

# School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## II. About This School

### Contact Information (School Year 2008-09)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Redlands Senior High School	<b>District Name</b>	Redlands Unified School District
<b>Street</b>	840 East Citrus Avenue	<b>Phone Number</b>	(909) 307-5300
<b>City, State, Zip</b>	Redlands, CA 92374	<b>Web Site</b>	www.redlands.k12.ca.us
<b>Phone Number</b>	(909) 307-5500	<b>Superintendent</b>	Lori Rhodes
<b>Principal</b>	Christina Rivera	<b>E-mail Address</b>	lori_rhodes@redlands.k12.ca.us
<b>E-mail Address</b>	christina_rivera@redlands.k12.ca.us	<b>CDS Code</b>	36-67843-3635042

### School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

Redlands High School (RHS) continues its tradition as an outstanding institution whose primary purpose is to educate students to be knowledgeable adults, responsible citizens, and active leaders in a competitive and changing world. We accomplish this through a rich academic program and exceptional co-curricular activities.

Redlands High School serves the needs of all its approximately 3300 students (9th-12th grades) on a single campus. However, with a new school opening in the district next year, out numbers will begin to decrease dramatically until we reach about 2,000 students over the course of the next few years.

Students at RHS benefit from an outstanding faculty and support staff that contains a good blend of experienced and new personnel. Five administrators supervise the staff of 160 certificated including nine counselors, two school psychologists, ten ROP teachers, two AFJROTC teachers, two school resource officers and 100 classified employees. The certificated staff includes one Career Center Coordinator, one librarian, an Athletic Director, an Activities Director and a Title I/Small Learning Communities Coordinator.

The school operates on a traditional daily schedule with six fifty-five minute periods.

The Western Association of Schools and Colleges (WASC) reported that RHS provides a safe, positive environment that provides an educational foundation that challenges students academically through a rigorous, standards-based curriculum. The school received a full six-year accreditation in the 2005 -2006 school year.

## School Summary

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, Bryn Mawr, Mentone, East Highland, and Forest Falls. The Redlands High School attendance area includes most of Redlands, the city of Loma Linda, the community of Bryn Mawr, 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. Geographically, the site encompasses sixty-five acres. The student population includes a minority population of approximately 59% which has seen a steady increase over the last few years. The school has also seen an increase in the number of students in the Free and Reduced Lunch program. As of 2008 RHS has 53% of its students qualifying for free and reduced lunch.

Staff, students, and parents see Redlands High School as a place to learn and high expectations exist for student achievement. Staff members work diligently to improve the achievement of all students. Redlands High School has one of the highest pass rates in San Bernardino County on the California High School exam. Support classes are provided to those students in danger of not passing this exam. RHS also provides reading and math support classes as well as an academic support class for 9th grade and other students as needed. Redlands High School's culture of achievement is exemplified by our championship Mock Trial, Academic Decathlon, Speech and Debate, and Imagination Destination teams. RHS offers a wide range of Advanced Placement classes. The scores of our students are consistently the highest in the both the Riverside and San Bernardino Counties. The school also enjoys award winning newspaper, yearbook, vocal and instrumental, visual & performing arts, spirit leader, and athletic programs. Last year, RHS won 7 of 16 possible Citrus Belt League athletic titles out of an eight team league.

RHS collaborates with local two and four-year institutions of higher education to bring valuable programs to our students. Both of the community colleges in our area, Crafton Hills 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 high school students have about enrolling in a community college. Some of our students enroll in community college classes while still attending high school. 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 and Loma Linda University also provide opportunities for RHS students to visit their campuses and offer their faculty to serve as mentors. Last year about 89% of our students reported that they were enrolling into either a two- or four-year college after graduating from RHS.

As a recent recipient of a Federal Small Learning Communities Grant, Redlands High School is implementing Freshman Teams and Career Academies and Pathways. The purpose of the small learning communities is to provide for personalization so that all students are known well, to improve schoolwide student achievement, and to prepare students for life after graduation. The four schools are The School of Enterprise, The School of Public Action, The School of Professional Services and the School of Arts and Industry. Students at Redlands High School develop a four-year plan with their counselor that enables them to identify their interest in one of the four career related schools and the electives within those schools. Support classes have been implemented as needed for our freshmen and for those students in danger of not passing the CAHSEE class or of not graduating. Further, Redlands High School continues the development of School-to-Career programs with the successful establishment of the HEART Academy (health careers), ReBUS (business careers), SPORT (sports related careers) and the Air Force JROTC program.

