REDLANDS HIGH SCHOOL
THIRD-YEAR PROGRESS REPORT

840 E. Citrus Avenue

Redlands, CA 92374

Redlands Unified School District

Accrediting Commission for Schools
Western Association of Schools and Colleges

CONTENTS

I: Introduction and Basic Student/Community Profile Data

Include the following:
- **A brief general description of the school, the schoolwide student goals, the student demographics, and the faculty/staff demographics**
- **A summary of the disaggregated and interpreted student achievement data since the last full self-study, and how it may have impacted the entire school and designated subgroups of students**
- **The status of the school with respect to governing authority expectations, e.g., program improvement school, year three; Academic Performance Index (API); audit and resulting corrective action plan integrated into the single school plan.**
  ➔ **Note:** *Utilize the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports.*

The School Community

The Redlands Unified School District, located 65 miles due east of Los Angeles, encompasses the cities of Redlands and Loma Linda, portions of the cities of Highland and San Bernardino, and a considerable area of unincorporated county territory. The District serves a student population of approximately 21,200. Historically the area was a prime citrus growing region. Small businesses - professional, managerial, supervisory, and sales - are presently the main areas of commerce. The area known as the Inland Empire, of which Redlands is a part, experienced tremendous population, housing, and retail growth over the past decade; however, this has slowed significantly with the current economic crisis.

Redlands Unified has 3 comprehensive high schools, a charter high school, a continuation high school, an on-line K-12 school, 16 elementary schools, and 4 middle schools, as well as alternative programs for independent and home study. The Redlands Adult School includes GED Prep, High School Diploma and ESL classes.

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 and 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. The staff currently includes 110 certificated employees, including 7 ROP and two AFJROTC teachers, as well as 72 classified staff members. The certificated staff includes four administrators, six counselors, one part-time career/student center coordinator, one librarian, a part-time athletic director, 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 the exception of 0/7 period AFJROTC and 7th period on-line grade/credit recovery.

RHS has received three California Distinguished School Awards (1990, 1992, and 1994). In 2013, RHS's CPA HEART Academy won a Golden Bell Award from the CA School Boards Association as did our Freshman Teams in 2014. Additionally, RHS was named a CA Gold Ribbon School in 2015. In 2012-14, RHS appeared in the Washington Post's list of "America's Most Challenging High Schools (top 9%) and was listed in the US News and World Report as one of the Best High Schools (top 7%). For both 2013 and 2014, RHS was honored on the California Business Education Excellence (CBEE) Honor Roll (the only comprehensive high school on the list in the county in 2014). Uniquely, the CBEE is an award that looks at multiple data sets and all subgroups.

Small Learning Communities (SLC) and California Partnership Academy (CPA) Descriptions:

<u>**Freshman and Sophomore Teams:**</u>

Freshman and Sophomore Teams at Redlands High School (RHS) are intentional groupings of all 9th and 10th graders designed to create a "small school" atmosphere within the larger high school context. Team teachers collaborate with each other and students in order to motivate students and monitor their academic and behavioral progress early in their high school careers. The transition into high school is a time when students are most vulnerable and in need of a caring, supportive community. In order to provide a supportive environment of "safety nets" (e.g., timely staff-student communication, the use of effective instructional strategies, and teacher collaboration focused on students, interventions, and accountability), RHS began experimenting with Freshman Teams in 2005 and subsequently placed all freshmen into teams in September of 2006. In 2014, our Freshman Teams earned a Golden Bell Award from the CA School Boards Association.

<u>**HEART Academy:**</u>

The HEART (Health Education and Recreational Training) Academy is a three year (10th-12th) school to career academy program focused on the healthcare industry. Redlands High School (RHS) incorporated the HEART Academy, a California Partnership Academy (CPA), as part of its academic program in 1998 to improve the achievement of students through developing connections between academic subjects and the world of work. The Academy goals, designed by a Steering Committee, are heavily influenced by the needs and competencies identified by local industry partners. The purpose of HEART is to graduate students who are prepared for college, demonstrate competency in medical practices, and exhibit positive, professional attitudes and behaviors. HEART students experience success due to the personalized environment, the connections they experience between school and the career they hope to achieve, the personal relationships formed with staff and students, as well as their participation in the healthcare profession. In 2013, the HEART Academy earned a Golden Bell Award from the CA School Boards Association.

<u>**Redlands Business Academy (ReBus):**</u>
The ReBus (Redlands Business) Academy. a California Partnership Academy (CPA), is a three year (10th-12th) school to career academy program focused on the business industry. Redlands High School (RHS) incorporated the ReBus Academy as part of its academic program in 2005 to improve the achievement of students through developing connections between academic subjects and the world of work. The Business Academy's purpose is to prepare students to demonstrate skillful business practices and exhibit positive, professional behaviors. The Academy provides opportunities for students to network with the local business community, use technology, explore a variety of career options, gain practical career experience, and make connections between school and career.

School Purpose and ESLRs

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 students learning to become knowledgeable adults and responsible, active citizens in a competitive and changing world.

4

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

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

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

Student Goals: Schoolwide Learner Outcomes

STUDENTS WILL BE ABLE TO:

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

Communicate
- Listen actively
- Read and write effectively
- Speak knowledgeably

Cooperate
- Use of self-discipline
- Work collaboratively
- Respect diversity

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

Create
- Produce intellectual, practical, artistic, and physical works
- Set high standards and challenging goals
- Present ideas and concepts creatively

DEMOGRAPHIC AND ACHIEVEMENT DATA

Ethnic/Racial Breakdown

The minority population has been steadily increasing over the last few years. In the last six years the White, non-Hispanic population has decreased by almost seven percent. This increase, when combined with other minority groups, puts our total minority population at 67%.

Ethnic/Racial Break-down

| Race/Ethnicity	2005	2006	2007	2008	2009	2010	2011	2012	2013
African American not of Hispanic origin	8.20%	7.90%	7.90%	7.80%	8.60%	9%	7.90%	7.20%	7.40%
American Indian/ Alaska Native	0.80%	0.60%	0.50%	0.70%	0.70%	1%	0.60%	0.40%	0.40%
Asian	11.30%	11.10%	11.50%	11.40%	12.40%	14%	13.60%	13.80%	14.30%
Filipino	3.90%	3.80%	3.70%	4.20%	3.80%	4%	4.50%	5.30%	5.20%
Hispanic/Latino	30%	31.80%	31.80%	32.70%	32.80%	36%	35.40%	34.40%	35.30%
Native Hawaiian/ Pacific Islander	0.60%	0.60%	0.60%	0.70%	0.70%	1%	0.60%	0.90%	0.90%
White not of Hispanic origin	42.70%	40.70%	40.30%	37.90%	36%	34%	35.00%	34.70%	33.00%
Two or More Races	2.50%	3.50%	3.80%	4.50%	5.10%	2%	2.20%	3.10%	3.30%

Enrollment

Over the past five years, the student population of RHS has seen a population fluctuation from a high of 3459 in 2008 to 2340 in 2013. The decrease in 2009 coincided with the opening of a new high school, Citrus Valley, in the District. Subsequent decreases were the result of Citrus Valley adding a full complement of grades (9-12) to its campus. For the past three years, our enrollment has remained stable.
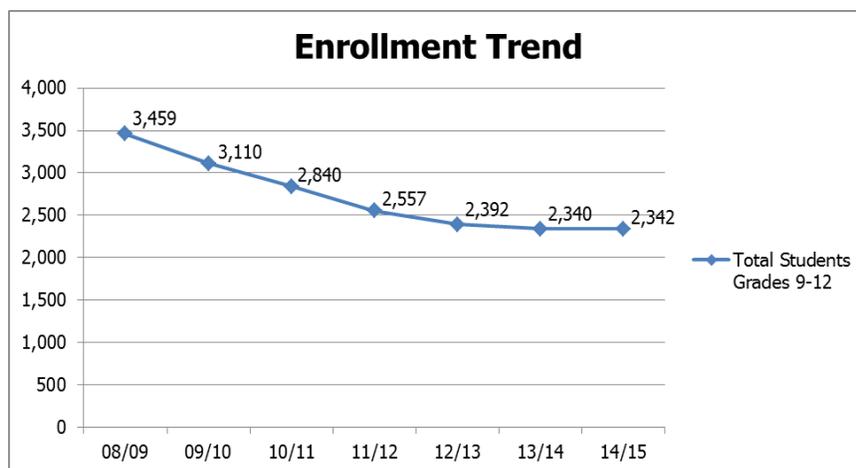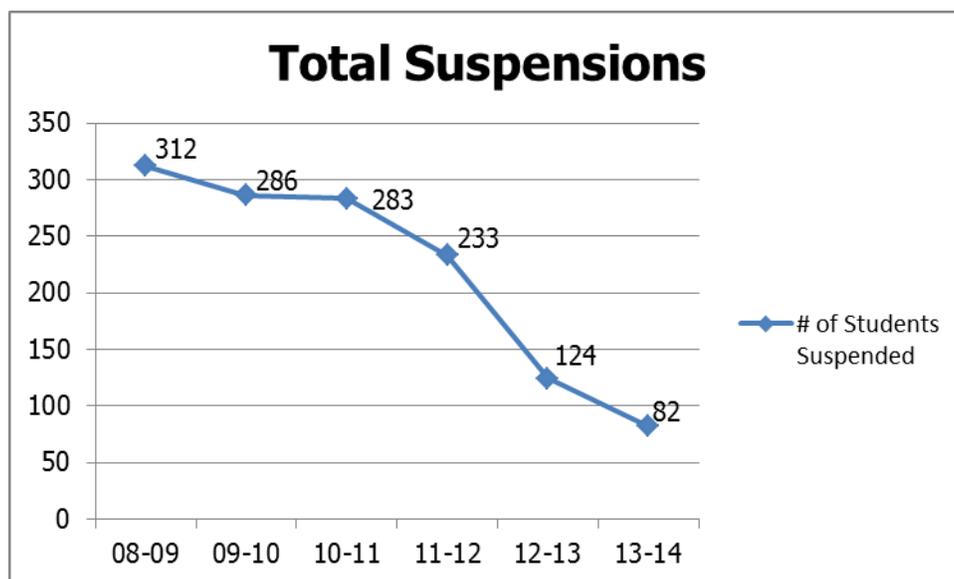
National Lunch Program/Free and Reduced Lunch

Overall, the rate has remained steady.
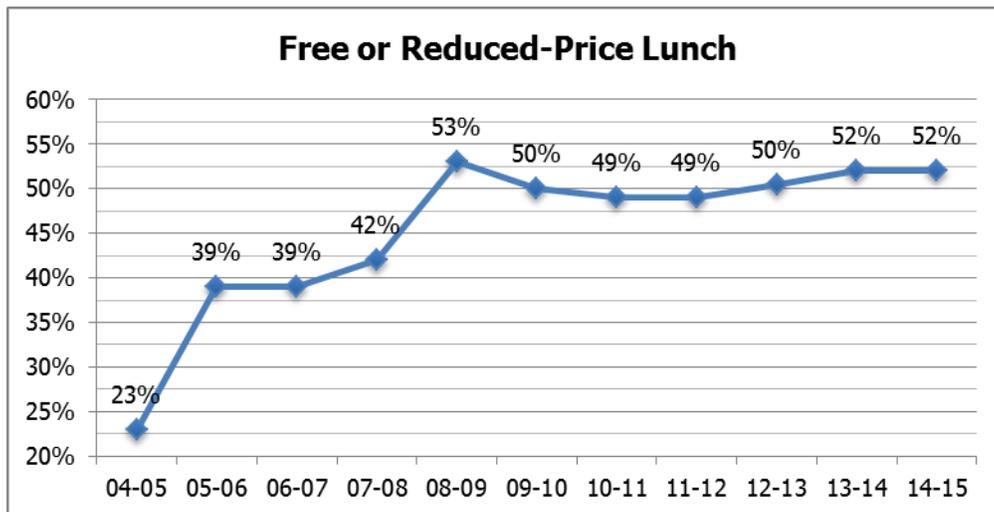
Suspension and Expulsion Data

Suspensions

Improving student behavior has been a long term effort. Due to grade level teams and other efforts, the suspension rates dropped from a high of 538 in 2006 to 233 in 2012. The next significant decrease in suspension data came in 2013 & 2014 and can be attributed to continued intervention efforts with students as well as the passage of AB 1729 which requires that school districts attempt other means of correction before suspending a student for certain education codes. Also, in 2013, our district contracted with ARC Point labs to conduct monthly random drug testing on students whose parents choose to participate in the confidential program; this may be a factor in the decrease of suspension and/or expulsion data.
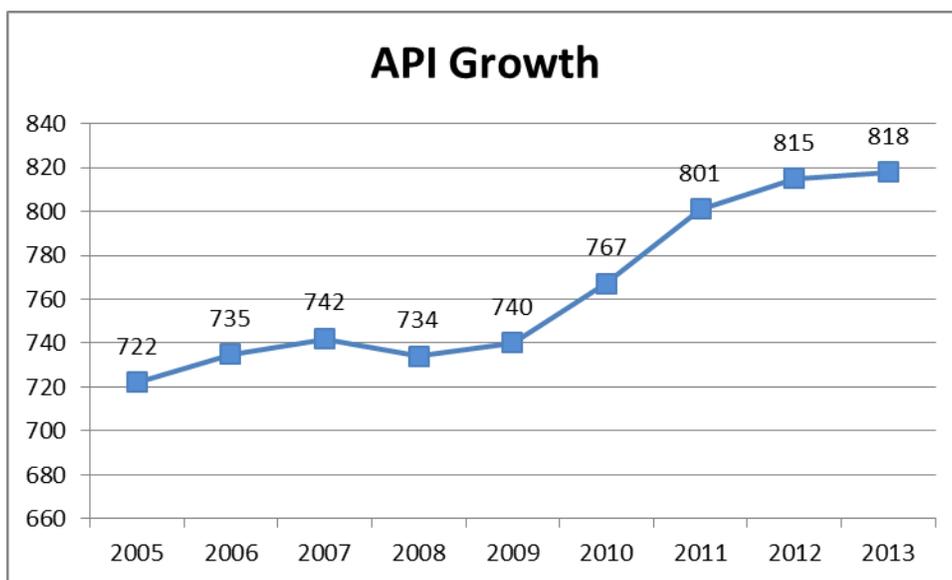
Expulsions

