

# Redlands Senior High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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)**

| <b>School Contact Information</b> |                                |
|-----------------------------------|--------------------------------|
| <b>School Name</b>                | Redlands Senior High School    |
| <b>Street</b>                     | 840 East Citrus Avenue         |
| <b>City, State, Zip</b>           | Redlands, CA 92374             |
| <b>Phone Number</b>               | (909) 307-5500                 |
| <b>Principal</b>                  | Kate Pearne                    |
| <b>E-mail Address</b>             | kate_pearne@redlands.k12.ca.us |
| <b>Web Site</b>                   | rhs.redlandsusd.net            |
| <b>CDS Code</b>                   | 36-67843-3635042               |

| 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                     | www.redlands.k12.ca.us           |

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

### Mission Statement:

Redlands High School, with a proud tradition of excellence since 1891, recognizes our vital role in the community, the value of diversity, and our commitment to educate students to become knowledgeable, responsible citizens ready to meet the challenges of the 21st century.

### Vision Statement

Redlands High School is proud to be a school that works to provide:

#### Positive Educational Environment

- A safe and orderly environment
- A positive, respectful environment between staff and students
- School pride through academic success and student involvement in school activities
- A professional and collaborative culture
- Strong responsive team-based leadership

#### CURRICULUM And INSTRUCTION

- High expectations for all students through a rigorous, standards-based curriculum
- Clear and focused academic goals for student learning
- Targeted use of research-based best practices

#### STUDENT SUPPORT And INTERVENTION

- Frequent and strategic monitoring of student progress
- Academic and behavioral support systems for students
- Effective partnerships with parents and community

### Schoolwide Learner Outcomes:

Upon graduation, Redlands High School students will be able to:

#### Think and Learn

- Collect, process, and understand information
- Analyze, evaluate, and integrate ideas
- Apply knowledge and master essential standards

#### Communicate

- Listen actively
- Read and write effectively
- Speak knowledgeably

#### Cooperate

- Use self-discipline
- Work Collaboratively
- Respect diversity

### Choose

- Recognize opportunities and identify consequences
- Use time and resources effectively
- Make positive choices

### Create

Produce intellectual, practical, artistic, and physical works

- Set high standards and challenging goals
- Present ideas and concepts creatively

The Redlands Unified School District, located at the base of the San Bernardino Mountains, covers an area of 147 square miles and includes the communities of Redlands, Loma Linda, and parts of Highland and San Bernardino. The Redlands High School attendance area includes parts of Redlands, the city of Loma Linda, and a small portion of eastern San Bernardino. Historically, the area was a prime citrus growing region. Small businesses, professional, managerial, supervisory and sales are presently the main areas of commerce. Established in 1891, RHS was the single comprehensive high school in the Redlands Unified School District for over 100 years, until the opening of a second high school in 1997 and the third high school which opened in 2009. Our population includes a minority population of approximately 65%. Our school has also seen an increase in the number of students in the Free and Reduced Lunch program. As of 2015-2016 school year, approximately 52% of of the study body qualify for free and reduced lunch.

Redlands High School's purpose is to educate and develop students to be knowledgeable adults, responsible citizens, and active leaders in a competitive and changing world. We accomplish this through rich academic and co-curricular programs. Redlands High School serves the needs of all its approximately 2340 students (9th-12th grades) on a single 65 acre campus. Students at RHS benefit from an outstanding faculty and support staff that contains a good blend of experienced and new personnel. Four administrators work with a staff of 115 certificated staff including six counselors, two psychologists, six ROP teachers, two Air Force JROTC, one librarian, as well as part time Activities, ASB, and Athletic Directors. RHS also has six full time security Officers and four part-time Campus Monitors to help ensure a safe campus. The school also enjoys the support of 68 other classified employees.