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 both district 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 at both 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.

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). In both cases, students receive instruction from the core curriculum, with either an emphasis on medical or business career

### [Opportunities for Parental Involvement \(School Year 2007-08\)](#)

This section provides information about opportunities for parents to become involved with school activities.

Parental involvement is beneficial for the school and for our students. RHS welcomes participation through various groups and processes such as PTSA, Site Council, ELAC (the English Language Advisory Committee), and the Title I and Small Learning Communities parent group. Redlands High School has the support of many different parent, community and business organizations. 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), and the awarding of scholarships to deserving students. Parent volunteers support the RHS program in innumerable ways. They are especially involved in our Parent Teacher Student Association, the School Site Council, in numerous booster clubs for athletics, speech, music, and drama, and on the various steering committees for the career pathways and academies.

As communication with teachers 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. For those parents living far from the school, representatives from school hold an additional parent night at Victoria Elementary. Our Website is consistently updated and teachers can now each have their own website for assignments and other student and parent communication. RHS also mails out our parent newsletter, Terrier Tracks, three to four times a year.

### [Student Enrollment by Grade Level \(School Year 2007-08\)](#)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	880
Grade 10	915
Grade 11	861
Grade 12	811
<b>Total Enrollment</b>	<b>3467</b>

### [Student Enrollment by Group \(School Year 2007-08\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	7.82%	White (not Hispanic)	37.93%
American Indian or Alaska Native	0.66%	Multiple or No Response	4.53%
Asian	11.42%	Socioeconomically Disadvantaged	40%
Filipino	4.15%	English Learners	10%
Hispanic or Latino	32.74%	Students with Disabilities	11%
Pacific Islander	0.75%		

### [Average Class Size and Class Size Distribution \(Secondary\)](#)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2005-06				Avg. Class Size	2006-07			Avg. Class Size	2007-08				
	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	28.5	30	34	51	28.4	21	45	54	26.7	34	58	33		
Mathematics	26.1	46	33	34	27.7	14	64	31	27.6	28	41	35		
Science	32.4	1	20	42	31.4	9	19	52	31.5	7	18	55		
Social Science	32.1	6	19	57	31.7	10	16	54	30.6	10	21	47		

### III. School Climate

#### [School Safety Plan \(School Year 2007-08\)](#)

This section provides information about the school's comprehensive safety plan.

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.

Two Redlands Police Department School Resource Officers are available to provide counseling, education, and law enforcement activities for students. The officers are available to address student attendance concerns and other problematic student behavior. Seven full-time security officers and four part-time campus monitors also work with students to provide for a safe campus. RHS also has an active peer mediation program to aid in resolving student conflicts. Cases are referred to the mediation group by teachers, counselors, and administrators.

To ensure student safety before school, during passing periods, during lunch and after school, school security 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.

#### [Suspensions and Expulsions](#)

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>Suspensions</b>	16.1	12.9	10.7	9.8	10.5	9.2
<b>Expulsions</b>	2.0	1.0	0.9	0.7	0.6	0.4

### IV. School Facilities

#### [School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Redlands High School is one of two comprehensive high schools in Redlands Unified School District. Encompassing 67 acres, RHS is the oldest high school continuously operating at its original site in the state of California.

The RHS campus is presently comprised of 124 classrooms. Eighteen portable buildings were added to the northern most part of North Campus in order to accommodate our enrollment growth and our Modernization Project which took place from March of 2003 through June of 2005. Classrooms have completed modernization which has improved the lighting, provided or renovated the air conditioning systems and given us new ceilings and windows. The two gyms and our Terrier Hall Cafeteria were also renovated with new floors, windows and cooling systems. Most of the science labs were completely redone with new cabinetry, and lab stations.

Two auditoriums, on the RHS campus, provide ample opportunity for both large and intimate productions and assemblies. Clock Auditorium, which seats 1000+, and 400-seat Grace Mullen Auditorium are used daily by our staff and students and nightly for special school events or community activities.