Total Expulsions

32 (08-09)
29 (09-10)
25 (10-11)
19 (11-12)
16 (12-13)
7 (13-14)

— # of Students Expelled
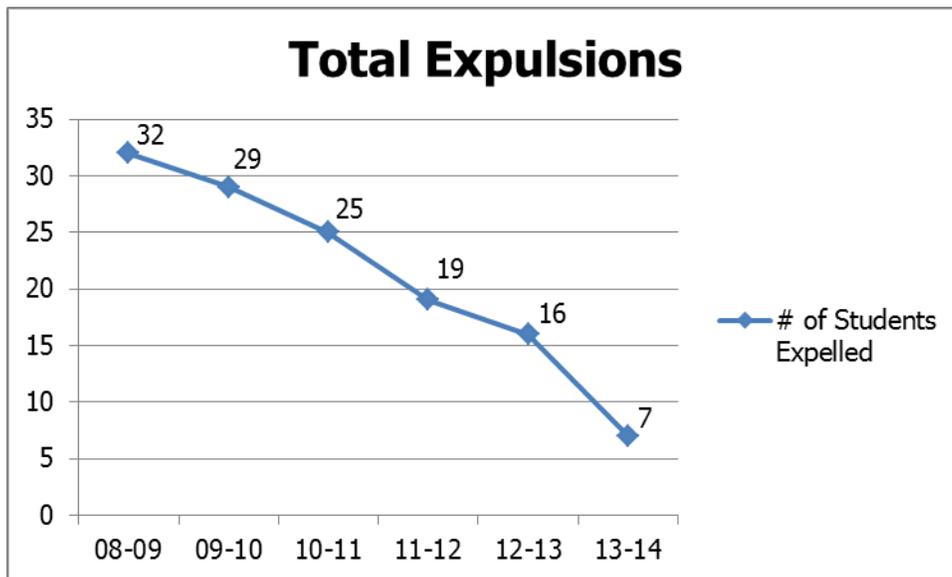
Academic Performance Index (API)

The graph below indicates that RHS's API has increased since 2005. Of particular note is a 51 point increase from 2010 to 2013. In 2011, RHS achieved an 801 API with the two subsequent years seeing increases of 14 and 3 points, respectively. RHS was only one out of six comprehensive high schools in our county to reach 800 in 2011 and fifth out of only seven in 2013. We are proud that we were able to impact this score with a free and reduced lunch count that is 14-20 percentage points higher than any other school on the 800 lists. In 2014, the California State Board of Education decided not to produce a Growth API for two years during the transition to the state's new Common Core standards and Smarter Balanced assessments. They did produce an average score for the last three years. RHS's average API score is 811. Our significant subgroups also increased each year with the exception of African American which dipped somewhat in 2013.

API Growth

722 (2005)
735 (2006)
742 (2007)
734 (2008)
740 (2009)
767 (2010)
801 (2011)
815 (2012)
818 (2013)

Subgroup	09-10 API	10-11 API	11-12 API	12-13 API
Black or African American	701	733	766	753
*American Indian or Alaska Native	-	-	-	-
Asian	821	853	869	881
*Filipino	814	857	856	854
Hispanic or Latino	704	739	749	754
*Native Hawaiian or Pacific Islander	-	-	-	893
White	810	840	850	861
Socioeconomically Disadvantaged	706	741	759	774
English Learners	646	663	662	677
Students with Disabilities	399	487	537	587

*Non-significant subgroups: American Indian or Alaskan Native, Filipino, and Native Hawaiian or Pacific Islander
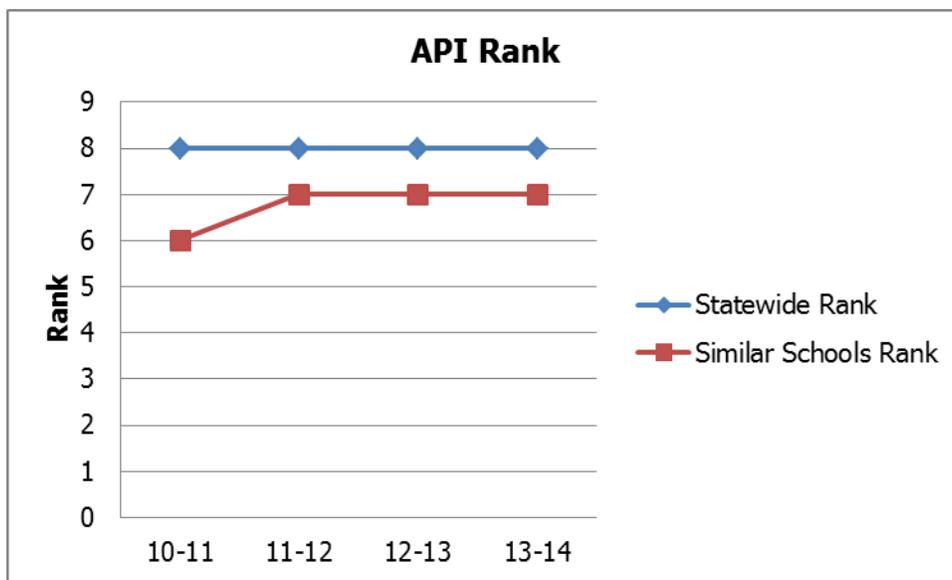
RHS's State Rank of 8 (out of 10) has remained stable for the past three years and Similar Schools Rank has remained stable at 7 (out of 10) for the past three years.

Adequate Yearly Progress (AYP)

Given the yearly increases in the CST proficiency target scores for each subgroup, RHS has not made school-wide AYP since 2010. However, except for 2011-12 which was our WASC visit year, RHS has increased scores and made a positive impact school-wide and for the vast majority of subgroups. We analyzed the data in 2011-12, discussed the concept of Safe Harbor and focused on our struggling subgroups. Subsequently, RHS was able to focus upon and make a positive impact on each of the <u>significant</u> subgroups and met each of those AYP targets through Safe Harbor. However, the 2013 AYP was not met as the White, non-Hispanic subgroup did not meet the ELA target. Most recently, in 2014, AYP was not met due to the Asian sub-group's not meeting its AYP target in both ELA and Math. Likewise, RHS did not meet the school-wide target in Math.

The API increased and met or exceeded the school's growth target each year.

AYP		09-10	10-11	11-12	12-13	13-14
Overall	Made AYP	NO	NO	NO	NO	NO
	# of Criteria Met	13 of 20	16 of 18	10 of 18	17 of 18	17 of 20
	PI Status	NA	NA	NA	NA	NA
	API	767	801	815	818	NA
	Met Grad Rate[*]	YES	YES	**NO**	YES	YES
ELA	Participation Rate	92%[‡]	98%	97%	99%	99%
	Target	55.60%	66.70%	77.80%	88.90%	100%
	School Prof Rate	68.60%	77.50%	**66.70%**	69.2%[†]	71.2%[†]
	Hispanic/Latino	59.30%	**65.80%**	**52.90%**	55.2%[†]	62.8%[†]
	SES Disadvantaged	**53.70%**	67.50%	**47.70%**	58.0%[†]	59.7%[†]
	White	75.90%	85%	81.30%	**78.90%**	81.6%[†]
	Asian	--	--	--	--	**76.40%**
Math	Participation Rate	93%[‡]	98%	98%	99%	99%
	Target	54.80%	66.10%	77.40%	88.70%	100%
	School Prof Rate	62.00%	68.60%	**63.70%**	71.4%[†]	**71.50%**
	Hispanic/Latino	**46.50%**	**53.30%**	**51.90%**	56.9%[†]	58.5%[†]
	SES Disadvantaged	**47.80%**	56.3%[†]	**52.80%**	62.2%[†]	63.4%[†]
	White	72.80%	78.20%	**70.10%**	78.2%[†]	79.9%[†]
	Asian	--	--	--	--	**86.40%**

[†] Met through SAFE HARBOR

[‡] Met through Y2, by using 2-year average data

[*] The graduation rate calculation changed in 2011-12

Notes: Significant subgroups have 100 or more students with valid scores **or** 50 or more students with valid scores who make up at least 15 percent of the total valid scores; areas in GREY did not meet target/Annual Measurable Objective (AMO)

CA High School Exit Exam (CAHSEE) – 10th Grade

AMAO #1: These scores are based on students' CELDT scores. Students must gain one proficiency level; Early Advanced or Advanced students must reach the English proficient level. Since 2009-10, RHS exceeded the target in all but two years (2010-11 and 2012-13) when the school performed under target. Of significant note, is the percentage of RHS students that met the target grew 22.2% from 2012-13 to 2013-14. This is the largest jump in growth since we started tracking this data.

AMAO #1 Growth in Language Proficiency

	Number in Cohort	Percent w/prior scores	Cohort #	Number met	Percent meeting target	Target
District 09-10	1914	93.4%	1788	1105	61.8%	53.1%
RHS 09-10	231	91.0%	210	143	68.1%	53.1%
District 10-11	1931	99.1%	1914	1109	57.9%	54.6%
RHS 10-11	227	99.1%	225	117	52.0%	54.6%
District 11-12	1870	99.2%	1855	1206	65.0%	56.0%
RHS 11-12	162	97.5%	158	103	65.2%	56.0%
District 12-13	1751	99.5%	1742	1091	62.6%	57.5%
RHS 12-13	139	99.3%	138	74	53.6%	57.5%
District 13-14	1694	99.3%	1682	1080	64.2%	59.0%
RHS 13-14	169	97.6%	167	125	75.8%	59.0%

AMAO #2: These scores are based on students' CELDT scores. It measures the number of EL students who reach proficiency (Early Advanced or Advanced levels); each EL student falls into one of the cohorts. RHS has consistently exceeded the targets for both cohorts. Of particular note, is the growth from 2012-13 to 2013-14 when both cohorts' proficiency had their largest growth on record.

AMAO #2
Attaining Proficiency < 5 years

	Number in Cohort	Number Attaining English Proficiency	Percent Attaining English Proficiency	Target
RUSD 09-10	1426	437	30.6%	17.4%
RHS 09-10	87	36	41.4%	17.4%
RUSD 10-11	1333	425	31.9%	18.7%
RHS 10-11	75	24	32%	18.7%
RUSD 11-12	1266	440	34.8%	20.1%
RHS 11-12	44	12	27.3%	20.1%
RUSD 12-13	1271	467	36.7%	21.4%
RHS 12-13	56	18	32.1%	21.4%
RUSD 13-14	1188	388	32.7%	22.8%
RHS 13-14	58	29	50.0%	22.8%

AMAO #2
Attaining Proficiency > 5 years

	Number in Cohort	Number Attaining English Proficiency	Percent Attaining English Proficiency	Target
RUSD 09-10	810	417	51.5%	41.3%
RHS 09-10	157	90	57.3%	41.3%
RUSD 10-11	887	422	47.6%	43.2%
RHS 10-11	167	75	44.9%	43.2%
RUSD 11-12	876	452	51.6%	45.1%
RHS 11-12	126	62	49.2%	45.1%
RUSD 12-13	772	408	52.8%	47.0%
RHS 12-13	94	45	47.9%	47.0%
RUSD 13-14	773	427	55.2%	49.0%
RHS 13-14	121	77	63.6%	49.0%

AMAO #3: This AMAO measures the percent of EL students who meet AYP as measured by the CAHSEE. In 2011-12, our scores dipped significantly. In large part due to new EL leadership and restructuring of classes and curriculum, scores began to increase again. In terms of AYP, EL students do not comprise a significant subgroup.

AMAO #3
Adequate Yearly Progress for EL Students (CAHSEE Proficiency)

	09-10	Met Target of 55.6%	10-11	Met Target of 66.7%	11-12	Met Target of 77.8%	12-13	Met Target of 88.9%	13-14	Met Target of 100%
ELA	32	NA	47.3	NA	15.2	NA	24	NA	30.3	NA
	09-10	**Met Target of 54.8%**	**10-11**	**Met Target of 66.1%**	**11-12**	**Met Target of 77.4%**	**12-13**	**Met Target of 88.7%**	**13-14**	**Met Target of 100%**
Math	35.1	NA	40	NA	31.9	NA	40.8	NA	48.7	NA

CAHSEE

Since 2010, the overall PASSING percentage rate on the CAHSEE for RHS students has consistently ranged from 87% to 92%.