Redlands High School was visited by the Western Association of Schools and Colleges during the 2011-12 school year and received a full six-year clear accreditation term. This is the highest term possible. As summarized by the outside WASC Review Team, some of the strengths of Redlands High School can be highlighted as follows:

"RHS has embarked upon continuous improvement in deliberate and strategic ways to improve collegial practice and increased student achievement. The staff uses data in a systematic way to drive instruction." The culture of Redlands High School is vibrant and provides the foundation for moving the school forward." "...the most compelling evidence that RHS students are engaged in a challenging learning experience and provided with an appropriate academic support system is their performance on State assessments." "RHS enjoys the expertise and caring of a highly qualified and veteran staff. There is a positive school culture, which is fostered by the rich tradition of the school and its community."

High expectations exist for student achievement and staff, students, and parents see Redlands High School as a place to learn. Results of the first ever SBAC assessment boasted Redlands High School as one of the top scoring high schools in the region in both English Language Arts and Mathematics. Redlands High School has one of the highest pass rates in San Bernardino County on the California High School Exit exam. It is one of only six comprehensive high schools to score over 800 on the Academic Performance Indicator (API). We achieved the score of 801 in 2011 and improved the score to 815 in 2012, and 818 in 2013. RHS offers a wide range of Advanced Placement classes. The scores of our students are consistently among the highest in the both the Riverside and San Bernardino Counties. Due to these scores and other data about our school, RHS is was named in 2013 on Newsweek Magazine's list of "Americas Best High Schools," on The Washington Post's list of "America's Most Challenging High Schools placing the school in the top 9% in the nation," on US News' list of "Best High Schools putting our school in the tip 7% in the nation," and the California Business for Education Excellence placed Redlands High School as one of only two comprehensive high schools in San Bernardino County on their list of "Honor Roll" schools. Redlands High School's culture of achievement is also exemplified by our championship Mock Trial, Academic Decathlon, Speech and Debate, Virtual Enterprise teams as well as visual and performing arts programs and Spirit Groups. The school also enjoys an award winning newspaper and yearbook.

Redlands High School has a very successful Advanced Placement Program with an average of seventeen courses in the program. Approximately 30% of RHS students takes and passes at least one of the college level Advanced Placement tests before graduating. The classes are challenging as are the exams, but our students successfully rise to this challenge with an 82% passage rate on the exams which is excellent by any standard. We are proud of both our teachers and our students.

RHS collaborates with local two and four-year institutions of higher education to bring valuable programs to students. Both of our local community colleges, Crafton Hills College and San Bernardino Valley College, provide opportunities for RHS students to visit their campuses, and offer the services of student liaisons to answer the many questions students have about enrollment. Some of our students will enroll in community college classes while still attending high school, through the new dual enrollment program offering Crafton Hills College courses on our campus. Crafton Hills College conducts English and math placement testing on the RHS campus, thus enabling high school students to prepare themselves for college enrollment. The University of California, Riverside, and California State University, San Bernardino offer early academic outreach programs to our students. Through these programs as well as through the curriculum offered through our Guidance Office and the College/Career Center, Redlands High School students become acquainted with the requirements for college acceptance, the availability of financial aid, and career opportunities that await college graduates. The University of Redlands also provides opportunities for RHS students to visit their campus and offer their faculty to serve as mentors. Our AVID program, designed to support students who would be the first in their families to attend a four-year college is growing each year.

Redlands High School has implemented Freshman and Sophomore Teams, Career Academies and Career Technical Education Programs of study. The purpose of the teams and career academies/programs is to provide for student support, to personalize the experiences of our students, to improve student achievement, and to prepare students for college and work. Redlands High School is the recipient of two California Partnership Academy Grants. The Health and Recreation Training (HEART) Academy relies heavily on professional and community partners to guide decisions regarding everything from curriculum to job shadowing. Their industry partners include Redlands Community Hospital, Arrowhead Regional Medical Center, Loma Linda University Medical Center and Children's Hospital, Jerry L. Pettis Memorial Veterans' Hospital, Beaver Medical Center and Totally Kids Specialty Health Care. In 2006-07, RHS implemented its second academy, the Redlands Business Academy (ReBus) who successfully compete each year in Virtual Enterprise contests. RHS students also have the opportunity to take classes in a variety of Career Technical Education programs. Many of the Career Technical courses are articulated with local community college courses; this allows students completing those courses to earn college credits as well as high school credit for those courses. RHS Career Technical Education Programs of Study and course sequences are listed in Section XI of this document. Another option for students includes our Air Force Junior ROTC which has been named a National Distinguished Program each of the last six years. Redlands High School is a charter participant in The Redlands COMPACT, a partnership between business and education that was formed in 1990. The COMPACT Steering Committee is made up of representatives from the district's comprehensive high schools, students, college, our Board of Trustees, the business community, and community service clubs. The Committee meets monthly to discuss career programs, career preparation activities, and community service activities for the high schools. The student club gives its members an opportunity to learn competitive skills for future employment by participating in different activities associated with job searches and interactions with various members of the business community. All student members are expected to donate their time to serving in the community.