Redlands High School has a Library/Media Center which is connected by the school's computer network to all classrooms and to the Internet. Each classroom on campus also has Internet access and cable television service. Classrooms have a minimum of one computer per room, and 12 plus classrooms have seven computers or more each.

Currently, the school has seven classrooms for computer instruction, one of which is an ROP classroom. In addition, RHS has one computer lab, available to teachers and their classes from all content areas. Several classrooms have banks of computers to support computer assisted instruction in math and English Language Arts. Individual students may also use this facility before and after school, and during class periods when available. We also have thirteen computers in a lab adjoining our ELD classroom.

In addition to two athletic fields, RHS has two gymnasiums, two weight rooms, a fitness center, and two swimming pools used by our physical education classes and our sports program teams. Both gymnasiums and swimming pools were modernized in 03-04. Our south campus athletic fields were recently renovated with funds generated from RHS qualifying for a Qualified Zone Academy Bond. These renovations included two new softball fields, a new lower level baseball field and two new soccer fields. The new stadium construction was completed in August 2008. The new football stadium includes an all weather track and synthetic playing field. The funds for this project were donated by a 1957 RHS graduate. The main quad by the administration building and the cafeteria were upgraded in the summer of 2005 with the addition of new concrete, planters, trees and areas for seating.

The South Campus Administration Building houses the principal's office, offices for two assistant principals, the attendance office, the health office, the counselors' offices, the office for the school resource officer, the main office for school security, and the office for English language learners. Also, there are three rooms, including the Centennial Room, that are capable of holding small groups for meetings. The North Campus Office houses two assistant principals, both whose major responsibilities are attendance, discipline, security, staff development, and special programs. The RHS Security Department also has satellite office on North Campus.

The RHS Career Center is an award-winning facility providing all students with academic and career planning. The Center has 17 Internet-connected computers available to students, providing access to career, college, and scholarships search programs. The Center is a spacious building (separate from but attached to the administration building) with enough room to accommodate ongoing services and other meetings at the same time. The Career Center contains the offices for the ROP Counselor.

In September 2000, the RHS Art Department dedicated the Margaret Clark Art Gallery. This gallery was developed with financial and volunteer support from the district and the Redlands community. Housed in the same building as, and adjacent to, the Library/Media Center, the Gallery features various student and professional art exhibits throughout the school year.

#### **Maintenance and Repairs**

When maintenance and repairs are needed, the site custodians are notified and work or repair is made if possible. But, if not, District maintenance staff ensures 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. The site Principal has inspected the school prior to the opening to students and has indicated 100% of all toilets on school grounds are in working order.

#### **Cleaning process and schedule**

School site custodians are on an A and B cleaning schedule where rooms are cleaned thoroughly every other night but trashed nightly. RHS has two full time gardeners that are in charge of grounds.

#### School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	[X]	[ ]	[ ]	Inspected monthly.
Mechanical Systems	[X]	[ ]	[ ]	Inspected monthly.
Windows/Doors/Gates (interior and exterior)	[X]	[ ]	[ ]	Inspected monthly.
Interior Surfaces (walls, floors, and ceilings)	[X]	[ ]	[ ]	Inspected monthly.
Hazardous Materials (interior and exterior)	[X]	[ ]	[ ]	Inspected monthly.
Structural Damage	[X]	[ ]	[ ]	Inspected monthly.
Fire Safety	[X]	[ ]	[ ]	Inspected monthly.
Electrical (interior and exterior)	[X]	[ ]	[ ]	Inspected monthly.
Pest/Vermin Infestation	[X]	[ ]	[ ]	Inspected monthly.
Drinking Fountains (inside and outside)	[X]	[ ]	[ ]	Inspected monthly.
Restrooms	[X]	[ ]	[ ]	Inspected monthly.
Sewer	[X]	[ ]	[ ]	Inspected monthly.
Playground/School Grounds	[X]	[ ]	[ ]	Inspected monthly.
Roofs	[X]	[ ]	[ ]	Inspected monthly.
Overall Cleanliness	[X]	[ ]	[ ]	Inspected monthly.

### Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
<b>Overall Summary</b>	[ ]	[X]	[ ]	[ ]

## V. Teachers

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 closely together by departments analyzing data and modifying curriculum, programs and/or instruction as needed to improve student achievement. 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. New teachers also attend workshops geared to their needs on campus.