California High School Exit Exam (CAHSEE) Results for Mathematics and English Language Arts (ELA)

Year	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL)	Redesignated Fluent-English Proficient (RFEP)	Socio-economically Disadvantaged	Not socio-economically Disadvantaged	Female	Male	African American or Black	Asian	Hispanic or Latino	White (not Hispanic)
2010	# Tested	Math	707	6	56	50	339	356	384	321	54	101	230	254
	Passing	Math	617 (87%)	N/A	44 (79%)	48 (96%)	273 (81%)	332 (93%)	338 (88%)	279 (87%)	41 (76%)	97 (96%)	191 (83%)	231 (91%)
	# Tested	ELA	708	5	55	50	338	358	388	320	54	100	234	255
	Passing	ELA	650 (92%)	N/A	41 (75%)	48 (96%)	292 (86%)	347 (97%)	365 (94%)	285 (89%)	45 (83%)	94 (94%)	206 (88%)	245 (96%)
2011	# Tested	Math	670	42	44	52	294	369	334	338	45	87	225	250
	Passing	Math	605 (90%)	15 (36%)	30 (68%)	52 (100%)	245 (83%)	354 (96%)	297 (89%)	308 (91%)	38 (84%)	81 (93%)	189 (84%)	235 (94%)
	# Tested	ELA	668	42	44	52	293	368	329	340	45	87	225	247
	Passing	ELA	605 (91%)	18 (43%)	25 (57%)	52 (100%)	252 (86%)	347 (94%)	309 (94%)	296 (87%)	39 (87%)	82 (94%)	189 (84%)	235 (95%)
2012	# Tested	Math	566	50	54	66	282	284	281	285	41	85	206	176
	Passing	Math	495 (88%)	19 (38%)	35 (65%)	64 (97%)	224 (80%)	271 (95%)	247 (88%)	248 (87%)	34 (83%)	78 (92%)	165 (80%)	165 (94%)
	# Tested	ELA	565	44	52	65	278	287	280	285	41	84	205	177
	Passing	ELA	500 (89%)	22 (50%)	26 (50%)	64 (99%)	221 (80%)	279 (97%)	255 (91%)	245 (86%)	34 (83%)	75 (89%)	168 (82%)	170 (96%)
2013	# Tested	Math	529	36	30	59	279	250	263	267	34	78	180	177
	Passing	Math	482 (91%)	13 (36%)	20 (67%)	55 (93%)	242 (86.7%)	240 (96%)	242 (92%)	240 (90%)	26 (77%)	76 (97%)	155 (86%)	166 (94%)
	# Tested	ELA	528	36	31	59	277	251	261	264	35	78	177	178
	Passing	ELA	470 89%)	16 (44%)	14 (45%)	56 (95%)	233 (84%)	237 (94%)	240 (92%)	230 (87%)	26 (74%)	74 (95%)	145 (82%)	167 (94%)
2014	# Tested	Math	606	43	53	78	330	270	286	320	50	92	211	210
	Passing	Math	550 (91%)	19 (44%)	40 (75%)	76 (97%)	289 (88%)	255 (94%)	264 (92%)	286 (89%)	41 (82%)	89 (97%)	186 (88%)	193 (92%)
	# Tested	ELA	609	43	54	78	331	272	287	322	50	92	214	212
	Passing	ELA	541 (89%)	17 (40%)	31 (57%)	77 (99%)	274 (83%)	261 (96%)	265 (92%)	276 (86%)	43 (86%)	81 (88%)	182 (85%)	195 (92%)

13

CSTs

Beginning in 2014, the only CST that remains is the 10th grade Life Science. Life Science has increased each year except for 2013 where it dipped a mere two points.
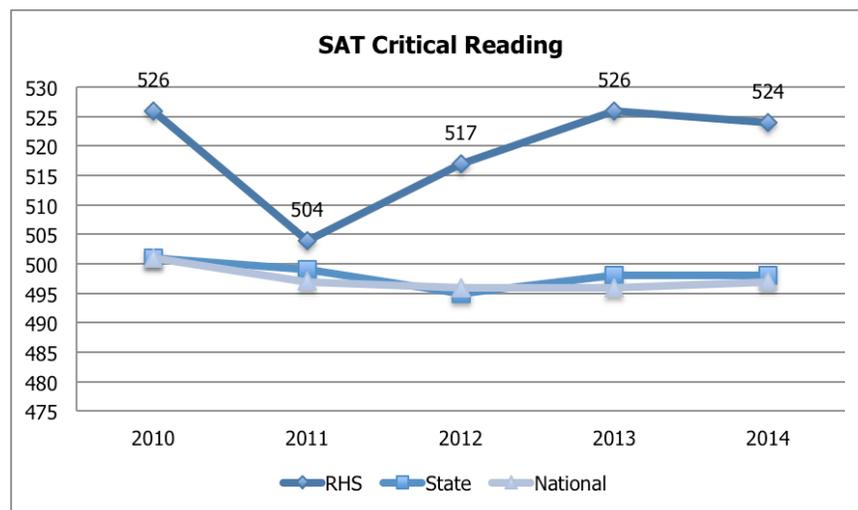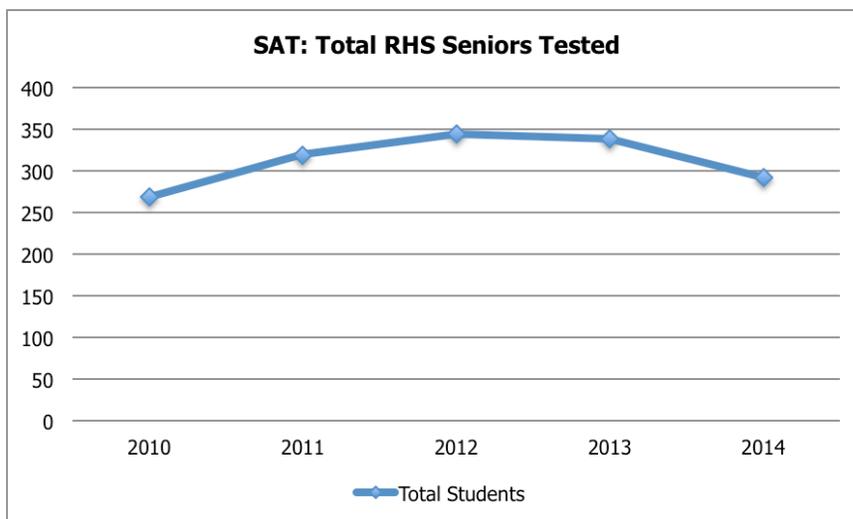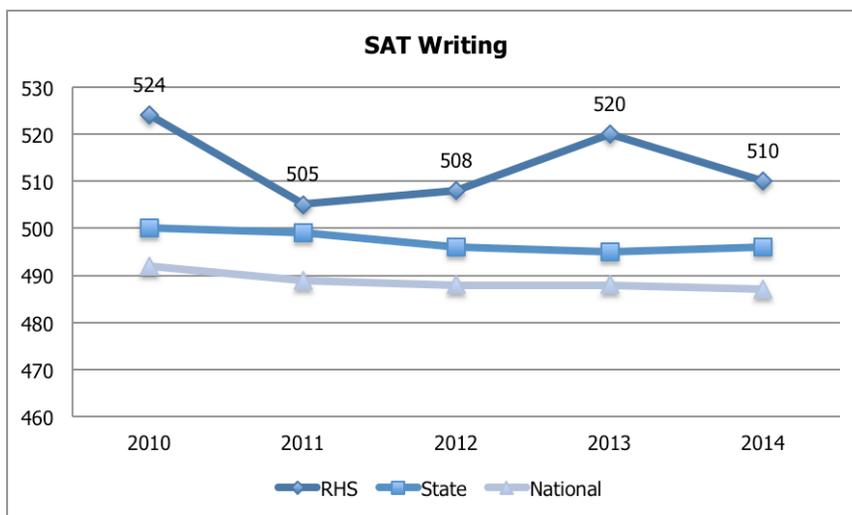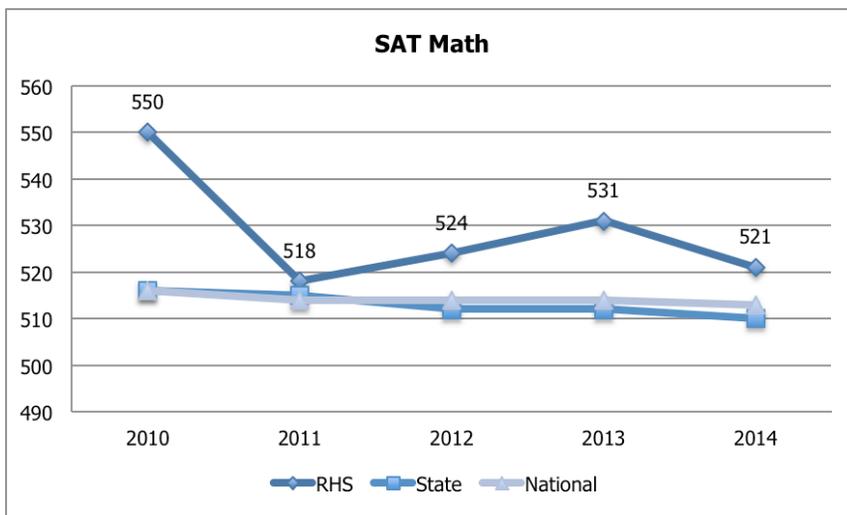
CST Proficiency Rankings (by %)

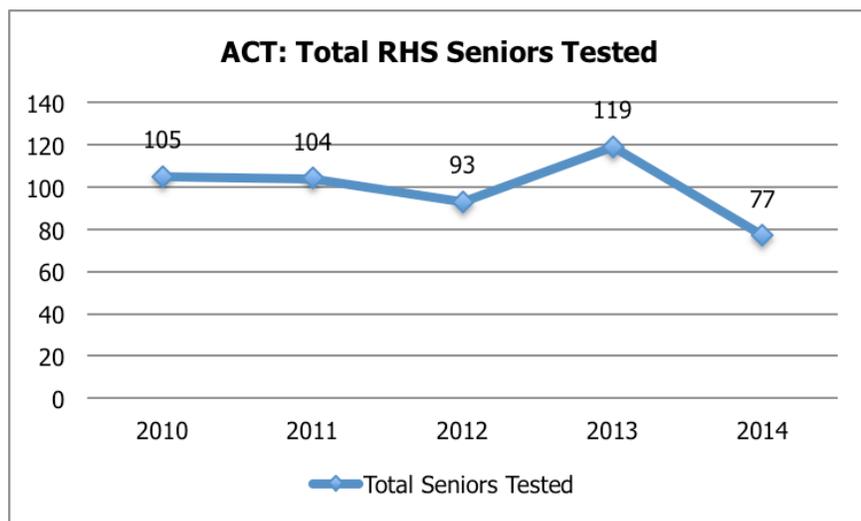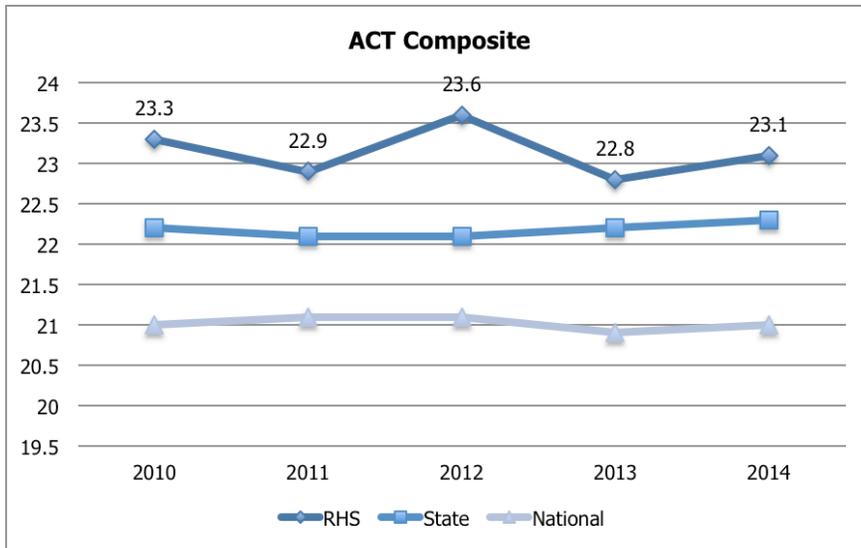|	2006	2007	2008	2009	2010	2011	2012	2013	2014
ELA 9	55	55	52	55	69	67	66	74	N/A
ELA 10	48	45	44	50	53	62	67	67	N/A
ELA 11	43	45	44	45	47	60	67	67	N/A
Algebra I	11	10	11	11	11	16	15	18	N/A
Geometry	31	27	25	28	28	37	38	36	N/A
Algebra II	31	29	27	23	23	24	34	38	N/A
Summative High School Math	34	48	54	50	43	48	41	50	N/A
World History	46	38	39	40	50	63	63	62	N/A
US History	44	46	44	47	52	59	67	69	N/A
Life Science	37	41	43	49	53	61	63	61	67
Biology	39	37	42	42	50	56	56	59	N/A
Chemistry	31	40	39	30	32	30	44	43	N/A
Earth Science	22	20	22	24	29	33	38	35	N/A
Physics	67	76	59	65	67	69	70	68	N/A

SAT/ACT

ACT Mean scores have gradually increased since 2011 with the exception of 2013. SAT Mean scores have increased each year *in all areas* with the exception of 2014 when all areas saw a decline in mean scores. RHS encourages and assists student in obtaining fee waivers for these exams. RHS students continue to exceed State and National Scores on both SAT and ACT tests.