RHS also has a full range of athletic teams who are competitive in our Citrus Belt League. For example, last year we we won ten Citrus Belt League championships. In addition, two Terrier athletic teams were crowned CIF champions: the Girls' Track Team and the Boys' Tennis Team. Our current teams are: Football, Girls' Cross Country, Boys' Cross Country, Boys' Water Polo, Girls' Water Polo, Girls' Volleyball, Boy's Volleyball, Girls' Tennis, Boys' Tennis, Girls' Golf, Boy's Golf, Girls' Track, Boys' Track, Baseball, Softball, and Boy's and Girl's Wrestling. RHS is proud of its efforts to develop scholar athletes. Last year, each and every one of our twenty-two athletic teams received CIF Scholar Athlete recognition. This award is for those athletic teams who have an average GPA of 3.0 or above. RHS also has over 70 clubs on campus to meet the various interests of our students. Students form new clubs each year depending upon their interests.

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

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Grade 9</b>          | 600                       |
| <b>Grade 10</b>         | 609                       |
| <b>Grade 11</b>         | 557                       |
| <b>Grade 12</b>         | 585                       |
| <b>Total Enrollment</b> | 2,351                     |

### Student Enrollment by Group (School Year 2015-16)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 6.6                         |
| American Indian or Alaska Native    | 0.3                         |
| Asian                               | 15.2                        |
| Filipino                            | 4.3                         |
| Hispanic or Latino                  | 37.8                        |
| Native Hawaiian or Pacific Islander | 0.6                         |
| White                               | 31.5                        |
| Two or More Races                   | 3.4                         |
| Socioeconomically Disadvantaged     | 52.1                        |
| English Learners                    | 6.9                         |
| Students with Disabilities          | 11.1                        |
| Foster Youth                        | 0.5                         |

## 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   | 101     | 100     | 95      | 17       |
| 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                                      | 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 |
| <b>This School</b>                      | 100.0  | 0.0                                     |
| <b>All Schools in District</b>          | 99.6   | 0.5                                     |
| <b>High-Poverty Schools in District</b> | 99.6   | 0.4                                     |
| <b>Low-Poverty Schools in District</b>  | 99.4   | 0.6                                     |

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 2016-17)**

**Year and month in which data were collected:** January 2017

The Redlands Unified School District adopts textbooks at the secondary level using the same adoption cycle as the State Board of Education provides for elementary education. The district reviews textbooks and support materials prior to adoption to ensure that all materials met the standards as defined in the California State Frameworks. Sufficient textbooks are available for all students regardless of English proficiency or disability.

| Subject                      | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|------------------------------|--|----------------------------------|---|
| <b>Reading/Language Arts</b> | myPerspectives<br>Pearson (2017)<br><br>myPerspectives- American Literature<br>Pearson (2017)  | Yes                              | 0%  |
| <b>Mathematics</b>           | Mathematics I Integrated Pathway<br>Walch Education (2013)<br><br>Mathematics II Integrated Pathway<br>Walch Education (2013)<br><br>Mathematics III Integrated Pathway<br>Walch Education (2013)<br><br>Advanced Algebra<br>Glencoe (2005)<br><br>Pre-Calculus<br>Prentice Hall (1999)<br><br>Calculus Concepts and Applications<br>Key Curriculum Press (1998) | Yes                              | 0%  |