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
<b>With Full Credential</b>	124	126	123	954
<b>Without Full Credential</b>	8	6	12	55
<b>Teaching Outside Subject Area of Competence</b>	0	7	5	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2006-07	2007-08	2008-09
<b>Misassignments of Teachers of English Learners</b>	18	6	0
<b>Total Teacher Misassignments</b>	18	15	5
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	91.1%	8.9%
<b>All Schools in District</b>	94.2%	5.8%
<b>High-Poverty Schools in District</b>	100%	0%
<b>Low-Poverty Schools in District</b>	98.9%	1.1%

## VI Support Staff

### [Academic Counselors and Other Support Staff \(School Year 2007-08\)](#)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	9	385
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

## VII. Curriculum and Instructional Materials

### [Quality, Currency, and Availability of Textbooks and Instructional Materials \(School Year 2008-09\)](#)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	See above.	0%
Mathematics	See above.	0%
Science	See above.	0%
History-Social Science	See above.	0%
Foreign Language	See above.	0%
Health	See above.	0%
Visual and Performing Arts		
Science Laboratory Equipment (grades 9-12)	See above.	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,610	\$652	\$3,958	\$68,255
District	---	---	\$4,529	\$67,444
Percent Difference – School Site and District	---	---	-14%	1%
State	---	---	\$5,300	\$62,157
Percent Difference – School Site and State	---	---	-34%	9%

### Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Redlands High School was visited by the Western Association of Schools and Colleges during the 2005-06 school year. We are pleased to report that the school received a full six-year accreditation term. As summarized by the 2005-06 WASC Review Team, the strengths of Redlands High School may be highlighted as follows:

Redlands High School has a clear mission statement that is founded in the school's vision that "all students can learn." Redlands High School offers an educational foundation that challenges students academically through a standards-based curriculum and the scope and sequence for each course. Achievement data, such as district end-of-course exams, CST scores and CAHSEE results are regularly analyzed with curriculum being redesigned or modified to ensure the instructional program is challenging, satisfying and rigorous. The school has existed for over 100 years. Many of its stakeholders and teachers are graduates and carry with them enormous Terrier Pride. This leads to a sense of family that permeates throughout RHS and the community.

Itemized Areas of Schoolwide Strengths of Redlands High School Provided by the 1999-2000 WASC Visiting Team:

- Scope and Sequence Documents used across the curriculum, aligned to district, state and national standards
- Small Learning Communities under development
- Extensive Career Center providing students access to information
- Summative assessment data reviewed by Staff
- End-of-Course exams in core subjects used to predict CST results
- The development of distributive leadership amongst the staff
- CAHSEE Review courses
- Career Pathways and Academies
- Each student develops a senior career portfolio in his/her English class
- RHS supports an environment of collegiality with teachers
- RHS offers a wide range of honors and Advanced Placement courses to an increasing number of students, with success evident in the school's pass rate
- Eighty percent of the teaching staff have the required certification to teach EL students
- RHS Schoolwide Writing Standards
- Implementation of the Read 180 program
- Uniformity in high expectations and standards for student learning. Most students aware of what the expectations are.
- Data is used to determine and implement needed interventions for students struggling to achieve academic standards and meet graduation requirements
- Counselors meet with all students twice a year
- Wide variety of student activities
- A faculty open and responsive to student needs in and out of the classroom
- Development of the HEART Academy
- Tradition and school pride
- Awareness by the staff of the achievement gap between different groups of students

### **Critical Needs**

Staff, students and parents analyzed numerous types of student data to identify critical academic needs.

These findings were verified by the WASC Visiting Team. While many students meet or exceed proficiency levels, content reading and writing and Algebra proficiency remain critical needs for certain students.

**Goals:**

- The percent of students proficient on the English Language Arts portions of the CHASEE and the CST exams will improve incrementally each year so that each subgroup 1) improves each year, 2) meets the yearly increases in state and federal targets, and 3) reaches 100% proficient by 2014 or a score of 800 or above.
- The percent of students proficient on the math portions of the CHASEE and the CST exams will improve incrementally each year so that each subgroup 1) improves each year, 2) meets the yearly increases in federal targets, and 3) reaches 100% proficient by 2014 or a score of 800 or above.

