

Redlands Senior High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Redlands Senior High School
Street	840 East Citrus Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-5500
Principal	Kate Van Luven
Email Address	kate_vanluven@redlands.k12.ca.us
Website	www.redlandsusd.net/rhs
County-District-School (CDS) Code	36-67843-3635042

Entity	Contact Information
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
Website	www.redlandsusd.net

School Description and Mission Statement (School Year 2019-20)

Redlands Unified School District Mission Statement:

The Redlands Unified School District, as a unifying agent of several unique communities rich in local history, culture and tradition, is committed to preparing students to become productive participants in a diverse, multi-cultural, democratic society through quality education, high expectations, flexible programs and innovative partnerships. Our students will be empowered with the knowledge and commitment necessary to confront the challenges of our changing world, as they become the leaders of the 21st century.

Redlands High School 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

Redlands High School (RHS) is the oldest school in California still on its original site. It was established in 1891 and was the only comprehensive high school for the community for over 100 years until the opening of Redlands East Valley High School in 1997, followed by Citrus Valley High School in 2009. The school site encompasses 65 acres. A major city street runs through the campus, dividing the campus into South Campus (the original site) and North Campus. RHS has received four California Distinguished School Awards (1990, 1992, 1994 and 2018), numerous Golden Bell Awards, and was named a California Gold Ribbon School in 2015. The staff currently includes 104 certificated employees, 6 ROP teachers, 1 AFJROTC teachers, and 63 classified staff members. The certificated staff includes four administrators: two Caucasian females, one Hispanic female and one Caucasian male; six counselors: five Caucasian females and one Hispanic male; one full-time career center coordinator, one librarian, a part-time athletic director, a full-time English Language Learner support teacher, two part-time Academic Case Carriers, and a part-time activities director. The school operates on a traditional daily schedule, with each class meeting five periods a week for fifty-five minutes per period. Students may enroll in a total of six class periods per day, with multiple opportunities to enroll in a zero or seventh period for select programs.

Over the past 20 years, the student population of RHS has seen a population fluctuation from a high of 5,078 in 1997 to a low of 2,708 in 1999. The school increased again to 3,512 in 2007 and dropped to the current population of approximately 2,400. Each major decrease coincided with the opening of a new high school in the District. The minority population has been steadily increasing over the last few years. Presently, our total minority population is 69%. RHS has also seen an increase in the number of students in the Free and Reduced Lunch Program - 23% in the 2003-2004 school year to a high of 53% in 2008-2009. Currently we have 51% of our students in the program.

RHS 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 its activities are sponsorship of Grad Night, Open House (Parents Night), financial support of campus-wide programs such as Every Fifteen Minutes, and scholarships awarded to deserving students. Created in 1966, the Redlands Community Scholarship Foundation is composed of over 100 members administered by an elected Board of Directors. The Foundation receives gifts, donations, and bequests from individuals and organizations, and it dispenses over \$150,000 in the form of scholarships annually to Redlands Unified School District graduates. Several other community organizations, such as the Kiwanis and Rotary Clubs, also raise money each year to provide scholarships to our students. The Redlands Education Partnership Foundation (REP) is another nonprofit organization created in 1987 by the physicians of Beaver Medical Group in Redlands. This organization also raises funds all year to provide support. They focus especially on the arts, but also fund school gardens, science enrichment, and individual teacher grants. REP also recognizes outstanding service by classified and certificated staff alternately each year.

Student representatives from the three comprehensive high schools as well as the alternative high school report on a rotating basis to the Redlands Unified School District Board of Education at each Board meeting. Students also attend the meetings of many service clubs and organizations in the city, such as Rotary, Kiwanis, and Optimists, where they also report on school activities. Almost all sports are assisted by RHS booster organizations. Benchwarmers is a community-based organization that raises funds to support the athletic programs of all high schools. Speech, drama, and instrumental and vocal music also have booster groups that help sustain these programs.

Two RHS programs that have an active association with the business community are the HEART Academy and COMPACT. The Health and Recreation Training (HEART) Academy, established in 1999, 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, and Beaver Medical Clinic. The Redlands COMPACT is a partnership between business and education that was formed in 1990. The COMPACT Steering Committee is comprised of students and representatives from all three high schools, area colleges, our Board of Trustees, the business community, and the community's service clubs. The COMPACT Careers Club gives its members an opportunity to learn competitive skills for future employment by participating in different activities associated with job searches and interacting with various members of the business community. All student members are expected to donate their time to serving in the community.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	575
Grade 10	616
Grade 11	542
Grade 12	569
Total Enrollment	2,302