| Subject                       | Textbooks and Instructional Materials/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-------------------------------|--|----------------------------------|---|
| <b>Science</b>                | California Glencoe Biology<br>Glencoe (2006)<br><br>Chemistry: Matter of Change, CA Edition<br>Glencoe (2007)<br><br>Earth Science<br>Prentice Hall (2006)<br><br>Conceptual Physics<br>Prentice Hall (2006)                 | Yes                              | 0%  |
| <b>History-Social Science</b> | Modern World History<br>McDougal Littell (2006)<br><br>The Americans<br>McDougal Littell (2006)<br><br>Civics in Practice<br>Holt, Rinehart and Winston (2007)<br><br>Principles of Economics<br>Thomson-Southwesters (2006) | Yes                              | 0%  |

| Subject   | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|---|---|----------------------------------|---|
| <b>Foreign Language</b>                               | Latin, Course 1 Ecce Romani IA<br>Cambridge / Longman (1998/1995)<br><br>Latin, Course 2 / Ecce Romani IA<br>Cambridge / Longman (2000/1995)<br><br>Latin, Course 3 / Ecce Romani IB<br>Cambridge / Longman (2000/1995)<br><br>Latin, Course 3 / Ecce Romani IIA<br>Cambridge / Longman (2000/1995)<br>French I, Bienvenue<br>Glencoe/McGraw Hill (1998)<br><br>French II, A bord<br>Glencoe/McGraw Hill (1998)<br><br>French III, En voyage<br>Glencoe/McGraw Hill (1995)<br><br>German I, Deutsch Naklar, 3rd Edition<br>McGraw Hill (1999)<br>German II, German 2nd and 3rd Years<br>Amsco (1998)<br><br>German III, German 2nd and 3rd Years<br>Amsco (1998)<br>En Espanol I<br>McDougal Littell (2000)<br><br>En Espanol 2<br>McDougal Littell (2000)<br><br>En Espanol 3 / Review - Spanish 3<br>McDougal Littell / AMSCO (2000)<br><br>Spanish 2.1, Pasos Y Puentes<br>Scott Foresman (1992) | Yes                              | 0%  |
| <b>Health</b>   | Health<br>Holt, Rinehart and Winston (1999)   | Yes                              | 0%  |
| <b>Visual and Performing Arts</b>                     | See above   |                                  | 0%  |
| <b>Science Laboratory Equipment<br/>(grades 9-12)</b> | See above   |                                  | 0%  |



### School Facility Conditions and Planned Improvements (Most Recent Year)

Originally constructed in 1891, Redlands High School is the oldest high school in the state of California that still sits on its original campus. Although none of the building originally constructed still stand, the oldest building on campus, Clock Auditorium, was constructed in the 1920's, with the newest building being the south campus administration building, constructed in 1971. Redlands High School is located on 65 acres, which span both the north and south side of Citrus Avenue. The school configuration will allow for a 9-12 grade level educational program. Athletic facilities outdoors include: basketball courts, one stadium with a track/football/soccer field, two baseball fields, two softball fields, eight tennis courts, and two swimming/water polo pools. Technology is built around a campus-wide fiber optic backbone, a cable TV studio with facilities linked by network to all classrooms. There are two auditoriums on campus, Clock Auditorium which features seating for approximately 1,000, and Grace Mullen auditorium which seats many fewer. The closed campus has a multi-purpose room cafeteria that seats up to 300. Lastly, the campus contains 148 classrooms, 93 of which are housed in permanent buildings and 55 of which are relocatable. The library/media center seats well over 100 and has shelving for 30,000 volumes plus the 30 computers currently in place. The Student Center provides computer and printed resources for students and staff to obtain information on colleges, occupations and school activities. Redlands High School maintains restrooms daily. The custodial staff monitors and cleans restrooms up to three times during the school day. At the end of each day the restrooms are thoroughly cleaned and stocked. The custodial staff constantly provides the students and staff with a clean facility throughout school. Maintenance is done on-site by District and site personnel. The school enjoys an amicable relationship with District maintenance and operations. Repairs are completed in a timely manner. In 2008 Measure "J" was passed by the voters in the Redlands Unified School District. The measure allows the District to finish and complete the construction of a third comprehensive high school in the District. This funding allowed the new fencing on parts of both the north and south campuses, and the anticipated finalized fencing to enclose the campus by 2019. Extra cameras were also installed with these funds to record happenings on the campus.