SAT

475

SAT Math

SAT Writing

SAT: Total RHS Seniors Tested

ACT

ACT Composite

ACT: Total RHS Seniors Tested

Early Assessment Program (EAP)

English

College Readiness for English: RHS is consistently above the County and State averages.

Conditional College Readiness for English: In 2012, RHS was above the County and State averages. In subsequent years, RHS was at or just below the County and State averages. In 2014-15, RUSD and RHS began offering an approved CSU Expository English class to all non-AP seniors. A "C" grade or higher in this course will deem Conditional status students "College Ready" in English at the CSU and some community colleges.

Not Ready for College English: Consistently, the percentage of RHS students who scored "Not Ready" for college English has been *at a minimum* of 10 points below the County and State averages. While we exceed County and State scores, we realize this is an area of focus for the future.

Early Assessment Program (EAP) - Ready for College English

	RHS Ready	County Ready	State Ready	RHS Conditional	County Conditional	State Conditional	RHS Not Ready	County Not Ready	State Not Ready
2012	34	17	23	19	14	15	47	69	62
2013	37	16	23	15	14	15	49	70	63
2014	34	19	25	15	19	14	51	68	61

Math

College Readiness for Math: RHS is consistently above the County and State averages.

Conditional College Readiness for Math: RHS has been above the County and State averages with the exception of 2014 when our average was 4 points below the County. Students are able to clear their Conditional status by taking a math course above Algebra II in the senior year and earning a "C" grade or higher.

Not Ready for College Math: Consistently, the percentage of RHS students who scored "Not Ready" for college math has been below the County and State Averages. While we exceed County and State scores, we realize that this is an area of focus for the future.

Early Assessment Program - Ready for College Math (Total)

	RHS Ready	County Ready	State Ready	RHS Conditional	County Conditional	State Conditional	RHS Not Ready	County Not Ready	State Not Ready
2012	11	10	15	52	46	46	37	44	40
2013	13	10	14	53	47	46	34	44	40
2014	15	7	10	48	40	41	37	53	49

Since 2012, the number of RHS Algebra II students who are "Ready for College Math" has consistently been **below** the County and State averages. Likewise, the number of RHS Conditional students has remained below County and State averages. Over the past three years, RHS "Not Ready" has been greater than the County and State averages. As we are only implementing common core math at the 9th grade level and phasing in Integrated Math over the next two years, this could continue to be an issue. We are attempting to have our students practice some common core math activities within the traditional curriculum. In May 2015, our students will take the EAP through Smarter Balanced for the first time.

Early Assessment Program - Ready for College Math (Algebra II)

	RHS Ready	County Ready	State Ready	RHS Conditional	County Conditional	State Conditional	RHS Not Ready	County Not Ready	State Not Ready
2012	3	7	7	14	23	22	83	71	71
2013	3	5	6	13	23	22	85	72	73
2014	2	3	3	10	13	13	88	84	84

Advanced Placement (AP)

The total number of students taking AP tests peaked in 2012 at 422 with a steady decline in both 2013 and 2014. This is due to the overall decrease in enrollment finally impacting the junior and senior grade levels. The overall passing rate has consistently remained over 80% with 2013 and 2014 having the largest passage rates at 86.2% and 85% respectively. All new AP teachers are sent to the week-long AP Summer Institute training prior to teaching their AP course and all current AP teachers have the opportunity to attend one-day trainings during the school year. RHS received AP STEM Access Program - Excellence Resource Funding in 2013-14 (Physics) and 2014-15 (Calculus) which encourages/rewards course enrollment and completion by historically underrepresented students.

AP Passing Rate by Subject Areas

	2010	2011	2012	2013	2014
Art History	100	100	93	100	100
Biology	33	38	87	84	80
Calculus AB	90	80	89	90	81
Calculus BC	91	100	93	94	97
Chemistry	21	54	59	60	64
Chinese Language & Culture*			100		100
Macroeconomics	80	81	89	91	93
Microeconomics	75	60		82	100
English Lang & Comp	82	80	81	88	85
English Lit & Comp	69	84	82	82	79
European History		95	98	100	100
French Lang	100			100	100
Comparative Government & Politics	50	100			
U.S. Government & Politics	91	86	91	91	82
Music Theory*					100
Physics B	100				25
Physics C: Mechanics			75	100	
Psychology	75	74	78	83	76
Spanish Language	91	82	73	74	97
Statistics	65	41	60	67	42
Studio Art – Drawing	100	80	100	66	100
US History	91	83	96	91	83
Other	100	50			
Total Tests	783	801	889	887	737
Total Students	397	410	422	383	354
Overall % Passing	81.60%	81.70%	82.90%	86.20%	85%

In comparison to other high schools in California and globally, the majority of RHS scores are consistently above the CA and Global Averages.

AP Score Roster (2014)

	RHS Average Score	California Average Score	Global Average Score
Art History	4.25	2.90	2.82
Studio Art: Drawing	5.00	3.26	3.27
English Language & Composition	3.50	2.73	2.79
English Literature & Composition	3.48	2.76	2.76
French Language	4.30	3.24	3.36
Spanish Language	3.84	3.79	3.72
Latin*	3.00	2.99	3.05
Calculus AB	3.55	2.99	2.94
Calculus BC	4.24	3.91	3.91
Chinese Language & Culture*	5.00	4.56	4.43
Statistics	2.42	2.82	2.86
Biology	3.40	2.88	2.91
Chemistry	3.07	2.68	2.68
European History	3.94	2.46	2.65
Macroeconomics	4.04	2.94	2.89
Microeconomics	3.80	3.04	3.07
Psychology	3.45	3.06	3.09
U.S. Government & Politics	3.58	2.52	2.62
US History	3.77	2.82	2.76
Physics B*	2.50	2.87	2.89
Music Theory*	4.00	3.27	3.07
Human Geography**	4.67	2.69	2.64

*Course not offered in 13-14 but students still took the AP test
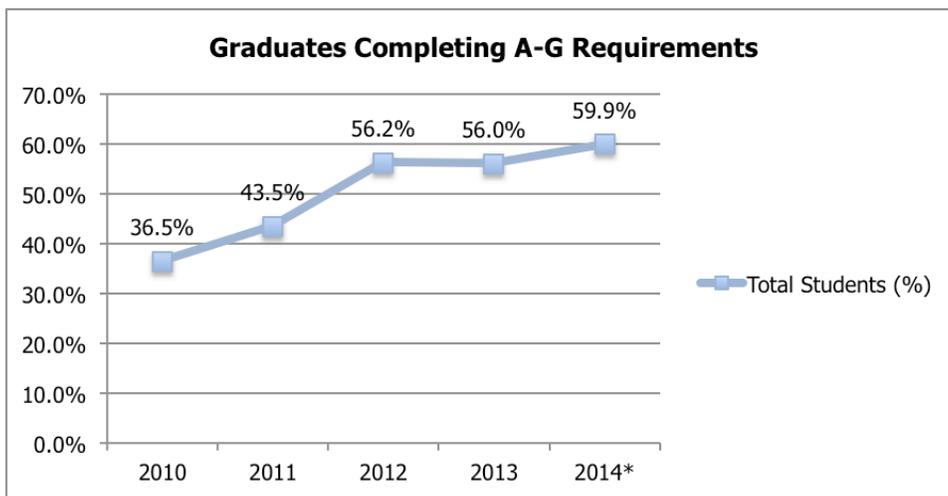**Cisco Telepresence course from CVHS

The AP Equity & Excellence Report reports the percentage of the senior class that scored a 3 or higher on at least one AP Exam during high school. Since 2012, RHS has consistently has at least 1 in 3 seniors meet this criteria.

AP Equity & Excellence Report 2011

Graduating Class Summary	Percentage
2012	31.2%
2013	29.1%
2014	29.9%

a-g Requirements

The percentage of students who are a-g eligible (students who have completed the coursework required to make them eligible for admittance to the UC and CSU systems) has steadily increased since 2011. Of note, is a 16.5% increase from 2011 to 2014. RHS and RUSD graduation requirements are currently not aligned with the UC/CSU a-g requirements. Freshman and Sophomore Teams have worked to decrease Fs over the years and this success has been a major contributor to the a-g rates.

Graduates Completing A-G Requirements

Year	Total Students (%)
2010	36.5%
2011	43.5%
2012	56.2%
2013	56.0%
2014*	59.9%

**2014 is preliminary data

Graduation Rates

In 2011, the calculation for the graduation rate was changed to the 4-year Cohort Graduation Rate. Because of this, historical data is not provided below. Since 2010-11, the RHS graduation rate has been consistently above the District, County and State averages. Again, a focus on grades and the F Rate has had a significant impact on these rates.

Graduation Rate by Percent

	2010-2011	2011-2012	2012-2013
RHS	**88.8**	**93.9**	**95.8**
District	86.7	90.4	91.2
S.B. County	74.3	77.2	78.3
State of CA	77.1	78.9	80.4

20

F Rates

Since the implementation of 9th and 10th grade teams, RHS has tracked F Rate data for those two groups. RHS is divided into three small learning communities (SLCs) with each SLC containing a 9th and 10th grade team. Ninth grade teachers have a common conference period and meet once a month to discuss relevant data and to formulate interventions for their specific students. Tenth grade teams meet at least once per quarter during Dawg/Collaboration Time (the exception was 2013-14 when 10th grade teams did not meet due to meetings related to CCSS implementation) to discuss relevant data and to formulate interventions for their specific students.

9th **Grade:** Since 2008-09, 9th grade F Rates have decreased with the exception of two years of data when the rate remained the same. Of note is a 13% drop in the 1st Semester rate and 19% in the 2nd Semester rate since 2008-09.

10th **Grade:** Since 2008-09, 10th grade F Rates have decreased each year for each semester. One exception is 1st Semester of 2013 when the rate increased by 7%. This can be attributed largely to the fact that 10th grade teams did not meet at all that year. However, 2nd semester data for 2013-14 indicates that the F Rate decreased 6% by the end of year and was 1% less than the prior year (2nd semester).

	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem
9th Grade	29.70%	36%	23%	24%	22%	24%	22%	21%	20%	20%	16%	17%
10th Grade	29.20%	35.75%	22%	21%	23%	24%	25%	21%	18%	18%	23%	17%

School wide: For the most part, 2nd Semester F rates decrease at all grade levels. Total F Rate has decreased except for the spike to 17% for 1st Semester of 2013-14. This can be attributed to the lack of 10th grade team meetings in 2013-14 due to a focus on CCSS implementation. In 2014-15, 10th grade teams will meet during collaboration time at least once per quarter.

	2012-2013		2013-2014	
	1st Sem	2nd Sem	1st Sem	2nd Sem
9th Grade	17%	20%	17%	17%
10th Grade	18%	18%	23%	17%
11th Grade	18%	13%	22%	13%
12th Grade	7%	4%	7%	4%
Total	15%	14%	17%	13%

II: Significant Changes and Developments

- **Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.**
- **Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.**

Significant changes since the 2011-12 full WASC visit:

1. **Implementation of Aeries.net**
   In an effort to increase parent participation in their child's education, the District initiated the implementation of a web-based student information system, Aeries.net. Teachers received training on grade and attendance reporting which has resulted in an increased awareness of student progress and attendance for parents and students.

2. **Changes in Administration**
   RHS has lost two assistant principals due to retirement and/or promotion. They were replaced with two veteran administrators from within our district. The two remaining administrators, the principal and another assistant principal, have been assigned to RHS as administrators since 2003-04. Additionally, the principal of twelve years will be retiring at the end of this school year and the new principal is coming from one of our district middle schools. She has employed in the RUSD for several years and is very familiar with RUSD policies and culture. Of note, as of 2015-16, three out four administrators will be RHS graduates. Further, a significant number of certificated and classified staff is RHS graduates as well.

3. **The Implementation of Common Core State Standards**
   The most dramatic shift in the field of education nationwide has been the adoption and implementation of Common Core State Standards (CCSS) that infuse more critical thinking and expository reading/writing skills into all subject areas. This move has taken precedence since our WASC accreditation visit. For instance, professional development during our weekly collaboration/Dawg Time has been devoted to preparing and training teachers for the implementation of the CCSS. Accordingly, this shift has affected RHS's practices in the areas of professional development, common assessments, and day-to-day instruction. District professional development has primarily focused on the English and math curriculum and assessment. This year, social studies and science teachers began some training. For several years, the district's Educational Services Department has developed multiple "Make and Takes" in which RHS administration were trained in various components of common core instruction. Subsequently, the administration trained the teachers.

