	11.10	6.40	7.50	6.20	11.40	11.50	10.70
Graduation Rate	25.00	18.75	22.22	83.16	82.46	84.62	80.44	80.95	82.27

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

Group	Graduating Class of 2015		
	School	District	State
All Students	17	82	86
Black or African American	0	81	78
American Indian or Alaska Native	0	94	78
Asian	0	94	93
Filipino	0	94	93
Hispanic or Latino	17	80	83
Native Hawaiian/Pacific Islander	0	93	85
White	33	81	91
Two or More Races	0	89	89
Socioeconomically Disadvantaged	17	51	66
English Learners	25	60	54
Students with Disabilities	0	38	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.3	10.1	4.9	5.7	5.7	4.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Each year, Sweetwater schools review and update their Comprehensive School Safety Plans. The plan is submitted to the Superintendent each year by October 15. Staff orientation and training must be completed by October 30 each year. Disaster and evacuation drills are scheduled periodically throughout the school year. East Hills Academy is incorporated into the Safety plan of Olympian High School. The East Hills Academy principal has requested its own Williams Act inspection in the future as well as a school map prepared by the Facilities Department. In addition, Site Emergency Procedures Plan for Special Needs Students are completed for each student.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	19
Percent of Schools Currently in Program Improvement	N/A	82.6

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	5	16			5	18						
Mathematics	4	17			4	15						
Science	4	11			4	13						
Social Science	5	17			5	15						

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	81
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$5212.0	$518.0	$4694.0	$78759.0
District	N/A	N/A	$1742.0	$79,715
Percent Difference: School Site and District	N/A	N/A	169.5	
State	N/A	N/A	$5,677	$77,824
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

Special Education funding is provided for all programs and supplemental services including instructional materials, teacher and student computers, assistive technology and technology programs for students, as well as the following specific programs and services:

Adaptive Physical Education
Speech and Language services
Occupational Therapy Services
Individual and Family counseling services
Assistive Technology Consultants
Deaf and Hard of Hearing Consultants
Interpreters for Deaf and Hard of Hearing Students
Reading Specialist Services

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$42,986	$46,184
Mid-Range Teacher Salary	$73,692	$75,179
Highest Teacher Salary	$96,471	$96,169
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	$138,060	$124,243
Average Principal Salary (High)	$151,325	$137,939
Superintendent Salary	$235,000	$217,637
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

All certificated teachers and all Instructional Assistants and Instructional Health Care Assistants participate in an intensive training on a daily basis prior to the school day as well as coaching and feedback throughout the day. Interventions and therapeutic strategies are infused throughout the day for each student, so it is critical that all staff are highly trained in implementing proper procedures.

All teachers are also given days to attend outside workshop trainings to hone their skills in the areas specific to the EHA goals. Teaching staff also participate in the district staff development days scheduled at the end of intersession breaks. East Hills Academy also provides six minimum days per year to allow for further training opportunities.

Specific areas of focus have included the following:
- Social Cognitive Training-Michelle Garcia Winner, to address the social and communication needs of students with ADHD, Autism Spectrurm Disorders, and Anxiety Disorders
- Pro- Act Training to maintain safety and emotional stability.
- Neurological Executive Functioning Deficits and Interventions
- Applied Behavior Analysis
- Functional Assessment
- Discreet Trial training
- Direct Instruction Strategies
- Completion of all Autism Internet Training Modules
- Data Collection Procedures
- Analysis of Data, Intervention Design and Implementation
- English learner goal development and sheltered instruction intervention.
- Bullying and Harassment Interventions
- Training in the District Initiatives for improving academic achievement

For the 2014-15 school year, East Hills Academy staff participated in
- Teacher PLC's (Thursday mornings)
- Paraprofessional PLC's (Friday mornings)
- Student Study Team SST (Tuesday mornings)
- Social Thinking
- PRO-Act
- Achieve 3000
- Social Thinking
- Gizmos
- Autism Authorization
- Learning Upgrade
- Zone and Cohort meetings
- Apple Applications
- Transition Meetings
- College Preparatory Mathematics (CPM)
- Nuts and Bolts (tester training)

For the 2015-16 school year, East Hills Academy staff participated in:
- PRO-Act Refresher
- Achieve 3000
- CANVAS
- *Literacy TA
- *Positive Behavior Interventions Systems
- *Applied Behavior Analysis
- *Addressing the needs of Special Education Students
- *Developing Behavior Plans/Procedures
- *Assistive Technology, Assessment and Supports
- *Transition Program and Protocols
- *Student Placement