### 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: December 2016             |               |      |      |   |
| System Inspected  | Repair Status |      |      | Repair Needed and Action Taken or Planned   |
|   | Good          | Fair | Poor |   |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | X             |      |      | Inspected monthly.                          |
| <b>Interior:</b> Interior Surfaces                                      |               | X    |      | Inspected monthly.                          |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation        | X             |      |      | Inspected monthly or on an as-needed basis. |
| <b>Electrical:</b> Electrical   | X             |      |      | Inspected monthly.                          |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                  | X             |      |      | Cleaned daily and inspected monthly.        |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | X             |      |      | Inspected monthly.                          |
| <b>Structural:</b> Structural Damage, Roofs                             | X             |      |      | Inspected monthly.                          |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences |               | X    |      | Inspected monthly.                          |

### Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: December 2016 |           |      |      |      |
|---|-----------|------|------|------|
| 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] 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<br>(grades 3-8 and 11) |         |          |         |         |         |
|--------------------------------|---|---------|----------|---------|---------|---------|
|                                | School  |         | District |         | State   |         |
|                                | 2014-15   | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 77  | 75      | 53       | 59      | 44      | 48      |
| Mathematics                    | 45  | 44      | 40       | 44      | 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                    | 11    | 533                | 525    | 98.5                | 75.4                     |
| Male                            | 11    | 287                | 283    | 98.6                | 72.7                     |
| Female                          | 11    | 246                | 242    | 98.4                | 78.5                     |
| Black or African American       | 11    | 33                 | 33     | 100.0               | 60.6                     |
| Asian                           | 11    | 80                 | 80     | 100.0               | 81.3                     |
| Filipino                        | 11    | 24                 | 24     | 100.0               | 91.7                     |
| Hispanic or Latino              | 11    | 195                | 191    | 98.0                | 62.8                     |
| White                           | 11    | 176                | 172    | 97.7                | 86.0                     |
| Two or More Races               | 11    | 20                 | 20     | 100.0               | 85.0                     |
| Socioeconomically Disadvantaged | 11    | 269                | 265    | 98.5                | 65.9                     |
| English Learners                | 11    | 32                 | 28     | 87.5                | 14.3                     |
| Students with Disabilities      | 11    | 59                 | 59     | 100.0               | 13.6                     |

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                    | 11    | 534                | 523    | 97.9                | 44.0                     |
| Male                            | 11    | 287                | 282    | 98.3                | 43.3                     |
| Female                          | 11    | 247                | 241    | 97.6                | 44.8                     |
| Black or African American       | 11    | 33                 | 32     | 97.0                | 18.8                     |
| Asian                           | 11    | 80                 | 80     | 100.0               | 70.0                     |
| Filipino                        | 11    | 24                 | 24     | 100.0               | 62.5                     |
| Hispanic or Latino              | 11    | 196                | 191    | 97.5                | 26.7                     |
| White                           | 11    | 176                | 171    | 97.2                | 51.5                     |
| Two or More Races               | 11    | 20                 | 20     | 100.0               | 50.0                     |
| Socioeconomically Disadvantaged | 11    | 270                | 263    | 97.4                | 30.8                     |
| English Learners                | 11    | 33                 | 28     | 84.8                | 10.7                     |
| Students with Disabilities      | 11    | 59                 | 58     | 98.3                | 3.5                      |

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<br>(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) | 67  | 67      | 65      | 72       | 71      | 68      | 60      | 56      | 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                    | 597              | 572                             | 95.8                            | 64.7                                 |
| Male                            | 303              | 290                             | 95.7                            | 67.9                                 |
| Female                          | 294              | 282                             | 95.9                            | 61.4                                 |
| Black or African American       | 46               | 42                              | 91.3                            | 57.1                                 |
| Asian                           | 93               | 91                              | 97.9                            | 74.7                                 |
| Filipino                        | 23               | 23                              | 100.0                           | 78.3                                 |
| Hispanic or Latino              | 231              | 221                             | 95.7                            | 54.8                                 |
| White                           | 175              | 168                             | 96.0                            | 70.8                                 |
| Two or More Races               | 21               | 19                              | 90.5                            | 63.2                                 |
| Socioeconomically Disadvantaged | 319              | 302                             | 94.7                            | 52.7                                 |
| English Learners                | 35               | 33                              | 94.3                            | 9.1                                  |
| Students with Disabilities      | 72               | 64                              | 88.9                            | 34.4                                 |