   In the transition toward a full implementation of the Common Core State Standards, the RHS Math Department in conjunction with the RUSD, has moved to an integrated curriculum by implementing a three-year phase-in of Integrated Math 1-3 courses. Starting with the 2014-2015 school year, Integrated Math I became the school's beginning math class for all 9th graders. Identified 9th graders were selected (using prior grades and CST data) to take a Math Review course concurrently with their Integrated Math I class. This was intended to provide more direct assistance for the struggling students who need the extra support to be successful in Integrated Math I. Further, an Integrated Math I Honors course was implemented in 2014-15 that provides a more rigorous course of study. Additionally, to meet the needs of our SAI students, a modified Integrated Math I curriculum is being implemented. This curriculum spreads the standards across two school years.

In English, a selected group of teachers were participants in district-level "Expert Groups" in 2013-14 to redesign their curriculum which they began implementing in 2014-15.

4. **Local Control Accountability Plan (LCAP)**
During 2013-14, The Redlands Unified School District fully engaged with the greater Redlands community to assess the District's progress to meeting the needs of ALL students. The Superintendent held community conversations in 15 separate stakeholder workshops that invited certificated and classified support staff, parents, students, and community members to conduct a needs assessment and establish priorities. The process began with a comprehensive outreach to the full school community inviting them to participate in a Math Forum and informational trainings regarding Common Core State Standards, Smarter Balanced Assessment, and College and Career Readiness. This training was provided district wide to a variety of stakeholders August 2013-February 2014 to provide the foundational understanding required for comprehensive engagement in the LCAP planning. This included teachers, instructional coaches and administrative training as well as parent and community forums. This resulted in the development of RUSD's six LCAP priorities beginning in 2014-15.

This work was then followed by targeted LCAP development seminars in which stakeholders developed the structured content for planned LCAP programs centered on collected data and established Board criteria based on state priorities and measurable outcomes. Data was collected from these seminars to gain a district wide perspective of LCAP action priorities and identify key commonalities among the various stakeholder groups. Taking into consideration the eight state priorities, district data, Board criteria and stakeholder input, six District overarching priorities were developed. Ultimately, each of the identified priorities falls under "Conditions of Learning" and "Pupil Outcomes" with sub-goals under "engagement."

The Six RUSD LCAP Priorities for 2014-15:
1) Provide extended teacher training and support for Common Core mathematics implementation (supports all students as well as targeted subgroups - limited income, foster youth and English Learners).
2) Provide extended training and support for skills needed to successfully teach reading (Elementary: supports all students as well as targeted subgroups - limited income, foster youth and English Learners).
3) Expand and support the high school AVID program so that all high schools have equally strong programs (AVID targets enrollment from subgroup students, particularly 1st generation college bound students who are often low income, foster youth and/or English Learners).
4) Improve and strengthen career-pathway programs at the high schools.
5) Provide teacher training on strategies specific to sub-group success (focus on effective strategies for at-risk students including English Learners, and Low Income and Foster Youth).
6) Add support courses for mathematics at the secondary level. (Focus on additional support for at-risk students including English Learners, Low Income and Foster Youth).

Staff members from RHS participate in district-wide work groups to give input and make recommendations from the site's perspective. RHS's implementation of LCAP priorities is addressed in later sections of this report.

5. **Change in Collaboration Time**
Beginning in 2014-15, all three comprehensive high schools switched to a common weekly collaboration date/time, Tuesdays from 7:30am-8:25am. This allows for content-alike teachers from all three sites to collaborate either in person or via Cisco Telepresence technology. An example of district collaboration

is all three schools' math departments being trained by the district data coordinator on Illuminate HC regarding the new common assessments online on a Tuesday morning via Cisco Telepresence (all staff remained at their respective sites but received the same training simultaneously). On another Tuesday morning, Citrus and RHS Integrated IH teachers collaborated together at RHS to evaluate Unit 1 of their new curriculum.

6. **Teachers On Assignment (TOAs)**
   Beginning in 2012-13, in anticipation of CCSS implementation, the District assigned teachers-on-assignment (TOAs) in math and English to the comprehensive high schools. Their assigned days to each site have varied each year from 1-2 days/week. In 2014-15, three TOAs in math and two in English are assigned to RHS for one day/week. Their duties include:

   - Work with expert groups
   - Develop curriculum in collaboration with teachers
   - Develop and model sample lessons
   - Develop assessments in collaboration with teachers
   - Meeting one-on-one during conference periods with teachers to provide guidance regarding standards, curriculum, resources, materials, instruction – fill requests from teachers for materials, resources, etc.
   - Lesson Study Coaching Model with teacher (Pre planning, co-teaching, debriefing)
   - Facilitate workshops
   - Attend conferences for training

7. **Classroom Laptops for Math and ELA Common Core Instruction**
   Over the past two years, the District has provided 36 laptop carts to RHS which were assigned to almost all math and English teachers on campus. The purpose of these laptops is to increase student access to technology as well as to prepare our students for standardized computerized testing (Smarter Balanced). Since adding these laptop carts, teachers have begun to use the laptops in their daily lessons. One example is of English classes doing research and writing research papers in class. As teachers and students become more comfortable with the technology, the expectation is that more teachers will create research opportunities, projects and assignments that involve the use of technology.

8. **Implementation of Cisco Telepresence**
   In 2012-13, the District supported the implementation of Cisco Telepresence technology at all three comprehensive high schools. This technology provides equity of access for students to courses from a school that they do not attend. For example, Latin is a course that is offered only at RHS. Through Telepresence, Latin I and II are now being shared with students who attend other high schools; thus, increasing enrollment and equity. The ability to share courses among our high schools not only increases our students' access to courses that may not be offered on their own campus but also limits course closures. Since the program's inception, RHS has received AP Human Geography from Citrus Valley HS (enrollment has jumped from an initial two students to thirteen this year with an anticipated 40 for 2015-16) and sent out AP US History (which created extra seats for RHS students as well) and Latin I & II.

9. **On-Line Courses for Grade/Credit Recovery**

   In 2012-13, RHS began offering grade/credit recovery via an on-line provider (Odyssey Ware) for students who failed a required course for graduation or who needed to improve their grade to meet college entrance requirements. Initially, two sessions were offered only after school. Beginning in 2nd semester of 2013-14, RHS was able to offer an additional section during the school day. During 2013-14, the on-line provider was switched to Edgenuity. In 2014-15, RHS offered two sections after school and two sections during the school day. Also, for 2014-15, Edgenuity core content courses (no lab sciences or VPA) were submitted to and approved for our UC a-g list. However, these on-line courses do not currently meet NCAA Eligibility Center requirements.

III: Process for the Development of the Progress Report

- **Describe the process to prepare this progress report. Include to what extent stakeholders were involved in the preparation of the report.**
- **Describe the process to present the progress report to the governing board.**

School's Follow-Up Process and Preparation for Mid-cycle Progress Report:

Each year, as part of the WASC accreditation process, the school analyzes the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index, adequate yearly progress growth targets and other performance data. As a result of our 2012 self-study and the WASC Visiting Team's recommendations, we adopted the following school goals which were also incorporated into our Single Plan for Student Achievement (SPSA):

Goal #1: All students will demonstrate proficiency on essential standards in order to prepare them for college and/or career and to enhance the culture of achievement at Redlands High School.

The Visiting Team added:

a) **Address the differences in skill levels between subgroups with respect to effective communication in literacy and math, critical thinking and organizing and applying knowledge.**
b) **Continue ongoing efforts to improve parent involvement, especially among Latino/Hispanic, African American, special education and ELL populations.**

Goal #2: Increase students' academic literacy and numeracy skills; increase critical thinking skills across the curriculum especially in writing.

Goal #3: Increase achievement in math at all levels.

To strengthen the plan around these three areas, the Visiting Committee recommended the following additional activities and strategies:

1. **Continue to deepen and improve the practice of Common Assessments by all teachers in all departments through continued collaboration.**
2. **Incorporate real world applications and experiences into all programs to increase relevance and connections to the course content.**

The process to prepare this report is the same as the process we follow each year. In non-report or visitation years, progress is detailed in the SPSA Evaluation and the Evaluation of Parent Activities. (The SPSA and the WASC Action Plan are the same plan except for one SPSA goal regarding a Safe and Clean School.) This year, we also prepared the Third-Year Progress Report.

Twice a year, the principal meets with the Leadership Team, (department chairs, SLC leads, other teacher leaders and administrators) and the full staff to review what had been accomplished to date. Usually this occurs in the spring and mid-year. However, this year the first meeting took place in November. The process also includes a review of data, as it becomes available, with Administration, the Leadership Team and staff. Data that is reviewed includes summative test scores, API, AYP, college-going data: a-g data, SAT, PSAT, ACT,

EAP, AP Passing Rates, CDE School Quality Snapshot, grade data, attendance as available, suspension and expulsion rates, graduation, and dropout rates. Data Teams review common assessment data after each test and summative data when it is available. Freshmen teams review grades every five to six weeks. Sophomore teams review grade data at least once per quarter. We discuss what remains to work on, and what new areas need to be addressed. It is during this process that changes and additions to the Action Plan are incorporated.

When the Action Plan is reviewed, former Action Plans are included to illustrate the continuity that is necessary for long-term change to occur and to illustrate the progress that has occurred. Periodically, throughout the year during Leadership meetings, the principal reviews the status of the Action Plan with Leadership and reminds them of the goals.

The Evaluation of Parent Activities is reviewed and discussed with Site Council each year in September or May. The evaluation of the Single Plan for Student Achievement is reviewed and discussed each year with Site Council in September/October and approved by the Board of Education soon thereafter.

However, the Principal reviews and discusses data with Site Council, ELAC and PTSA as it becomes available including its effect on the SPSA.

The principal also reviews progress and discusses ideas regarding the Action Plan with parents, students and staff in School Site Council and PTSA. Subsequently, the EL Coordinator shares the same information with the English Language Advisory Committee. Test scores and other aspects of the Action Plan are included in *Terrier Tracks*, the PTSA's newsletter.

As each year progresses, we keep documentation to aid in our third-year progress report. In addition, we keep anecdotal records of what we have accomplished each year so that information is readily available to assist in completing the report. This process enables us to develop progress reports each year. The progress reports are usually in the form of the SPSA Evaluation. This year progress will also be reflected in the WASC Third-Year Progress Report.

Near the end of each school year, the site administration is able to reflect on the entire year with the input from all stakeholders (whole staff and Leadership) which was gathered throughout the year. This process allows the site administration to integrate all relevant information and to determine our progress in achieving our goals and to determine the direction for the upcoming year.

Describe the process to present the progress report to the governing board:

In addition to the yearly review process outlined above, in consideration of the three-year progress report, the School Site Council was given an overview of the Progress Report during the May School Site Council meeting by the school's principal. The report will be posted to the school's website. In addition, the Redlands Unified School Board will review and approve this Progress Report at its summer meeting to be held in June 2015.

IV: Critical Areas for Follow-up Progress

- **List the critical areas for follow-up and reference the schoolwide action plan sections where each critical area for follow-up has been addressed. If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue.**
  ➔ Note: The school's action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last full visiting committee report.
- **Comment on the progress made to date for each critical area for follow-up and cite evidence and examples of the impact on student learning.**

Goal #1: All students will demonstrate proficiency on essential standards in order to prepare them for college and/or career and to enhance the culture of achievement at Redlands High School.

a) Address the differences in skill levels between subgroups with respect to effective communication in literacy and math, critical thinking and organizing and applying knowledge.
b) Continue ongoing efforts to improve parent involvement, especially among Latino/Hispanic, African American, special education and ELL populations.

Goal #1 was originally written with 14 objectives. It has since been revised to contain 11 objectives so as to minimize repetition and to delete activities that no longer exist such as activities that support CST testing. However, since the majority of this report covers the period when we still were working on meeting the 14 objectives, this report will document those activities within the original 14 objectives. Of further note, there is a 12th objective in the SPSA (which was our 15th objective prior to the revision) which focuses on a clean and safe school but this is not a WASC Action Plan goal.

NOTE: Each objective contains a list of activities and/or strategies (listed in the SPSA) related to the execution of that specific objective. Where appropriate, a bulleted of list of these activities and/or strategies will appear within the objective.

Objective 1: Identify Proficiency levels of students

Annually, prior assessment data and academic grades are used to place at-risk students into the following intervention courses: 9th Grade Academic Support (targets students with average to high standardized test scores but who have Ds or Fs in their core classes), Language Skills (Read 180 for students with low English grade and low standardized test scores in English, science and/or social studies), and/or Math Review (targets students who have low math grades and low standardized test scores in math). For 2014-15, to align with our first year of Integrated Math I implementation, thirty-five targeted students were placed in a full year of Math Review (concurrently with Integrated Math I). For second semester, we were able to add one additional section. Students were added based upon 9th grade team and counselor recommendation. Juniors and Seniors who have not passed the CAHSEE are enrolled in CAHSEE support classes and/or receive on-site small group tutoring for the exam. Credit and grade recovery courses continue after school (two sections) and during the school day (two periods). Initially, OdyessyWare was used but in 2013-14, the program was switched to Edgenuity. Core classes meet graduation and a-g requirements but not NCAA Eligibility Center Requirements.