**2008-2009 Student Objectives**

During the 2008-2009 school year, Redlands High School will be refining the program to improve standardized test scores for maximum student performance. Objectives include:

- Identification of ninth grade students who need additional support in math and language arts tests for placement in math and English classes designed to increase their skills.
- Eleventh grade students who have failed the CAHSEE in the tenth to be placed in a CAHSEE intervention program.
- Identification of ELL students who are underachieving in language arts and math tests, and development of materials for ESL lab review with instructional aides.
- Implementation of Specially Designed Academic Instruction in English classes for the core content areas for all EL students.
- Implementation of common formative assessments designed to help teachers identify and address specific student learning needs. Provide teacher articulation time to review results and plan next steps for instruction or support.
- Implement content literacy activities in reading and writing across the curriculum
- Implement on-going professional development activities
- Implement ninth and tenth grade teams
- Implement ReBus and SPORT Career Academies

**Teacher and Administrative Salaries (Fiscal Year 2006-07)**

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$39,135	\$40,721
<b>Mid-Range Teacher Salary</b>	\$69,202	\$65,190
<b>Highest Teacher Salary</b>	\$84,701	\$84,151
<b>Average Principal Salary (Elementary)</b>	\$107,174	\$104,476
<b>Average Principal Salary (Middle)</b>	\$114,548	\$108,527
<b>Average Principal Salary (High)</b>	\$124,362	\$119,210
<b>Superintendent Salary</b>	\$166,464	\$210,769
<b>Percent of Budget for Teacher Salaries</b>	43.1%	39.9%
<b>Percent of Budget for Administrative Salaries</b>	4.9%	5.5%

## IX. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	49	48	47	48	50	52	42	43	46
Mathematics	24	23	23	43	44	45	40	40	43
Science	38	42	43	42	44	52	35	38	46
History-Social Science	45	42	41	40	41	42	33	33	36

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	40	9	31	34
American Indian or Alaska Native	29	15	*	27
Asian	59	42	63	56
Filipino	61	27	53	48
Hispanic or Latino	29	12	27	25
Pacific Islander	47	20	*	*
White (not Hispanic)	59	29	53	52
Male	42	24	45	45
Female	51	22	41	38
Economically Disadvantaged	31	14	28	
English Learners	6	7	10	6
Students with Disabilities	3	2	5	
Students Receiving Migrant Education Services				

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English-language arts and mathematics.

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
<b>English-Language Arts</b>	60.8	54.9	58.2	63.0	55.7	62.3	51.1	48.6	52.9
<b>Mathematics</b>	60.4	63.4	57.5	60.4	60.7	59.7	46.8	49.9	51.3

### CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
<b>All Students</b>	41.8	44.8	13.4	42.5	33.3	24.2
<b>Male</b>	44.7	43.3	12.0	39.5	34.9	25.6
<b>Female</b>	39.2	46.2	14.6	45.2	31.8	23.0
<b>African American</b>	50.0	42.9	7.1	58.6	24.3	17.1
<b>American Indian or Alaska Native</b>	*	*	*	*	*	*
<b>Asian</b>	27.7	43.8	28.6	15.3	34.2	50.5
<b>Filipino</b>	37.9	48.3	13.8	39.3	25.0	35.7
<b>Hispanic or Latino</b>	57.3	36.9	5.8	58.8	30.4	10.8
<b>Pacific Islander</b>	*	*	*	*	*	*
<b>White (not Hispanic)</b>	31.5	52.5	16.1	33.8	39.0	27.3
<b>English Learners</b>	70.9	28.2	0.9	54.8	34.8	10.4
<b>Socioeconomically Disadvantaged</b>	59.8	35.1	5.1	58.5	29.8	11.6
<b>Students Receiving Migrant Education Services</b>	*	*	*	*	*	*
<b>Students with Disabilities</b>	89.7	10.3	0.0	89.9	8.9	1.3

### California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
<b>9</b>	30.5

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

#### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005-06	2006-07	2007-08
Statewide	7	7	7
Similar Schools	6	7	7

#### API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	13	7	-8	734
African American	16	38	13	704
American Indian or Alaska Native				
Asian	2	25	-4	824
Filipino	13			786
Hispanic or Latino	13	11	-14	652
Pacific Islander				
White (not Hispanic)	10	0	-6	776
Socioeconomically Disadvantaged	22	11	7	663
English Learners	-8	10	-18	623
Students with Disabilities	-8	-6	-13	441

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

### [AYP Overall and by Criteria \(School Year 2007-08\)](#)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	Yes	Yes

### [Federal Intervention Program \(School Year 2008-09\)](#)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	4.3

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California Public Universities

#### [University of California](#)

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### [California State University](#)

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at <http://www.calstate.edu/admission/>.

