

Redlands Senior High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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	Wes Cullen
Email Address	wes_cullen@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/rhs
Grade Span	9-12
County-District-School (CDS) Code	36-67843-3635042

2025-26 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Juan Cabral
Email Address	juan_cabral@redlands.k12.ca.us
District Website	www.redlandsusd.net

2025-26 School Description and Mission Statement

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.

2025-26 School Description and Mission Statement

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 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 2,100. Each major decrease coincided with the opening of a new high school in the District. 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 (Back to School 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. Redlands 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,

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	547
Grade 10	592
Grade 11	529
Grade 12	521
Total Enrollment	2,189

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	49.9
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	13.6
Black or African American	5.5
Filipino	4.6
Hispanic or Latino	47.9
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5.4
White	21.2
English Learners	6.2
Foster Youth	0.2
Homeless	7.8
Socioeconomically Disadvantaged	61.3
Students with Disabilities	14.3

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.

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)	84.1	82.28	852.6	87.88	234405.2	84
Intern Credential Holders Properly Assigned	0.8	0.81	6.3	0.66	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.6	4.54	22.2	2.29	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.7	6.58	31.8	3.28	11953.1	4.28
Unknown/Incomplete/NA	5.9	5.78	57.1	5.89	15831.9	5.67
Total Teaching Positions	102.2	100	970.2	100	279044.8	100

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.

2022-23 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)	85	82.77	850.2	87.12	231142.4	83.24
Intern Credential Holders Properly Assigned	2	1.95	7.5	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.9	3.86	34.3	3.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.1	4.07	30	3.08	11746.9	4.23
Unknown/Incomplete/NA	7.5	7.35	53.7	5.5	14303.8	5.15
Total Teaching Positions	102.7	100	975.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	86.1	84.73	844.4	86.83	230039.4	100
Intern Credential Holders Properly Assigned	0	0	10.5	1.09	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.3	3.34	22.6	2.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	0.91	24	2.47	12112.8	4.34
Unknown/Incomplete/NA	11.2	11.02	70.8	7.28	13705.8	4.91
Total Teaching Positions	101.6	100	972.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.00	2	2
Misassignments	3.60	1.9	1.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.60	3.9	3.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	6.70	4.1	0.9
Total Out-of-Field Teachers	6.70	4.1	0.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.1	1.1	1.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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)	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)	0%
Science	Anatomy & Physiology: Walsh, Hole's Essentials of Anatomy & Physiology McGraw Hill (2020)	0%

	<p>Anatomy & Physiology: Essentials of Human Anatomy & Physiology McGraw Hill (2021)</p> <p>Biology Pearson (2020)</p> <p>Modern Chemistry HMH (2017)</p> <p>Environmental Science: Sustaining Your World National Geographic / Cengage (2017)</p> <p>Earth Science Inspire:Earth Science (2020)</p> <p>Physics: Hewett, Conceptual Physics Savvas (2021)</p> <p>Physics H Physics HMH (2017)</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>	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>	0%
Health		0%

Visual and Performing Arts	N/A	0%
Science Laboratory Equipment (grades 9-12)	See above	0%

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

School Facility Conditions and Planned Improvements

Description of the safety, cleanliness, and adequacy of the school facility:

Safety: Maintenance is done on-site by District and site personnel. The school enjoys an amicable relationship with District maintenance and operations, and repairs are completed in a timely manner. New fencing and extra surveillance cameras were installed with Measure "J" funds in 2019 to enclose the closed campus.

Cleanliness: The governing board has adopted cleaning standards for all schools in RUSD. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Restrooms are maintained daily, monitored and cleaned up to three times during the school day, and thoroughly cleaned and stocked at the end of each day.

Adequacy: The school is the oldest high school in California on its original campus, with the oldest standing building constructed in the 1920s and the newest in 1971. The campus contains 148 classrooms (93 permanent, 55 relocatables). Athletic facilities include basketball courts, a stadium with a track/football/soccer field, two baseball fields, two softball fields, eight tennis courts, and two swimming/water polo pools. It has two auditoriums, a multi-purpose room cafeteria, a newly renovated library/media center, and a Student Center. Technology is built around a campus-wide fiber optic backbone.

Description of any planned or recently completed facility improvements:

Recently Completed:

Fencing and extra cameras installed by 2019 using Measure "J" funds.