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)**

The ongoing goal of CTE (Career Technical Education) is for students to build marketable skills and prepare for employment in any field. Redlands High School's CTE courses emphasize a positive work ethic, maintaining proper workplace etiquette, leadership skills and working with project timelines and parameters. All CTE classes expose students to what employers seek in employees and what makes one person more qualified than another. Discussions of career classifications provide students with an understanding of the hierarchy through which any given employee may progress.

The students in Redlands High School's California Partnership Academy (CPA) academies (HEART and ReBus) and our classes provided by the Regional Occupation Program (ROP) also practice essential employability skills through activities both at the school site and in the workplace. Each academy student works on multiple projects. Examples of CTE classes include: Multimedia Design, Cross-Age Teaching, Early Childhood Studies, Cyber Security, Auto Shop, Culinary Arts, Website Design, Medical Services, Retailing, and Virtual Enterprise. RHS has over 100 students working daily with elementary students through the Cross-Age Teaching classes. RHS also offers classes in retailing that provide experience in managing a student store. All of these practical and dynamic classes provide students with problem solving, team work, critical thinking, and leadership skill practice. Several of the Career Technical courses are articulated with local community college courses. This allows students completing those courses to earn college credits as well as high school credit for those courses. The counseling and career center staff provide information to all students through their English classes at the 11th and 12th grade level to increase students' access to self-interest and skills inventories, career research, college entrance requirements, testing requirements, financial aid, and all the details of the college application and career planning process. Each year, Redlands High School holds a four-year college fair in the fall as well as a two-year/technical/military college fair in the spring.

The occupational program and specific courses are listed below:

- Media and Design Arts/Multimedia - Multimedia CP - Advanced Multimedia -Video Production
- Child Development, Education -Intro to Child Development - Early Childhood Studies -Child Development -Cross-Age Teaching
- Professional Sales and Marketing - Retailing - Small Business Management - Virtual Enterprise
- Vehicle Maintenance Service and Repair - Auto Shop - Advanced Auto Shop -
- Health and Medical Technology - Medical Services Occupations - Hospital Occupations
- Food Science, Dietetics, and Nutrition - Foods I - Foods II - Advanced Foods - Culinary Arts
- Manufacturing - Advanced Manufacturing

### Career Technical Education Participation (School Year 2015-16)

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 765                       |
| % of pupils completing a CTE program and earning a high school diploma                                   | 95.5%                     |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 58%                       |

### 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          | 97.59   |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 54.8    |

### 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           | 18.4  | 24.5                  | 37.4                 |

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)

Redlands High School has the support of many different parent, community and business organizations. RHS welcomes parent participation through various groups such as PTSA, School Site Council, and ELAC (the English Language Advisory Committee) groups. The PTSA is a parent/teacher/student organization that meets monthly to provide support as needed. Among their activities are sponsorship of Grad Night, Open House (parents night), Battle of the Bands, and scholarships. Parent volunteers are also involved in the School Site Council, in numerous booster clubs for athletics, speech, music, and drama, etc. and on the various steering committees for the career pathways and academies. There is also a number of parents who participate in WASC committees each year to collaborate with on-campus stakeholders regarding the efficacy of the school.

As communication with parents is vital, parent/teacher meetings are available both by parent and teacher requests. Parents and teachers also communicate through e-mail and via the phone. Each year RHS holds its annual Open House Night, Graduation Night, 8th Grade Parent Night, and several College Information Nights. Our Website is consistently updated and teachers can now each have their own website for assignments and other student and parent communication. Each parent is also encouraged to activate their Aeries.net Parent Portal account, which gives them access to all of their student's school information, including most teachers' current gradebook information for their student.