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	0.4
Asian	16.9
Filipino	3.9
Hispanic or Latino	40.7
Native Hawaiian or Pacific Islander	0.2
White	27.9
Two or More Races	4
Socioeconomically Disadvantaged	51.3
English Learners	8.6
Students with Disabilities	11.3
Foster Youth	0.3
Homeless	5.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	95	96	93	4
Without Full Credential	0	1	3	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives Pearson (2017) myPerspectives- American Literature Pearson (2017) Expository Reading and Writing Course (ERWC) 2nd Edition (2013)	Yes	0%
Mathematics	Mathematics I Integrated Pathway Walch Education (2013) Mathematics II Integrated Pathway Walch Education (2013) Mathematics III Integrated Pathway Walch Education (2013) Advanced Algebra Glencoe (2005) Pre-Calculus Prentice Hall (1999) Calculus Concepts and Applications Key Curriculum Press (2010)	Yes	0%
Science	Biology Pearson (2020)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>Modern Chemistry HMH (2017)</p> <p>Earth Science Prentice Hall (2006)</p> <p>Conceptual Physics Prentice Hall (2006)</p>		
History-Social Science	<p>United States History, Geography, Continuity, and Change McGraw Hill (2019)</p> <p>World History, Culture, and Geography: The Modern World (2019)</p> <p>American Government Pearson (2019)</p> <p>Economic Principals in Action Pearson (2019)</p>	Yes	0%
Foreign Language	<p>Latin, Course 1 Ecce Romani IA Cambridge / Longman (1998/1995)</p> <p>Latin, Course 2 / Ecce Romani IA Cambridge / Longman (2000/1995)</p> <p>Latin, Course 3 / Ecce Romani IB Cambridge / Longman (2000/1995)</p> <p>Latin, Course 3 / Ecce Romani IIA Cambridge / Longman (2000/1995)</p> <p>French I, Bienvenue Glencoe/McGraw Hill (1998)</p> <p>French II, A bord Glencoe/McGraw Hill (1998)</p> <p>French III, En voyage Glencoe/McGraw Hill (1995)</p> <p>German I, Deutsch Naklar, 3rd Edition McGraw Hill (1999)</p> <p>German II, German 2nd and 3rd Years Amsco (1998)</p> <p>German III, German 2nd and 3rd Years</p>	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Amsco (1998) En Espanol I McDougal Littell (2000) En Espanol 2 McDougal Littell (2000) En Espanol 3 / Review - Spanish 3 McDougal Littell / AMSCO (2000) Spanish 2.1, Pasos Y Puentes Scott Foresman (1992)		
Health		No	0%
Visual and Performing Arts	See above		0%
Science Laboratory Equipment (grades 9-12)	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 relocatables. 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. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: November 2019

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

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	82	76	59	57	50	50
Mathematics (grades 3-8 and 11)	57	51	45	44	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	494	484	97.98	2.02	76.24
Male	246	240	97.56	2.44	70.42
Female	248	244	98.39	1.61	81.97
Black or African American	22	22	100.00	0.00	45.45
American Indian or Alaska Native	--	--	--	--	--
Asian	90	89	98.89	1.11	86.52
Filipino	22	22	100.00	0.00	95.45
Hispanic or Latino	199	193	96.98	3.02	64.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	140	137	97.86	2.14	86.13

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	18	18	100.00	0.00	88.89
Socioeconomically Disadvantaged	263	257	97.72	2.28	63.81
English Learners	57	53	92.98	7.02	45.28
Students with Disabilities	53	53	100.00	0.00	24.53
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	31	30	96.77	3.23	70.00

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	493	482	97.77	2.23	51.24
Male	245	239	97.55	2.45	48.95
Female	248	243	97.98	2.02	53.50
Black or African American	22	22	100.00	0.00	22.73
American Indian or Alaska Native	--	--	--	--	--
Asian	90	88	97.78	2.22	68.18
Filipino	22	22	100.00	0.00	72.73
Hispanic or Latino	198	192	96.97	3.03	30.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	140	137	97.86	2.14	68.61
Two or More Races	18	18	100.00	0.00	66.67
Socioeconomically Disadvantaged	262	255	97.33	2.67	36.86
English Learners	57	52	91.23	8.77	23.08
Students with Disabilities	52	51	98.08	1.92	7.84
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	31	30	96.77	3.23	26.67

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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 – the HEART Academy, the RUSD CTE course offerings, and the 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, American Sign Language, Advanced Manufacturing, 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-Screenwriting
- 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
- American Sign Language I, American Sign Language II, American Sign Language III

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	653
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	35.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.1
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	54.66

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	15.2	25.0	34.3

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Redlands High School has the support of many different parent, community and business organizations. RHS encourages and facilitates parent participation through various groups such as PTSA, School Site Council, and ELAC (the English Language Advisory Committee), and the School Safety 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), Every Fifteen Minutes, 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. The Redlands High School Safety Committee consists of teachers, administrators, safety officers, several parents, and our school resource officer. There are 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	1.3	2.2	3.2	3.3	3.9	4.9	9.7	9.1	9.6
Graduation Rate	95.9	93.1	91.8	93	90.7	89.6	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.7	2.7	2.8	2.6	2.9	3.6	3.6	3.5	3.5
Expulsions	0.2	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. The Safe School Plan is updated each school year and is reflective of the school's safety needs. It was most recently updated in August, 2019. This plan is regularly discussed and reviewed by all RHS stakeholders, including parents and students, and the regularly held School Safety Committee meetings.