All EL students are assessed yearly via the CELDT. Teachers have been made aware of their students' levels as well as what the levels mean. SDAIE strategies are provided for teachers both in their data binders (updated yearly) and via EL strategies that are mailed almost weekly emailed to teachers by our EL Coordinator. Administrators routinely look for these strategies on weekly classroom walkthroughs.

Once EL students' are identified via their proficiency level, they are placed accordingly into the appropriate core classes. RHS provides SDAIE instruction in science, social studies and math for Program 1 (Algebra II thru 2012-13) students. Program 1 classes consist solely of recent arrivals. In 2012-13, we started clustering low achieving long-term EL students with specific SDAIE-trained general education teachers in core content subjects. The overall goal was to support these targeted students with SDAIE strategies in the general education core subjects. In 2013-14, we began working on developing language goals in all content areas. SIOP lesson planning, which includes language objectives, needs to be reviewed with SDAIE teachers that have the clustered students.

The CELDT Assessment demonstrated the need to address the Program III EL Student (Long-term). RHS implemented a second EL "Lab Class" that focused on Academic Literacy. These students were also the first to use the English 3D materials. CELDT Scores AMAO #1 improved from 65% in 2012 to 76% in 2014, but included a large decline in 2013. AMAO #2 Program 1 students demonstrated excellent growth from 27% 2012 to 32% in 2013 to 50% in 2014. AMAO or CAHSEE scores improved as well from 15% to 30% proficient in ELA and 32% to 49% proficient in math.

Annually, over 200 IEP meetings are held to determine academic progress, review and formulate goals & objectives, and to determine appropriate standardized tests and accommodations or modifications for each student.

Each year, each core content teacher receives an updated data binder that includes Teacher Summary Report including data comparing their prior year students' CST, common assessment and end of course scores.

Objective 2: Monitor and support all students not proficient on standards; monitor students in danger of not passing or being proficient on CAHSEE

RHS continues the use of embedded tutoring on Thursdays. This is an optional way for teachers to keep targeted students in class (releasing students who are on target for 20 minutes) in order to give them additional support such as reteaching or homework help in order to increase their academic success. It is not widely used lately but it still is available.

Instructional walkthroughs continue each year. Depending on the time of year, the amount and frequency will vary. Walk-through forms are revised annually to align with what administration expects to see in class rooms, including rigor and engagement strategies. For example, in 2012-13, it included Direct Interactive Instruction (DII) as that year staff was trained in it. Currently, the forms define the four DOK levels and strategies to increase rigor. Walkthroughs show that these instructional strategies need to be reviewed again.
Guidance counselors, parents and teachers meet annually to formulate and/or update IEPs, 504s and ISTs. The strategies and interventions discussed at these meetings are continuously implemented and reviewed/revised as necessary.

Ninth grade teams continue to meet monthly to discuss Pyramid of Interventions and facilitate individual interventions with at-risk 9th grade students. Each team (there are three) monitors the progress of their specific students, especially as it relates to grades, behavior and attendance. The Pyramid Intervention sheet (revised in 2013 to include an intervention sheet for each at-risk students) which includes a four-level set of monitoring, is created for each student who is on the watch list. Each team of teachers develops "watch lists" and meets with students to develop goals who are in danger of failing multiple classes. Depending on the team, interventions include goal-setting meetings with individual students, parent meetings, one-on-one conversations with students, individual counselor-led meetings and/or calls home and behavioral and/or attendance (SART/SARB) interventions. Students are given binders and are taught organizational skills as well as Cornell note-taking.

Tenth grade teams were suspended for one year (2013-14) so that staff could begin preparing for the implementation of the CCSS during collaboration time each week. Tenth grade teams resumed meeting (quarterly) in 2014-15 due to a five point increase in the F rate for the 1st semester. Ninth and Tenth grade teams continue to focus on grade success in order to impact graduation, a-g rates, Average GPA and suspension rates. Using data from mark to mark (every 5-6 weeks), the teams use this data along with teacher input to create their "watch lists." The F rate has continued to drop in the 9th grade. The F rate has dropped overall in the 10th grade, but we did see some increases last year. Overall, school and grade level GPA has increased nicely. As grades have increased, we have seen a direct correlation in our graduation/dropout and a-g rates. Staff members believe that teams have also indirectly impacted suspension and expulsion rates, attendance, AP rates, API and EAP rates. Small schools' research supports this conclusion. Given our freshman, sophomore and overall school data, RHS received a CSBA Golden Bell Award for our Freshman Teams Program in 2013-14. This year, we were named a Gold Ribbon School for this same program and the subsequent data.

Annually, administration looks at all data as it becomes available. Subsequently it is shared with Leadership and then the whole staff. Summative assessment data includes summative test scores, college-going data (a-g data, AP, SAT, PSAT, ACT, EAP), end of course data, suspension rates, grades, AYP , CDE School Quality Snapshot, CAHSEE, CST, and End of Course Exams. This data is reviewed by leadership and staff as it becomes available. Further, each August (thru 2014), staff reviewed API scores, CST scores (moving students out of FBB & BB, % Proficient and Advanced, multi-year study of data), and statewide and similar schools rankings. Staff completed an exercise in why our data increased and improved in various areas. When we had CST results, the four content areas looked at CST clusters and CAHSEE, identifying essential standards and in which areas students needed support. Using a protocol, improvement goal(s) and an instructional plan to support the improvement goal were developed. All other departments look at CAHSEE data and talk about areas of success and improvement, looking at how to improve academic and content-specific (Tier 2 & 3) vocabulary, how to help students read rigorous text, numeracy, and writing in other subject areas. All of this data information is discussed at Site Council and PTSA meetings.

The analysis of formative and summative data and teacher collaboration is on-going at RHS and at the district level. We believe this work led to increased CST, API rates, CELDT, AP, EAP scores and more. In 2012 and 2013 RHS was honored by the California Business for Education Excellent with Honor Roll Status which is recognition for high poverty schools who have consistently increased scores school wide and for subgroups. We are proud to say that in 2013 RHS was only one of two comprehensive high schools in San Bernardino County to be recognized.

All levels of ELD are offered included a lab class. SDAIE classes are offered for Program 1 students in science and social studies. Educational technology used in EL classes include: Rosetta Stone, Renaissance Learning and English 3D (CCSS –aligned: Describe, Debate and Discuss) which was implemented in 2013-14. English 3-D

has been adopted by RUSD to address the needs of our long-term English learners to support them in becoming proficient in academic vocabulary, speaking, listening and writing. This curriculum is currently being utilized by our EL English teacher, including in the 6th period lab class. The EL paraprofessional continues to support EL students in English and core SDAIE classes.

In 2014-15, the district's LCAP Priority #5 was to provide teacher training strategies specific to sub-group success. Amongst its goals, is to ultimately provide a cadre of training for teachers to support the EL subgroup as well as provide additional consultant training to provide additional training for ELL engagement strategies. This priority continues to be a work in progress.

An academic advisor for athletes provides study hall and advisement when they fall below expectations. Athletes have been at least 97% eligible in the past two years. AVID students work with their college age tutors and peer tutoring is also available.

See Goal #1, Objectives #3 and #7 for additional information.

Objective #3: Continue Site and District Common Assessments based on current standards, CSTs, and CAHSEE

English, math, science, social science and foreign language (Spanish I only) have continued their common assessments. In 2013-14, social studies and science common assessments were revised and consolidated into five district assessments through committee work at the district and are now common with the other district high schools. However, these assessments are not currently aligned with the CCSS as teachers are still responsible for California State Standards. English and math common assessments remained the same for 2013-14 as we transitioned to SBAC testing in 2014-15. The utilization of assessments that are aligned with the CCSS in English and math began in 2014-15. Protocols for social studies, science, and English were modified to included CCSS discussions for 2nd semester of 2013-14 in anticipation of its full implementation in 2014-15.

RHS assessment data has been positively impacted due to the practices of common assessments, Data Teams and support classes, tutoring, etc. Overall, CST and CAHSEE scores improved leading to increased API scores making RHS one of the top six or seven schools in San Bernardino County the last three years of API scores. AYP scores continued to increase for Hispanic, African American, Low Socioeconomic, EL students. RHS would have met AYP through Safe Harbor except for our normally higher achieving subgroups - White, non-Hispanic Subgroup in 2013 and the Asian Subgroup in 2014 which did not improve enough to meet AYP. In both 2012 and 2013, RHS received an Honor Roll Recognition from the California Business for Education Excellence which takes into account multiple data sets including closing achievement gaps. In 2014, RHS was one of only two "high poverty" comprehensive high schools in the County to receive this recognition. In addition, one of the District's LCAP priorities addresses the achievement of subgroups and closing achievement gaps through professional development.

See Goal #1, Objective #8 for further information.

Objective #4: Deconstruct Common Core State Standards and prepare Transitional Scope and Sequence Documents

In anticipation of the implementation of the CCSS, the following took place during the time period of 2012-15 in the course of transitioning and ultimately implementing the CCSS:

2011-12:
- Common Core Standards were introduced to all staff during Dawg Time and via the Professional Development Day. The work included sample questions and texts from the Smarter Balanced and other websites related to Common Core; all departments were included in this introduction.

2012-13:
- Administrators were trained on the Transitional Scope and Sequence documents at their annual pre-start of school "Advance." Subsequently, they revised the districts "Take and Teach" PowerPoint for each of the content area teachers. Transitional documents included California State Standards with comparison of the new CCSS standards.
- All social science, English, math and science departments received the transitional scope and sequence documents in August 2012 that included a comparison of current and CCSS standards. Two information sessions were held regarding these documents in 2012.
- Teachers implemented some mini common core lessons using rigorous text and text based questions per the professional development that they were receiving.
- Common assessment protocols were revised to include beginning references to the CCSS.
- All-staff workshop on reading and writing to learn especially as it relates to "argument."
- Beginning in 2012, representative math and English teachers participated in the "Expert Groups" at the district level which prepared them to give input into CCSS material and organizing of content.

2013-14:
- Site level Focus on text complexity, text-based questions, text Sets, DOKs – developing lesson integrating these concepts.
- ELA Expert Groups, with one representative from each grade level from all high schools, met to deconstruct standards and discuss content (District)
- English teachers participated in training at the district office that included a 2-day training facilitated by Sue Beers regarding the new text sets, rigor, and text-based questions. (District)
- All teachers (except math) deconstructed the literacy standards over multiple Dawg Time meetings (ELA teachers did most of this work in expert groups at the district and moved on to content area work). Content groups worked together to create text sets and questions after they deconstructed the standards. (Site)
- English teachers developed common core lessons using CCSS standards and current literature and the addition of some secondary sources (Site)
- ELA Teachers were trained on the on-line scope and sequence documents in order to begin summer planning. (Rubicon Atlas)
- Social Science, Science, and all other content areas other than Eng. and math, created lessons using California State Standards with the addition of secondary text sources, and text-based questions (Site – multiple Dawg Time meetings and Professional Development Day)
- Math teachers met to discuss Integrated vs. Traditional math models and CCSS rationale   District and Site)

- Math teachers participated in training regarding the new math standards, including the standards of mathematical practice and a review of the organization of CCSS. They also participated in several professional development meetings over various Dawg Times regarding the new CCSS. (Both District and Site meetings)
- Math teachers dissected Standards of Mathematical Practice and discussed ideas to integrate into current instruction.
- The math expert group chose their new textbook and support materials (Walch) through a district-wide selection process. The expert groups representing math teachers from all district high schools analyzed materials from multiple publishers and narrowed down the selection to two publishers. All district math teachers then had the opportunity to analyze those two sets of materials and make a final selection.

2014-15:
- "ELA Expert Groups," comprised of one teacher from each content area from each high school, developed units of study (First Draft Scope and Sequence) which are aligned to the CCSS and the ERWC modules and include novels, short-stories and non-fiction materials that they will be using. They chose supplemental materials at the high school level rather than a textbook at this time. These units of study are being revised consistently and have become a much more detailed Scope and Sequence.
- *Rubicon Atlas*, the on-line Scope and Sequence and materials guide, has been consistently revised and is now much more detailed.
- Integrated Math I Teachers have been trained on Common Core Math Instruction through the 5-day Math Academy (More explanation in Goal #3). This training has gone through several transformations to meet the needs of the math teachers.
- This year, the district TOAs developed both the ELA and Math I Common Assessments. Expert Groups then met at the district to review and revise them. Five formative Common Assessments and two common summative assessments (finals) have been developed for Integrated Math I. English 9-12 have a new scope and sequence which is aligned with the CCSS and ERWC modules, new common assessments and new materials. Science began meeting in "Expert Groups" at the district level to discuss the implementation of the NGSS. Social science participated in a two-day district-led professional development on learning about the Common Core Literacy Standards for History/Social Sciences taught through the lens of effective AVID pedagogy.

Objective #5: Develop and implement Scope and Sequence Documents based on common core standards

Beginning in 2012, representative math and English teachers from each high school, including RHS, attended and participated in the "Expert Committees" at the district level which prepared them to give input into CCSS instructional guides, materials, organization, etc. Also, beginning in 2011-12, "Expert Committees" in social science and science met to create a transitional scope and sequence for each of their content areas; these documents were implemented in the 2012-13 school year.

