

Redlands Senior High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School 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 |
| School Website | https://www.redlandsusd.net/rhs |
| County-District-School (CDS) Code | 36-67843-3635042 |

2022-23 District Contact Information

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

2022-23 School Overview

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 five California Distinguished School Awards (1990, 1992, 1994, 2018 and 2020), numerous Golden Bell Awards, and was named a California Gold Ribbon School in 2015. The staff currently includes 108 certificated employees, 6 ROP teachers, 2 AFJROTC teachers, and 63 classified staff members. The certificated staff includes four administrators: one Caucasian female, one Hispanic female, one Caucasian male and one Hispanic male; six counselors: four Caucasian females, one Hispanic female and one Hispanic male; one full-time career center coordinator, two librarians, 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 2,300. 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, from 23% in the 2003-2004 school year to a current rate of 72%.

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. 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.

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 9 | 573 |
| Grade 10 | 588 |
| Grade 11 | 548 |
| Grade 12 | 524 |
| Total Enrollment | 2,233 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 50.5 |
| Male | 49.5 |
| American Indian or Alaska Native | 0.2 |
| Asian | 15.8 |
| Black or African American | 7.2 |
| Filipino | 5.1 |
| Hispanic or Latino | 42.1 |
| Native Hawaiian or Pacific Islander | 0.3 |
| Two or More Races | 4.4 |
| White | 24.8 |
| English Learners | 7.1 |
| Foster Youth | 0.2 |
| Homeless | 11.1 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 66.4 |
| Students with Disabilities | 12.6 |

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 81.50 | 81.52 | 832.10 | 85.87 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 1.80 | 1.83 | 6.70 | 0.70 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 8.90 | 8.91 | 35.20 | 3.63 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 3.10 | 3.18 | 29.80 | 3.08 | 12115.80 | 4.41 |
| Unknown | 4.50 | 4.54 | 65.10 | 6.72 | 18854.30 | 6.86 |
| Total Teaching Positions | 100.00 | 100.00 | 969.10 | 100.00 | 274759.10 | 100.00 |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|---------|
| Permits and Waivers | 1.20 | |
| Misassignments | 7.60 | |
| Vacant Positions | 0.00 | |
| Total Teachers Without Credentials and Misassignments | 8.90 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

| Indicator | 2020-21 | 2021-22 |
|--|-------------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.80 | |
| Local Assignment Options | 2.30 | |
| Total Out-of-Field Teachers | 3.10 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 7.60 | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 2.10 | |

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other 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.

| | |
|--|---------------|
| Year and month in which the data were collected | December 2022 |
|--|---------------|

| 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 | Anatomy & Physiology: Walsh, Hole's Essentials of Anatomy & Physiology McGraw Hill (2020) Anatomy & Physiology: Essentials of Human Anatomy & Physiology McGraw Hill (2021) Biology Pearson (2020) Modern Chemistry HMH (2017) Environmental Science: Sustaining Your World National Geographic / Cengage (2017) Earth Science Prentice Hall (2006) Physics: Hewett, Conceptual Physics Savvas (2021) Physics H Physics HMH (2017) | Yes | 0% |

| | | | |
|--|---|-----|----|
| 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: Latin for the New Millennium Course 1 -4 Bolchazy Carducci (2022)</p> <p>French: Chemins Course 1-3 Vista Higher Learning (2023)</p> <p>AP French: Themes Vista Higher Learning (2022)</p> <p>Spanish: Encuentros Course 1-3 Vista Higher Learning (2022)</p> <p>AP Spanish: Temas Vista Higher Learning 2020</p> <p>Spanish for Native Speakers: El Espanol Para Nosotros McGraw Hill (2014)</p> <p>Spanish 2.1, Pasos Y Puentes Scott Foresman (1992)</p> | Yes | 0% |
| Visual and Performing Arts | N/A | | 0% |
| Science Laboratory Equipment (grades 9-12) | See above | | 0% |

School Facility Conditions and Planned Improvements

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 buildings originally constructed still stand, the oldest building on campus, Clock Auditorium, was constructed in the 1920's, with the newest building being the south campus administration building, constructed in 1971. Redlands High School is located on 65 acres, which span both the north and south side of Citrus Avenue. The school configuration will allow for a 9-12 grade level educational program. Athletic facilities outdoors include: basketball courts, one stadium with a track/football/soccer field, two baseball fields, two softball fields, eight tennis courts, and two swimming/water polo pools. Technology is built around a campus-wide fiber optic backbone, a cable TV studio with facilities linked by network to all classrooms. There are two auditoriums on campus, Clock Auditorium which features seating for approximately 1,000, and Grace Mullen auditorium which seats many fewer. The closed campus has a multi-purpose room cafeteria that seats up to 300. Lastly, the campus contains 148 classrooms, 93 of which are housed in permanent buildings and 55 of which are relocatable. The newly renovated 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. During the fall of 2020, major upgrades were begun to improve the library, the roofing on most buildings, exterior paint, and complete landscaping replacement on the entire campus.