## 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    | 2.00    | 3.90    | 3.30    | 4.80     | 4.80    | 5.70    | 11.40   | 11.50   | 10.70   |
| Graduation Rate | 95.75   | 92.55   | 93.70   | 91.21    | 90.55   | 90.70   | 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                     | 95                       | 89       | 86    |
| Black or African American        | 100                      | 86       | 78    |
| American Indian or Alaska Native | 33                       | 69       | 78    |
| Asian                            | 99                       | 94       | 93    |
| Filipino                         | 95                       | 96       | 93    |
| Hispanic or Latino               | 94                       | 86       | 83    |
| Native Hawaiian/Pacific Islander | 100                      | 100      | 85    |
| White                            | 93                       | 91       | 91    |
| Two or More Races                | 100                      | 96       | 89    |
| Socioeconomically Disadvantaged  | 55                       | 62       | 66    |
| English Learners                 | 33                       | 35       | 54    |
| Students with Disabilities       | 47                       | 47       | 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 | 4.2     | 3.7     | 3.0     | 4.8      | 3.7     | 4.1     | 4.4     | 3.8     | 3.7     |
| Expulsions  | 0.3     | 0.4     | 0.3     | 0.2      | 0.2     | 0.2     | 0.1     | 0.1     | 0.1     |

### School Safety Plan (School Year 2016-17)

Redlands High School utilizes data from monthly suspension/expulsion reports and the Student Services Year-End Report to evaluate the current status of school crime. A Safe School Plan is updated each school year and is reflective of the school's safety needs.

The key components of the Redlands High School's Safe School Plan include a description of school discipline policies and procedures, ensuring a safe and orderly environment, dress code guidelines, suspension and expulsion policies, sexual harassment and bullying policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures.

Six full-time safety officers and four part-time campus monitors work with students to provide for a safe campus. To ensure student safety before school, during passing periods, during lunch and after school, school safety officers and administrators supervise the school grounds. Signs are posted throughout the perimeter of the school to indicate to all visitors that they must report to the administration office and may not be on school grounds unless they have clearance and have obtained a visitor's pass.

The staff has developed a comprehensive area disaster plan. The plan covers emergencies such as fires, earthquakes, power blackouts, lockdowns and major problems where we would have to close the facilities or keep the students in class. Drills are practiced each year so the students are aware of the various procedures to be followed in case of a disaster. This plan will enable staff and students to remain as calm as possible while they deal with the events surrounding the disaster.

The school site is inspected for safety issues each year. Safety Committee meetings are held bimonthly.

## 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                          |        | 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        | 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        | 29              | 18                   | 28    | 40  | 28              | 22                   | 26    | 39  | 28              | 12                   | 41    | 19  |
| Mathematics    | 29              | 16                   | 23    | 35  | 28              | 22                   | 27    | 30  | 27              | 29                   | 37    | 13  |
| Science        | 29              | 10                   | 29    | 27  | 29              | 9                    | 27    | 25  | 28              | 16                   | 26    | 20  |
| Social Science | 27              | 15                   | 24    | 30  | 28              | 15                   | 18    | 33  | 29              | 12                   | 37    | 11  |

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                                  | 6                                | 400   |
| Counselor (Social/Behavioral or Career Development) | 0                                | N/A   |
| Library Media Teacher (Librarian)                   | 1                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | 2                                | N/A   |
| Psychologist  | 1                                | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | 0                                | N/A   |
| Speech/Language/Hearing Specialist                  | 1                                | 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 2014-15)

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | \$7,289.83             | \$1,204.05               | \$6,085.78          | \$80,443.59            |
| District                                     | N/A                    | N/A                      | \$6,085.78          | \$80,558               |
| Percent Difference: School Site and District | N/A                    | N/A                      | 0.0                 | -0.1                   |
| State  | N/A                    | N/A                      | \$5,677             | \$75,837               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | 7.2                 | 6.1                    |