The following activities support the implementation of this objective:

2012-13:
- Teachers from each grade level or content area in English and math participated in district wide committees to learn about CCSS and to begin discussing what types of materials they would need.

- On two occasions, (September 27, 2012 and an extended Dawg Time collaboration meeting), professional development sessions were held on the Five Things Every Teacher Should Do Now for CCSS using several articles for discussion. Multiple follow-up sessions were held on Close Reading and argument.
- Math, science, social science and ELA teachers all participated in two short information sessions on their transitional scope and sequence documents at our site.
- Teachers discussed and planned implementation of some of the Career and College Literacy Standards at the professional development on September 27, 2012 and at additional Dawg Time meetings.
- 5 Things Every Teacher Should Do Now to Meet the CCSS (included a preview at the end of 12-13 to set up "summer thinking" about implementing CCSS in the current scope and sequence).

2013-14:

- The district held group meetings that included teachers, college instructors, parents, community members; they met to recommend to the School Board which math pathway (traditional titles vs. integrated model/titles) that the district should follow as of 2014-15.
- Expert groups met at the district office to develop English and math Instructional Planning Guides.
- Professional development on "Focus on Process, not just Content" was followed up with meetings on the integration of Literacy standards and Standards for Mathematical Practice (English and math had a full day training with multiple, additional Dawg Time meetings).
- Teachers used transitional scope and sequence documents in English, math, science and social studies to support the integration of CCSS and to plan lessons/units.
- ELA "Expert Groups," comprised of one teacher from each content area from each high school, developed units of study (First draft of scope and sequence) which are aligned to the CCSS and the ERWC modules which include novels, short-stories and non-fiction materials that they will be using. The high schools chose to order supplemental materials rather than a new textbook at this time. These units of study are being revised consistently and have evolved into a much more detailed Scope and Sequence.
- Three to four science teachers and two site administrators have attended training on the Next Generation Science Standards (NGSS).
- Social science and science teachers met to revise their common assessments.
- Refer to Goal #3 for additional information regarding math.

2014-15:

- English 12 ERWC is now completely aligned with the ERWC modules. All English 12 and most 9-11 teachers have been trained to teach the ERWC modules. These modules are being implemented in all English 9-12 courses.
- All English teachers were trained on the use of *Rubicon Atlas*, the online Scope and Sequence document. *Rubicon Atlas*, the on-line Scope and Sequence and materials guide, has been consistently revised and is now much more detailed.
- Site professional development occurred during weekly Dawg Time on the following: Common Core College and Career Readiness Standards, Culture of Rigor, Writing standards (argumentative, narrative, and informative/explanatory), Measuring Rigor with Depths of Knowledge (DOKs), and collaboration amongst data teams to develop rigorous lessons that support *all* learners (multiple sessions).
- Refer to Goal #3 for additional information regarding math.

Objective #6: Identify and use instructional materials for common core standards

In 2012-13, the District held group meetings that included teachers, college instructors, parents, community members; they met to recommend to the school board a math pathway (traditional vs. integrated model). Also, in 2013-14, the math expert group chose their new textbook and support materials (Walch) through a district-wide selection process. The expert groups representing math teachers from all district high schools analyzed materials from multiple publishers and narrowed down the selection to two publishers. All district math teachers then had the opportunity to analyze those two sets of materials and make a final selection.

In 2013-14, "ELA Expert Groups," comprised of one teacher from each content area from each high school, developed units of study (First Draft Scope and Sequence) which are aligned to the CCSS and the ERWC modules and include novels, short-stories and non-fiction materials that they will be using. They chose supplemental materials at the high school level rather than a textbook at this time. These units of study are being revised consistently and have evolved into a much more detailed Scope and Sequence.

Instructional technology has been integrated into both the ELA and math curriculum. Laptop carts were purchased (36 carts in total for most math and English teachers) in 2013-14 for Smarter Balanced testing and the technology continues to be woven into the ELA and math curriculum. Further, the library supports the use of online research tools such as World Book, Destiny, Cengage Learning research software, and Scholastic. The school supports teacher website software, *School Fusion*. Other software available and used includes: Discovery (film clips), Rosetta stone, and Renaissance Learning. Pinterest is now available via Internet search engine (previously blocked by the County fire wall). Teachers have increased the use of document cameras with the Illuminate program. Most have integrated this assessment software into their instruction. Our Tech Desk Support Personnel position as well as materials and technology continues to be funded through SIP dollars.

English 12 ERWC is now completely aligned with the ERWC modules. This class meets the requirements for students scoring "conditional" on the EAP test. All English and all but one English 9-11 teachers have been trained to teach the ERWC modules.

All English teachers were trained on the use of *Rubicon Atlas*, the online scope and sequence document and materials portal, which has been consistently revised and is now much more detailed.

Instructional materials and technology are supported by EL and SIP funds.

Objective #7: Develop and implement common assessments to determine progress on current standards and Common Core Standards

In 2012-13, all teachers were trained on how to access data on Illuminate by a district TOA. Teachers pull their own data from Illuminate and at various intervals during the year for their data team meetings. The district provides overall data reports to administration. RHS Administration also pulled the data to catch teachers who may have missed the assessment window as we want to have as accurate data as possible.

Teachers use the common assessments to assess student progress on standards. The four core content areas each have five formative assessments and two summative assessments (finals). Progress and achievement on standards as well as readiness for CAHSEE, the Life Science CST, and SBAC are demonstrated through common assessments. English, math, social studies, science and Spanish teachers frequently meet during

collaboration time in Data Teams to review post assessment data. Teachers scan their own common assessments using Illuminate and pull their own data for reteaching and data team discussion. A pre-assessment meeting is also held to strategize teaching for upcoming standards based on the prior year's data (9th grade deleted the use of pre-assessments for English 9 in 2013-14 in order to focus on the CCSS implementation).

Beginning in 2013-14, the district coordinated the three district comprehensive high schools common assessment calendar, which includes the windows for assessments. Previously, we had our own calendar that we submitted to the District.

Throughout 2014-15, Data Team PLCs met during fifteen Dawg Time sessions with the following goal(s): Pre-instructional planning for common assessments with the goal of implementing good first teaching to support student preparation for the assessments; collaboration to develop rigorous lesson plans that support all learners and yield learning at all levels; and/or post-assessment analysis which included an action plan for re-teaching, re-enforcing and/or expanding standards, concepts and skills.

Refer to Goal #1, Objectives #3 and #8 for additional information.

Objective #8: Continue the implementation of data teams

Continuing throughout 2014-15, teachers continue to work in Data Team PLCs using pre-instructional protocols to discuss upcoming standards and to discuss upcoming instruction to include good first teaching in order to support student preparation for the assessment (using their students' prior year's data). This is a bit more difficult in social sciences and science as once their tests were revised; they did not have prior data to work with. However, the teachers know where their students typically struggle and continue to plan instruction accordingly. Additionally, post assessment protocol meetings have continued as normal as did the Action Plan discussions including plans for re-teaching, instructional strategies/best practices, time frames etc.

The following professional development reinforced the practice and implementation of data teams:

2012-14:
- How to pull data on Illuminate (presented by TOA to all core teachers)
- Post Assessment: Four Principles to Effective Data Driven Instruction-Assessment, Analysis, Action & Culture; included training on the use of the protocol and creating/implementing an action plan (all teachers).
- Deeper discussion with Leadership two times regarding data teams including protocol and action plan.
- Administration reviewed the Rationale and Effective Strategies for Data and reviewed the concept of the protocol (all teachers).
- Instructional conferences were conducted by administrators with all science, math, English and social studies teachers.
- Period by period meetings (led by administration in 2012 & 2014) emphasized focus for the year: Data teams, Instruction (DII & Literacy), support for students and the implementation of the CCSS.

Objective #9: Implement instructional strategies to ensure student mastery of current and Common Core State Standards

Teachers use the common assessment process to assess student progress on standards. Within their PLC data teams, they discuss and share instructional strategies in order to increase proficiency in both pre- and post-assessment meetings.

Professional development sessions are held during Dawg Time collaboration meetings and the Professional Development Days held in September each year. Professional development and other meetings that supported the implementation of the CCSS and effective instruction in 2012-15 included:

2012-13:
- Direct Interactive Instruction DII
- Engagement Strategies
- CCSS Instructional Shifts
- Academic Vocabulary: The Three Tiers
- High-level, Text-Based Discussions, Focus on Process, not just Content, Creating assignments for real audiences, Teach Argument, not Persuasion
- Focus on Process, not just Content was followed up in meetings for integration of Literacy standards and Standards for Mathematical Practice (the role of discourse, the role of reasoning, construction ideas & systems)
- Reading and Writing Grounded in Evidence: Argument
- Highly Structured Practice
- Engagement strategies were part of PD in 2012-13 reviewed in 2013-14. Strategies are annually placed in teachers' data binders and discussed as part of the evaluation and walk-through processes. This was followed-up in 2014-15 as part of a two-part Culture of Rigor/Focus on Rigor session of professional development.
- 5 Things Every Teacher Should Do Now to Meet the CCSS (included a preview at the end of 12-13 to set up "summer thinking" about implementing CCSS in the current scope and sequence).
- September 27, 2012 Professional Development Day: Sample questions from SBAC (on paper) were discussed and teachers were taught Direct Interactive Instruction (DII)
- Each department read an article and looked at sample activities and brainstormed ideas for their own content area as well as skills their students would need to complete CCSS tasks (12-13)

2013-14:
- The 4 Cs: Collaboration, Communication, Creativity and Critical Thinking Parts 1and 2 (District developed, but Site training – All teachers)
- Review of Close Reading, text based questions, and lesson development (Site based Dawg Time meetings and Professional Dev Day All Teachers, except math)
- Engagement strategies reviewed. Strategies are annually placed in teachers' data binders and discussed as part of the evaluation and walk-through processes. (All teachers)
- English Teachers attend Sue Beers training for Common Core instruction including text sets, DOKs, and Text-based questions (District – all day)
- Shorter version of Sue Beers training for all other teachers
- The DOKs: Depths of Knowledge (All teachers)
- Review online SBAC sample tests (All teachers)

- The Standards of Mathematical Practice (multiple sessions)
- Close Reading and Text-Dependent Questions (multiple sessions – all teachers, except math)
- Developing Text Sets (All teachers, except math)
- Deconstructing the Career and College Literacy standards (All teachers except math)
- Strategies to Increase Rigor (All teachers)
- Teachers reviewed the CCSS field tests in ELA and math
- Three to four science teachers and two site administrators have attended training on the Next Generation Science Standards (NGSS).
- Teachers were introduced to MAAP test and DOK levels within the test (August 2013); they have used them to develop text-based questions.
- Training on English 3D materials for EL teacher. EL teachers met four times a year to review strategies, review successes and revisions
- All math teachers assigned to teach Integrated Math I for 2014-15 received multiple days of Math Academy training sponsored by RUSD Educational Services

2014-15:
- Kate Kinsella ELD Strategies (volunteer)
- Training on English 3D materials for EL teacher. EL teachers met four times a year to review strategies, review successes and revisions (2014-15: High School used Course I – will change to Course II in 2-15-16)
- ELD Framework Training
- Two-part Culture of Rigor/Focus on Rigor session of professional development.
- Site Level Culture of Rigor Workshops – two sessions
- Academic Conversations (All teachers)
- Take and Teach: Rigor
- Take and Teach: Measuring Rigor with DOKs
- Take and Teach: Interim SBAC Assessments
- Writing Standards – Review and integration into curriculum (All teachers, except math)
- SBAC Assessment: What to expect

The following also support the activities/strategies that correlate with this goal:
- Teachers in their data teams continue to use the common assessment process to assess student progress on standards. They discuss instructional strategies to increase proficiency in pre- and post- assessment meetings.
- Laptop carts were purchased (36 total for most math and English teachers) in 2013-14 for Smarter Balanced testing and the technology continues to be woven into the ELA and math curriculum.
- Instructional materials and technology are supported by EL and SIP funds.
- Instructional walkthroughs continue each year. Depending on the time of year, the amount and frequency will vary. Walk-through forms are revised annually to align with what administration expects to see in class rooms, including rigor and engagement strategies. For example, in 2012-13, it included Direct Interactive Instruction (DII) as that year staff was trained in it. Currently, the forms define the four DOK levels and Strategies to increase rigor. Walkthroughs show that these instructional strategies need to be reviewed again.

Refer to Goals #2 and #3 for additional information.

Objective #10: Maintain/Increase a culture of college and career readiness

Beginning in 2012 and ongoing, teachers discussed and planned implementation of some of the Career and College Literacy Standards at multiple Dawg Time meetings.

The structure of the three small schools or SLCs continues to exist on the master schedule. Freshman and sophomore teams are built into these schools with the content area teachers on freshman teams having a common conference period. Two guidance counselors are assigned to each school. Annually, during a pre-service day, we hold a 9th and 10th Kick-Off Meeting. Its purpose is to emphasize the role of our teams (teaching our students HOW to effectively prepare to for college and career), behavioral and academic expectations, notebook/binder control, use of Cornell Notes or other organized note-taking, and a review of the Pyramid of Interventions form. AVID and both of our California Partnership Academies, HEART and ReBus are built into these career themed SLCs.