Year and month of the most recent FIT report

July 2022

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

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| X | | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 69 | N/A | 51 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 42 | N/A | 35 | N/A | 33 |

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 510 | 482 | 94.51 | 5.49 | 68.61 |
| Female | 258 | 247 | 95.74 | 4.26 | 74.09 |
| Male | 252 | 235 | 93.25 | 6.75 | 62.82 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 100 | 98 | 98.00 | 2.00 | 82.65 |
| Black or African American | 29 | 29 | 100.00 | 0.00 | 51.72 |
| Filipino | 34 | 33 | 97.06 | 2.94 | 75.76 |
| Hispanic or Latino | 200 | 184 | 92.00 | 8.00 | 58.47 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 22 | 20 | 90.91 | 9.09 | 90.00 |
| White | 122 | 115 | 94.26 | 5.74 | 71.30 |
| English Learners | 38 | 35 | 92.11 | 7.89 | 17.14 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 56 | 52 | 92.86 | 7.14 | 60.78 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 333 | 315 | 94.59 | 5.41 | 61.78 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 63 | 55 | 87.30 | 12.70 | 12.73 |

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 510 | 486 | 95.29 | 4.71 | 42.47 |
| Female | 258 | 247 | 95.74 | 4.26 | 43.90 |
| Male | 252 | 239 | 94.84 | 5.16 | 41.00 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 100 | 99 | 99.00 | 1.00 | 63.64 |
| Black or African American | 29 | 29 | 100.00 | 0.00 | 20.69 |
| Filipino | 34 | 33 | 97.06 | 2.94 | 60.61 |
| Hispanic or Latino | 200 | 186 | 93.00 | 7.00 | 23.24 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 22 | 21 | 95.45 | 4.55 | 57.14 |
| White | 122 | 116 | 95.08 | 4.92 | 52.59 |
| English Learners | 38 | 34 | 89.47 | 10.53 | 6.06 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 56 | 51 | 91.07 | 8.93 | 27.45 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 333 | 314 | 94.29 | 5.71 | 33.55 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | 63 | 59 | 93.65 | 6.35 | 3.39 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | NT | 33.05 | NT | 32.27 | 28.5 | 29.47 |

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 483 | 463 | 95.86 | 4.14 | 33.05 |
| Female | 235 | 228 | 97.02 | 2.98 | 33.77 |
| Male | 248 | 235 | 94.76 | 5.24 | 32.34 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 84 | 83 | 98.81 | 1.19 | 44.58 |
| Black or African American | 34 | 32 | 94.12 | 5.88 | 18.75 |
| Filipino | 22 | 22 | 100 | 0 | 54.55 |
| Hispanic or Latino | 194 | 182 | 93.81 | 6.19 | 23.63 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 24 | 24 | 100 | 0 | 41.67 |
| White | 124 | 119 | 95.97 | 4.03 | 37.82 |
| English Learners | 24 | 23 | 95.83 | 4.17 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 50 | 47 | 94 | 6 | 27.66 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 337 | 323 | 95.85 | 4.15 | 26.63 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 62 | 55 | 88.71 | 11.29 | 3.64 |

2021-22 Career Technical Education Programs

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, Careers in Service, Auto Shop, Culinary Arts, Website Design, Medical Terminology, Game Design, American Sign Language, and Advanced Manufacturing. RHS has over 100 students working daily with elementary students through the Careers in Service classes. 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

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

2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 839 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 55.7 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 97.37 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 60.98 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 9 | 73% | 77% | 78% | 77% | 78% |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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. During the fall of 2020, a virtual monthly meeting for parents called "R Circle" was created. This is an informal opportunity for any parent to meet with the principal in a positive, informational virtual forum.

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

2022-23 Opportunities for Parental Involvement

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.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

| Indicator | School 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | | 2.3 | 4.2 | | 4 | 5.7 | | 8.9 | 7.8 |
| Graduation Rate | | 94.3 | 93.8 | | 92.3 | 91.4 | | 84.2 | 87 |

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 519 | 487 | 93.8 |
| Female | 249 | 243 | 97.6 |
| Male | 270 | 244 | 90.4 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 86 | 84 | 97.7 |
| Black or African American | 34 | 32 | 94.1 |
| Filipino | 22 | 22 | 100.0 |
| Hispanic or Latino | 212 | 191 | 90.1 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0 |
| Two or More Races | 23 | 23 | 100.0 |
| White | 139 | 132 | 95.0 |
| English Learners | 49 | 42 | 85.7 |
| Foster Youth | -- | -- | -- |
| Homeless | 68 | 60 | 88.2 |
| Socioeconomically Disadvantaged | 396 | 369 | 93.2 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | 70 | 58 | 82.9 |