Major upgrades begun in Fall 2020 to improve the library, roofing on most buildings, exterior paint, and complete landscaping replacement on the entire campus.

Ongoing: Use of Measure D funds to improve infrastructure, safety, and facility improvements.

Year and month of the most recent FIT report

July 2025

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			Roofs on several buildings needs replacing; sewer from girl's gym needs replacing
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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	76	71	50	50	47	48
Mathematics (grades 3-8 and 11)	52	48	37	37	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	495	475	95.96	4.04	71.37
Female	230	224	97.39	2.61	77.68
Male	264	250	94.70	5.30	65.60
American Indian or Alaska Native	0	0	0	0	0
Asian	73	71	97.26	2.74	85.92
Black or African American	25	24	96.00	4.00	58.33
Filipino	20	20	100.00	0.00	75.00
Hispanic or Latino	233	223	95.71	4.29	62.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	32	100.00	0.00	84.38
White	109	102	93.58	6.42	78.43
English Learners	22	21	95.45	4.55	14.29
Foster Youth	--	--	--	--	--
Homeless	29	27	93.10	6.90	55.56
Military	--	--	--	--	--
Socioeconomically Disadvantaged	299	287	95.99	4.01	65.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	56	84.85	15.15	17.86

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	494	469	94.94	5.06	48.08
Female	230	224	97.39	2.61	46.43
Male	263	244	92.78	7.22	49.38
American Indian or Alaska Native	0	0	0	0	0
Asian	73	71	97.26	2.74	70.42
Black or African American	25	22	88.00	12.00	27.27
Filipino	20	20	100.00	0.00	55.00
Hispanic or Latino	233	220	94.42	5.58	35.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	31	96.88	3.12	74.19
White	108	102	94.44	5.56	54.46
English Learners	22	22	100.00	0.00	9.09
Foster Youth	--	--	--	--	--
Homeless	29	26	89.66	10.34	38.46
Military	--	--	--	--	--
Socioeconomically Disadvantaged	299	279	93.31	6.69	40.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	66	50	75.76	24.24	6.00

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	44.78	43.54	32.96	33.45	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	469	457	97.44	2.56	43.54
Female	245	241	98.37	1.63	44.81
Male	223	215	96.41	3.59	41.86
American Indian or Alaska Native	--	--	--	--	--
Asian	81	80	98.77	1.23	66.25
Black or African American	26	25	96.15	3.85	16.00
Filipino	25	25	100.00	0.00	88.00
Hispanic or Latino	190	188	98.95	1.05	23.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	29	93.55	6.45	44.83
White	115	109	94.78	5.22	57.80
English Learners	19	19	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	18	17	94.44	5.56	23.53
Military	--	--	--	--	--
Socioeconomically Disadvantaged	265	260	98.11	1.89	31.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	37	88.10	11.90	8.11

2024-25 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-

2024-25 Career Technical Education Programs

year/technical/military college fair in the spring. Assistant Principal Gayle Dockham is the administrative liaison on the HEART Academy Advisory Committee.

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 - Mechatronics

American Sign Language I, American Sign Language II, American Sign Language III

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	985
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	52.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	96.63
Graduates Who Completed All Courses Required for UC/CSU Admission	61.28

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	89%	91%	85%	90%	92%

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.

2025-26 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, Every Fifteen Minutes, and scholarships. Parent volunteers are also involved in the School Site Council, in numerous booster clubs for Athletics, Speech and Debate, Instrumental Music, and Theater. 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.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	5.2	4.7	2.6	9.9	5.8	2.6	8.2	8.9	8
Graduation Rate	90.6	92.8	94.1	86.2	90.8	92.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	509	479	94.1
Female	265	258	97.4
Male	243	220	90.5
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	83	81	97.6
Black or African American	33	31	93.9
Filipino	28	27	96.4
Hispanic or Latino	201	187	93.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	24	23	95.8
White	132	123	93.2
English Learners	40	37	92.5
Foster Youth	--	--	--
Homeless	62	57	91.9
Socioeconomically Disadvantaged	373	349	93.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	62	44	71.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2348	2290	502	21.9
Female	1188	1153	271	23.5
Male	1158	1135	230	20.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	313	307	32	10.4
Black or African American	146	139	41	29.5
Filipino	105	103	10	9.7
Hispanic or Latino	1140	1110	294	26.5
Native Hawaiian or Pacific Islander	11	--	--	--
Two or More Races	118	118	20	16.9
White	482	471	97	20.6
English Learners	172	165	41	24.8
Foster Youth	--	--	--	--
Homeless	194	191	54	28.3
Socioeconomically Disadvantaged	1492	1450	392	27.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	348	334	131	39.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.52	2.95	3.19	4.39	3.21	3.02	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.13	0	0	0.07	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.19	0.00
Female	2.61	0.00
Male	3.80	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.64	0.00
Black or African American	4.79	0.00
Filipino	0.95	0.00
Hispanic or Latino	4.04	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.39	0.00
White	2.28	0.00
English Learners	3.49	0.00
Foster Youth	0.00	0.00
Homeless	2.58	0.00
Socioeconomically Disadvantaged	4.09	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.91	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 October, 2025. This plan is regularly discussed and reviewed by all RHS stakeholders, including our School Safety Committee at 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, RUSD 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, and three 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.