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

### Types of Services Funded (Fiscal Year 2015-16)

Redlands High School offers a wide variety of support to our students who need more time or instruction to meet state standards. Each year teachers and administrators analyze students results on summative assessments. Teachers also have frequent common formative assessments in the core content areas. Following these exams, teachers discuss their students' results and plan the next instructional steps to ensure students meet standards. RHS has the following supplemental services in the area of English Language Arts:

- A reading class for freshmen who have not met standards on summative assessments or who have struggled in in their English language arts classes. Students are placed in these classes based on 8th grade data.
- Make-up English Language Arts classes offered through summer school and Adult School.
- English Language Development Classes for students new to the country
- Extra support or lab classes for EL students who might not be new to the country but need to build Cognitive Academic Academic Literacy Skills and/or still need to pass the High School Exit Exam

To support students in math RHS has:

- Multiple Math Review classes which are designed to support student success in Math I

Other strategies and programs to support students include:

- The use of schoolwide literacy strategies designed to increase the literacy of all students. These activities focus on increasing vocabulary, reading rigorous text and writing across the curriculum.
- Ninth and tenth grade interdisciplinary teams that are designed to support and develop academic and behavioral growth. The 9th grade teachers in each team share common preparation periods while the sophomore teams meet during time set aside from our early release
- SDAIE (Specially designed academic instruction in English) science, social science and math classes for English language students.



- The Academic Prep class for freshmen who failed their content classes in the 8th grade. This class focuses on study and organizational strategies, literacy strategies, goal setting/self evaluation as well as tutoring to help these students pass their high school classes.

The ninth grade year is crucial to the overall success and graduation of high school students so we want to see these students successful in their first year.

- The AVID program which is designed to prepare and support students for high level college prep and honors/Advanced Placement classes. The program is primarily aimed at minority and/or first generation college bound students.
- Embedded tutoring through which students receive tutorial support in each class as needed.

#### Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category                                      | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$43,473        | \$45,092                                     |
| Mid-Range Teacher Salary                      | \$76,873        | \$71,627                                     |
| Highest Teacher Salary                        | \$96,912        | \$93,288                                     |
| Average Principal Salary (Elementary)         | \$118,476       | \$115,631                                    |
| Average Principal Salary (Middle)             | \$127,244       | \$120,915                                    |
| Average Principal Salary (High)               | \$138,146       | \$132,029                                    |
| Superintendent Salary                         | \$184,914       | \$249,537                                    |
| Percent of Budget for Teacher Salaries        | 40%             | 37%  |
| 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 2015-16)

| Subject                  | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science         |                               | N/A                               |
| English                  | 6                             | N/A                               |
| Fine and Performing Arts | 2                             | N/A                               |
| Foreign Language         | 2                             | N/A                               |
| Mathematics              | 8                             | N/A                               |
| Science                  | 4                             | N/A                               |
| Social Science           | 20                            | N/A                               |
| All courses              | 39                            | 20.82                             |

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

#### Professional Development (Most Recent Three Years)

The Redlands High School staff is committed to continual professional growth. Both RHS and the District have implemented professional development plans with a variety of offerings. Teachers also work in content specific Professional Learning Communities (PLCs) analyzing data and modifying curriculum, programs and/or instruction as needed to improve student achievement. RHS has a late start Tuesday schedule and RHS uses this time for professional development and PLCs. The focus of professional development has been the Common Core State Standards for English language arts and math, the Common Core College and Career Readiness Standards in reading and writing, the Depths of Knowledge, Close Reading, Thriving in a Culture of Rigor, and more. Professional Development was delivered during the two pre-services days in August, during one full-day professional development day in September, and throughout "Dawg Times" (late-start Tuesdays) each week of the school year, save finals weeks.

Teachers are supported in the implementation of strategies learning in professional development sessions in a variety of ways. Teachers on Assignment (TOAs) are assigned to work directly with mathematics and English teachers, in both classroom coaching and developing lesson plans. Administrators conduct focused classroom drop-ins, allowing feedback to be given to teachers on specific strategies. Administrators are available for coaching as well.

Through the evaluation process, teachers develop their own goals for professional improvement and continue to enroll in college courses. New teachers participate in teacher induction programs both through the District and their universities and their colleagues also provide mentoring.