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 2398 | 2310 | 508 | 22.0 |
| Female | 1218 | 1170 | 242 | 20.7 |
| Male | 1179 | 1139 | 265 | 23.3 |
| American Indian or Alaska Native | 8 | 7 | 5 | 71.4 |
| Asian | 362 | 359 | 24 | 6.7 |
| Black or African American | 181 | 170 | 51 | 30.0 |
| Filipino | 116 | 114 | 7 | 6.1 |
| Hispanic or Latino | 1025 | 981 | 308 | 31.4 |
| Native Hawaiian or Pacific Islander | 8 | 7 | 0 | 0.0 |
| Two or More Races | 108 | 104 | 17 | 16.3 |
| White | 587 | 565 | 96 | 17.0 |
| English Learners | 185 | 172 | 53 | 30.8 |
| Foster Youth | 11 | 6 | 3 | 50.0 |
| Homeless | 276 | 260 | 69 | 26.5 |
| Socioeconomically Disadvantaged | 1630 | 1570 | 428 | 27.3 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 318 | 309 | 117 | 37.9 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 2.81 | 2.61 | 2.45 |
| Expulsions | 0.00 | 0.03 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.29 | 4.21 | 0.22 | 3.67 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.03 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 4.21 | 0.00 |
| Female | 4.35 | 0.00 |
| Male | 4.07 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 1.10 | 0.00 |
| Black or African American | 7.18 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 6.24 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 3.70 | 0.00 |
| White | 2.73 | 0.00 |
| English Learners | 4.86 | 0.00 |
| Foster Youth | 18.18 | 0.00 |
| Homeless | 5.43 | 0.00 |
| Socioeconomically Disadvantaged | 5.28 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 5.35 | 0.00 |

2022-23 School 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. 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, 2021. 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. The safety plan was reviewed with the administration in the summer of 2021, and it was determined that major revisions need to be made to modernize the document. RHS is currently working with the Redlands Police Department and the RUSD Safety Manager to make necessary updates.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 27 | 24 | 35 | 29 |
| Mathematics | 26 | 26 | 24 | 33 |
| Science | 27 | 19 | 21 | 34 |
| Social Science | 27 | 15 | 32 | 20 |

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 25 | 37 | 19 | 42 |
| Mathematics | 25 | 28 | 31 | 28 |
| Science | 25 | 26 | 17 | 38 |
| Social Science | 24 | 23 | 32 | 22 |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 23 | 40 | 45 | 18 |
| Mathematics | 22 | 41 | 37 | 15 |
| Science | 25 | 23 | 23 | 29 |
| Social Science | 25 | 24 | 28 | 23 |

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 319 |

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 7.0 |
| Library Media Teacher (Librarian) | 2.0 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | |
| Other | 2.6 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$8044.07 | \$1065.84 | \$6978.23 | \$92,759.35 |
| District | N/A | N/A | \$7211.11 | \$88,816 |
| Percent Difference - School Site and District | N/A | N/A | -3.3 | 4.3 |
| State | N/A | N/A | \$6,594 | \$88,358 |
| Percent Difference - School Site and State | N/A | N/A | 5.7 | 4.9 |

2021-22 Types of Services Funded

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
-

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.
-

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$51,965 | \$54,370 |
| Mid-Range Teacher Salary | \$82,615 | \$82,681 |
| Highest Teacher Salary | \$109,075 | \$106,610 |
| Average Principal Salary (Elementary) | \$133,996 | \$135,283 |
| Average Principal Salary (Middle) | \$143,214 | \$141,244 |
| Average Principal Salary (High) | \$155,485 | \$152,955 |
| Superintendent Salary | \$260,000 | \$264,367 |
| Percent of Budget for Teacher Salaries | 35% | 33% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

2021-22 Advanced Placement (AP) Courses

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

| | |
|--|------|
| Percent of Students in AP Courses | 26.6 |
|--|------|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|-------------------------------------|
| Computer Science | 2 |
| English | 7 |
| Fine and Performing Arts | 4 |
| Foreign Language | 3 |
| Mathematics | 10 |
| Science | 5 |
| Social Science | 19 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 50 |

Professional Development

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, in conjunction with the RUSD LCAP.

In 21-22, RHS had a late-start Monday 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, as well as two professional development/classroom preparation days before school begins each August. Thus, in 20-21 each teacher was provided two full days and 32 partial days for professional development.

The focus of academic professional development for the RHS staff for the past year has been Differentiation of Instruction, Universal Design for Learning (UDL) AVID instructional strategies, Developing engaging lessons based upon technology, the use of Google Classroom, and Emergency Response Training.

Recently, an extra layer of focus has been placed in the area of student safety. During the 2018-2019 school year, teachers 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. Our staff also was provided "Stop the Bleed" school shooter training, provided by local law enforcement and first responders.

All staff also have 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. During the summer and fall of 2020, professional development opportunities surrounded Distance Learning and engagement strategies.

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.

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 24 | 34 | 28 |