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Dropout Rate (1-year)</b>	1.4	1.9	2.6	1.4	1.7	3.4	3.1	3.5	4.4
<b>Graduation Rate</b>	94.1	91.5	89.0	94.1	92.8	86.8	85.0	83.0	79.5

### Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in grade 12, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tq/hs/>.  
*Note: "N/A" means that the student group is not numerically significant.*

Group	Graduating Class of 2008		
	School	District	State
<b>All Students</b>	684/726		N/A
<b>African American</b>	40/47 85%		N/A
<b>American Indian or Alaska Native</b>	3/4 75%		N/A
<b>Asian</b>	97/99 98%		N/A
<b>Filipino</b>	38/38 100%		N/A
<b>Hispanic or Latino</b>	180/196 92%		N/A
<b>Pacific Islander</b>	10/10 100%		N/A
<b>White (not Hispanic)</b>	311/327 95%		N/A
<b>Socioeconomically Disadvantaged</b>	202/219 92%		N/A
<b>English Learners</b>	46/54 85%		N/A
<b>Students with Disabilities</b>	58/68 85%		N/A

### Career Technical Education Programs (School Year 2007-08)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

An ongoing goal of CTE courses is for students to build marketable skills and prepare for employment in any field. RHS CTE courses emphasize a positive work ethic, maintaining proper workplace etiquette, and working with project timelines and parameters. Weekly CTE discussions with all 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 also practice essential employability skills through activities both at the school site and in the workplace. Each academy student works on multiple projects in teams. Two new team oriented classes providing work place skill development on campus are the new Geographic Information Systems (GIS) classes and the new Virtual Enterprise class. RHS has over 100 students working daily with elementary students through the Child Development 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.

RHS students have the opportunity to take classes in a variety of CTE 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. The counseling and career center staff provide sequenced instruction to all students through their English classes at each grade level to increase students' access to self-awareness inventories, career research, college entrance requirements, testing requirements, financial aid, and all the details of the college application and career planning process.

The occupational program and specific courses are listed below:

**Media and Design Arts/Multimedia**

- Multimedia CP
- Multimedia CP Advanced Multimedia
- Video Documentary

**Computer Hardware, Electrical, and Networking Engineering \**

- Website Design
- Computer Repair and Maintenance
- MS Windows Professional
- Child Development, Education
- Intro to Child Development
- Psychology
- Early Childhood Studies
- Child Development
- CrossAge Teaching
- Child Care Occupations
- Architectural and Structural Engineering
- Drafting Technology
- Drafting Technology Advanced – CAD
- Architectural Drafting

**Professional Sales and Marketing**

- Business Education
- Retailing
- Fashion Merchandising
- Small Business Management
- Virtual Enterprise

**Cabinet Making and Wood Products**

- Woods I
- Woods II
- Advanced Woods
- Cabinet Making

**Vehicle Maintenance Service and Repair**

- Auto Shop
- Advanced Auto Shop
- Auto Collision and Repair

**Health and Medical Technology**

- Medical Assistant
- Medical Services
- Medical Services Occupations
- Medical Terminology
- Physical Therapy

**Food Science, Dietetics, and Nutrition**

- Foods I

[Career Technical Education Participation \(School Year 2007-08\)](#)

This table displays information about participation in the school's career technical education (CTE) programs.

Measure	CTE Program Participation
<b>Number of pupils</b>	1068
<b>Percent of pupils completing a CTE program &amp; earning a high school diploma</b>	100%
<b>Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education</b>	32%

[Courses for University of California and/or California State University Admission \(School Year 2007-08\)](#)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	69.8
Graduates Who Completed All Courses Required for UC/CSU Admission	28.1

[Advanced Placement Courses \(School Year 2007-08\)](#)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	4	N/A
All courses	12	4.4