Our Comprehensive School Safety Plan addresses emergencies such as fires, earthquakes, power blackouts, lockdowns and major problems in which we would have to close the facilities or keep the students in class. Drills are conducted several times 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 monthly. The safety plan was reviewed with site administration in the Fall of 2025.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	19	59	42	19
Mathematics	23	37	23	28
Science	24	27	26	25
Social Science	23	31	23	24

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	46	39	23
Mathematics	25	23	37	20
Science	23	29	25	22
Social Science	25	23	21	26

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22	51	30	27
Mathematics	23	33	28	23
Science	24	26	18	26
Social Science	25	22	25	27

2024-25 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	369.83

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,096.39	\$2,102.80	\$8,993.60	\$105,756.06
District	N/A	N/A	\$10,404.68	\$105,673
Percent Difference - School Site and District	N/A	N/A	-14.5	0.1
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-21.4	1.9

Fiscal Year 2024-25 Types of Services Funded

Redlands High School offers a wide variety of supports to our students who need more time or differentiated 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
- Lunchtime Peer Tutors (for students, by students) twice weekly.
- 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.
- Credit Recovery English Language arts classes offered through summer school and Adult School.
- English Language Development Classes for English Learners

Fiscal Year 2024-25 Types of Services Funded

- 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:

- One Academic Case Carrier is assigned full-time to RHS to support students with the highest need, including homeless and foster youth, and students who have survived trauma. This Case Carrier provides additional counseling and support to both the students and their families to increase v academic success.
- Two full-time Comprehensive School Counselors are assigned to our 9th grade students for scheduling needs, mental health concerns and support.
- Comprehensive 9th-12th 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,332	\$62,783
Mid-Range Teacher Salary	\$100,688	\$97,783
Highest Teacher Salary	\$132,936	\$128,020
Average Principal Salary (Elementary)	\$164,336	\$160,224
Average Principal Salary (Middle)	\$175,641	\$166,992
Average Principal Salary (High)	\$190,691	\$180,971
Superintendent Salary	\$312,120	\$313,465
Percent of Budget for Teacher Salaries	32.19%	30.05%
Percent of Budget for Administrative Salaries	4.7%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	27.4
--	------

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	3
English	10
Fine and Performing Arts	4
Foreign Language	3
Mathematics	9
Science	5
Social Science	17
Total AP Courses Offered Where there are student course enrollments of at least one student.	51

Professional Development

The Redlands High School staff is committed to continual professional growth. Both RHS and the Redlands Unified School 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 most-current WASC action plan, student achievement data trends over the past three school years, detailed teacher surveys, and administrative classroom walkthroughs, in conjunction with the RUSD LCAP.

Currently, RHS has a late-start Monday schedule, and uses this time for professional development and PLCs each week. 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 three professional development/classroom preparation days before school begins each August. Thus, in 25-26 each teacher has been provided two full days and 26 partial days for professional development.

The focus of academic professional development for the RHS staff for the past two years has been: EL engagement strategies, District Compliance training, Trauma-Informed teaching practices, 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 areas of Title IX and Compliance. During the 2024-2025 and 2025-2026 school years, teachers received a several trainings on “recognizing the signs of grooming and child abuse”, compliance with Title IX, 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 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. Teachers are supported in the implementation of strategies learned in professional development sessions in a variety of ways. Administrators conduct focused classroom walkthroughs each week, allowing feedback to be given to teachers on specific strategies.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	28	28	28