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. Seven full-time safety officers, one part-time safety officer 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. All visitors enter the Redlands High School campus through a single point of entry in the South Campus administration building, and are screened using the Raptor system.

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, and Safety Committee meetings are held bimonthly.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	27	21	38	29	27	21	32	35	28	20	34	33
Mathematics	24	35	25	26	26	24	35	22	26	26	30	25
Science	26	20	26	27	26	24	26	27	26	22	25	30
Social Science	25	24	26	23	29	13	23	30	28	13	25	31

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	383.7

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.3

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,186.03	\$876.63	\$6,309.40	\$74,615.00
District	N/A	N/A	5,815.78	\$85,061.00
Percent Difference - School Site and District	N/A	N/A	8.1	-13.1
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-17.3	-9.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Redlands High School offers a wide variety of supports to our students who need more time or instruction to meet state standards, as well as to support our students' transition from middle school to high school. 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.

The following is a list of academic interventions and supports available to students at Redlands High School:

- After School tutoring program facilitated by an RHS teachers, includes peer and teacher tutors
- Academic tutoring for athletes
- A study skills class for freshmen who have not met standards on summative assessments or who have struggled with passing their 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 English Learners

- 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.
- Full-time paraprofessional to support English Learners
- Several sections of both Math I and Math II are restricted to 24 students. Students are placed into these classes based upon their grades and test scores in math from the previous year, and benefit from the smaller class sizes and more 1:1 instruction.

Other strategies, programs and personnel to support students include:

- Two Academic Case carriers are assigned part-time to RHS to support students with the highest need, including homeless and foster youth, and students who have survived trauma. These ACC's provide additional counseling and support to both the students and their families to increase academic success.
- Ninth 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, and work monthly with counselors and their assigned administrator to support students in their transition to high school.
- SDAIE (Specially designed academic instruction in English) science, social science and math classes for English Learners.
- Comprehensive AVID program
- Link Crew
- HEART Academy – This California Partnership Academy focuses on students who are socioeconomically disadvantaged, or will be first generation college students in their family. The HEART Academy focuses on preparing students for careers and education in the fields of medicine, and other health-focused professions.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,120	\$51,374
Mid-Range Teacher Salary	\$81,554	\$80,151
Highest Teacher Salary	\$102,814	\$100,143
Average Principal Salary (Elementary)	\$124,240	\$126,896
Average Principal Salary (Middle)	\$133,386	\$133,668
Average Principal Salary (High)	\$141,684	\$143,746
Superintendent Salary	\$220,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	8	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Mathematics	10	N/A
Science	5	N/A
Social Science	19	N/A
All courses	48	22.9

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	38	38	38

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. The professional development plan is based upon the WASC action plan, student achievement data trends over the past three school years, detailed teacher surveys, and administrative classroom drop-ins.

RHS has a late-start Tuesday schedule, and uses this time for professional development and PLCs. In addition, the school calendar provides for one-full day of professional development for all RHS teachers each year, in the fall. Thus, in the 17-18, and 18-19 and 19-20 school years, each teacher was provided with a full-day of professional development each school year, as well as 37 professional development sessions from 7:30-8:20 on Tuesday mornings, each year.

The focus of academic professional development for the RHS staff for the past three years has been in the areas of Depth of Knowledge level of assignments and assessments, Questioning strategies, Differentiation of instruction, vocabulary instruction strategies, AVID instructional strategies, developing engaging lessons based upon technology, and the use of Google Classroom.

Recently, an extra layer of focus has been placed in the area of student safety. During the 2018-2019 school year, teachers have already received a two-hour training on “recognizing the signs of grooming and child abuse”, and each teacher annually completes an online training on Mandated Reporting of Child Abuse. Finally, all RHS teachers have received training on professional boundaries, and maintaining a safe classroom presence.

All staff also has the opportunity to attend conferences of their own choosing, which connect to the vision of the staff in the area of professional development. RHS sets aside funding each year to send teachers to conferences that will benefit students in the identified areas of instructional weakness. During 2019-2020, student mental health, behavior and engagements strategies have been added to the intensive professional development sessions.

Teachers are supported in the implementation of strategies learned in professional development sessions in a variety of ways. Administrators conduct focused classroom drop-ins, allowing feedback to be given to teachers on specific strategies. Beginning in January 2019, the Progress Adviser tool will be used to give focused, immediate feedback to teachers. Teachers may submit for class coverage for an hour to observe a master teacher. Administrators are available for coaching, and also connect struggling teachers with master teachers to support the new instructional initiative. 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.