In 2014-15, CTE course offerings are being discussed and planning began for the implementation of future career pathways e. g. researching programs and best practices in a district level LCAP work group (District LCAP Priority 4: Improve and strengthen career-pathway programs at all high schools) for implementation in 2015-16 and 2016-17. RHS is represented in the work group by two administrators and one CTE teacher. RHS has determined that we will be opening a Hospitality Career Path: Culinary Arts. We are currently seeking a teacher for the program.

To align with the RUSD LCAP Priority 3, which is to expand and support high school AVID programs so that all high schools have equally strong programs, the following transpired in 2014-15:
- RHS was assigned an extra FTE for AVID which allowed for a conference period for the coordinator
- We added an extra section of AVID 9 for a total of six sections, up from five
- We recruited through 9th and 10th grade teams to boost 2nd semester enrollment
- The AVID coordinator teaches four AVID elective sessions
- The AVID coordinator and one AVID elective teacher were sent to Summer Institute
- Tutoring hours for AVID tutors were increased
- Defined, expected outcomes are listed in the LCAP Plan

In order to increase access to courses that are not taught at our school or that are in high demand, RUSD implemented the use of CISCO Telepresence distance learning technology in 2013-14. During its first year, RHS transmitted one section of AP US History and two sections of Latin I to other high schools. RHS received one class, AP Human Geography, which had two students enrolled from RHS. In 2014-15, RHS is receiving AP Human Geography with an increased enrollment of 13 RHS students. For 2015-16, RHS is slated to have 40 students enrolled in the AP Human Geography. We continue to transmit Latin I and now Latin II.

Career-related problem solving, research, data analysis has been integrated into the CTE classes.   All teachers have been trained on the reading and writing College and Career Readiness Standards and have had multiple meetings to unpack these standards and to develop lessons using these standards. This work is not yet consistent except in English and Math I as curriculum has not been revised and teachers are still responsible for California State Standards.

Speech & Debate, Mock Trial, Academic Decathlon, Visual & Performing Arts, AFJROTC and many other co-curricular programs continue to exist and compete at high levels. Most recently, our Mock Trial team won the

CA State competition and is set to compete at Nationals in North Carolina. Academic Decathlon competed at the State level as did Speech and Debate.

Beginning in 2014-15, ROP implemented a new online CTE program, *Career Express Online*, which includes course offerings ranging from 3D Modeling to Veterinary Medicine. This program provides a great opportunity for students to get ahead on credits as well as explore new areas of career interest. Enrollment has grown from two students during the school year to over 20+ enrolled students for the summer 2015 program.

ROP course offerings and curriculum is updated yearly to match industry standards. Currently, General Automotive Repair, Cybersecurity, ASL and Medical Technology are articulated with local community colleges. Further, ASL and Cybersecurity are a-g approved courses.

The following also support the activities/strategies that correlate with this goal:
- The Guidance/Counseling website link is routinely updated to include information on career links, Common App/college application information, financial aid, scholarships, and Cal Grant information and outside resources. The career center website link includes college, career, job and financial aid information.
- In September 2012 and October 2013, our guidance counselors held a parent night to explain college options to parents. In 2014-15, guidance counselors took turns attending parent nights that were facilitated by our district's coordinator of career programs. By being present at those meetings, they were able to add additional support to the presentation and answer questions that came from our parents that attended.
- In 2012-13, Michael Butler, Public Works, presented "Improving College Access: Accelerants and Barriers & Creating a College Going Culture" to our counselors.
- Annually, the district coordinator of career programs (she is assigned to all three comprehensive high schools) holds evening workshops (Parent Workshop Series) that include information about the following topics: FAFSA Night, College applications, Accessing Community College, Test Prep, Financial Aid and Scholarships.
- Test preparation is offered for both SAT, ACT and AP for individual teachers to work with their own students.
- In Spring 2012, staff development included targeted interventions to address "Bubble Kids" which included a presentation to staff on test preparation in which each department created a test prep plan.
- Yearly, teachers meet during Dawg Time to discuss test prep for CAHSEE, the former CST and now SBAC. In 2012-13, English teachers held "Terrier Talks" with their own students which included test taking strategies as they reviewed individual student data from prior years.
- For 2014-15, the LCAP activities included AVID Strategy Training in February and March 2015 for all district high school social studies teachers. Focus was on CCSS Literacy and AVID Pedagogy.
- As of 2014-15, the number of AP students and number of tests taken has dipped slightly. AP passing rate continues to be in the 82-85% range. In 2014-15, our district initiated our participation in the federally subsidized program that allows qualified, low-income students to take an AP exam for only a $5 fee.
- Students have the ability to accelerate academically by enrolling in AAA summer school (scholarships available) or in local community college courses (concurrent enrollment).
- For 2015-16, Integrated Math I students, who earned a 'B' grade or higher, will have the ability to participate in a summer bridge program. This program allows for students' to accelerate their math pathway so that they can take Integrated Math II H in 2015-16.

The following are future areas of focus for this objective:
- We need to create opportunities for more vertical articulation amongst the honors and AP courses so that each level can communicate their expectation for higher level course work.
- We need to utilize the AP Potential tool to recruit historically underrepresented students to take AP courses.
- We need to continue to investigate the use of Career Cruising or other software to explore career and college aspirations in the future. A counselor, administrator, career coordinator and ROP program manager were trained in Career Cruising in November 2013.
- More meetings with classified staff are needed to involve them in the transition to CCSS and in the implementation of the Action Plan. One meeting was held at the end of 2013-14.

Objective #11: Continue support strategies to increase GPA, decrease the failure rate, increase graduation rates

Freshman and sophomore teams are built into each SLC with the content area teachers on freshman teams having a common conference period. Freshman teams meet one time per month and tenth grade teams meet one time quarterly (with the exception of 2013-14 when those meetings were utilized for CCSS implementation planning). One administrator and two guidance counselors are assigned to each school. The teams strive to teach their students HOW to effectively prepare to for college and career which include clear behavioral and academic expectations, notebook/binder control, use of Cornell Notes or other organized note-taking. Ninth and tenth grade teams look at data from mark to mark (every 5-6 weeks), using data and teacher input to create a watch list. They have watch lists with a four level set of monitoring strategies. Teams use a Pyramid of Interventions form or other record-keeping method to organize and keep track of interventions for their at-risk students. Some teams meet with individual students and/or parents as a more intentional intervention. Ninth Teams formulate an intervention action plan with goals after meeting with individual at-risk students. Counselors are integral to teams and often meet with team students as part of support systems. Data is looked at by team and individual student. Teams have directly impacted the following data: F rates, graduation/dropout rates, a-g rates, average GPAs. Additionally, teams have indirectly impacted the following data: Suspension and expulsion rates, attendance, Advanced Placement rates, API and EAP.

The following also support the activities/strategies that correlate with this goal:
- AVID tutors meet with AVID students 2x a week (minimum) to tutor in core classes. NOTE: LCAP Priority 3 in 2014-15 provided money for additional tutor support.
- Continued (although not widely used) the option of Embedded Tutoring whereby teachers can release qualified students during the period so that they can work with a target group of students (interventions, missing work etc.)
- In 2013: Revised Pyramid of Interventions to include an intervention sheet personalized for each student who is at-risk
- 2012-13: F's decreased and the average GPA increased. Ninth and tenth grade teachers worked together to implement strategies to increase student success such as notebooks, agendas, pre-reading strategies, note taking. Teachers discussed student progress during their meetings.
- Freshmen are given notebooks and teachers use binder checks and most use Cornell Notes.
- The Academic Support class continued with one section each semester.
- The Math Review and Language Skills class support classes for 9th graders continued with once section

each (2 sections during 2nd semester of 2014-15).

- Online credit and grade recovery continues after school (two sessions), during our school day (two periods in 2014-15) and during summer school (grade recovery only). Counselors facilitate enrollment in these courses so that students can get back on track for graduation or clear a grade for college entrance.

- Engagement strategies were taught two years ago during the professional development day and reviewed last year. The strategies were in the teachers' Data Binders and discussed as part of the evaluation and walkthrough processes. This was followed-up in 2014-15 as part of a two-part Culture of Rigor/Focus on Rigor staff development.

- English 3D which was purchased and implemented in 2013-14 for Program 3 EL learners who need support in becoming proficient in academic vocabulary, speaking, listening, and writing to have success in school and in life (targeted sections in 2014-15).

- Individual counselor-parent-teacher (as needed and requested) conferences are held regularly throughout the school year to discuss academic progress, interventions and progress towards graduation and post-secondary options. This includes at-risk and non-at risk students.

- Each administrator monitors data for their SLC on a monthly basis. SART/SARB meetings are held to strategize academic success for truant students. Each administrator also handles discipline for their SLC.

- 2013-15: An academic advisor provides weekly tutoring and monitoring of at-risk athletes.

- In 2014-15, two administrators and two counselors participated in the district level work group that, as part of a 2015-16 LCAP priority, is make recommendations to the school board regarding the creation of a new position, an academic case-carrier, who will provide additional support to foster youth and some targeted EL and low SES students.

Refer to Goal #1, Objective #2 for additional information.

Objective #12: Continue to provide student support through guidance department

Annually, all students participate in grade-level meeting presentations facilitated by counselors (individual and small group) 3x/year to educate their students on how to graduate and meet college entrance requirements. Grades 10-12 complete a grade-level organizer during their grade level presentation at the beginning of the school year; using data from their own transcript, they can track their status for graduation and fulfillment of a-g requirements. In their meeting, 9th graders develop a "Four Year Plan" that is revised as needed during spring registration for the following school year or as needed on an individual basis. All grades receive a "TO DO" checklist for their specific grade level (also posted on website).

Yearly, usually in February to coincide with 8th into 9th registration, counselors hold a parent night for incoming 9th graders to help incoming parents orient themselves to our high school and to answer questions that they may have about scheduling and programs. Requirements for graduation and sample 9th grade schedules are presented to the larger group. Later, parents can choose to attend up to four sessions to learn more about co- or extra-curricular programs such as AVID, Mock Trial, Vocal and Music Groups, AFJROTC and athletics.

Individual counselor-parent-teacher (as needed and requested) conferences are held regularly throughout the school year to discuss academic progress, interventions and progress towards graduation and post-secondary options. This includes at-risk and non-at risk students.

Counselors use the CSU/UC worksheet that is embedded in Aeries, our database system. It is used as a counseling tool as needed with students or parents to illustrate the student's a-g and/or NCAA eligibility. Further, the AVID counselor uses this with each AVID student in the fall of each year.

Counselors facilitate enrollment in during/after school grade & credit recovery courses so that students can get back on track for graduation or clear a grade for college entrance. Two sections are offered both after school and during the school day.

Annually, usually in February, the guidance counselors facilitate an "8th into 9th Parent Night" to help parents understand high school and to answer any questions that they may have about our programs. Requirements for graduation and sample 9th grade schedules are presented. In the later part of the program, parents can choose up to four sessions to learn more about co- and extra- curricular programs such as AVID, Mock Trial, Athletics, VPA groups etc.

Additional activities that support this objective:
- In September 2012 and October 2013, our guidance counselors held a parent night to explain college options to parents. In 2014-15, guidance counselors took turns attending parent nights that were facilitated by our district's coordinator of career programs. By being present at those meetings, they were able to add additional support to the presentation and answer questions that came from our parents that were in attendance.
- Each year, individual meetings are held with parents and/or student to discuss graduation and a-g requirements and college/career options as frequently as requested by student and/or parent.
- The Counseling and Career Center websites are regularly updated to include information on career links, college applications, financial aid, graduation, a-g requirements and outside resources.
- Guidance administrator contacted Moreno Valley USD to visit and discuss their National Counseling Standards model. A date to visit needs to be determined.
- The administrator in charge of Guidance has researched college and career planning programs such as MyRoad and CollegeEd on College Board.com. The program could be run through the career center (computers) and facilitated by teachers and/or counselors
- ROP program manager, Coordinator of Career programs, AP/Guidance and a guidance counselor attended Career Cruising training, funded by a county grant through the Economic Development and Corporate Training Division of the San Bernardino Community College District (site license expired in 9/2014).
- College Fair is held in the Fall of each year and includes representation by 4-year colleges and the military. OPTIONS is held in the spring each year and includes 2-year colleges, career tech schools and the military.
- 2012-14: Counselors held their first and second College Information Night
.
Refer to Goal #1, Objective #10 for additional information.

Objective #13: Maintain and/or increase strategies to educate and communicate with parents

Redlands High school is committed to communicating with and engaging parents as active partners in their child's education. Parents have many opportunities to be involved at RHS (committees, special events, fundraising, parent support organizations, School Site Council, PTSA, and ELAC) and at the district level (district committees and special events). Parents are encouraged to support their children at home by making

their expectations about school clear, by keeping track of attendance and grade via Parent Portal and creating a positive homework and learning environment.

RHS employs the following strategies to ensure that parental and community involvement is integral to the school's established support system for students:

- In 2013-14, we started using Twitter as another way of announcing/congratulating information to parents and students. As of May 2015, we have tweeted 671 announcements. We currently have 614 followers.
- Annually, usually in February, the guidance counselors facilitate an "8th into 9th Parent Night" to educate parents about high school and to answer any questions that they may have about our programs. Requirements for graduation and sample 9th grade schedules are presented. In the later part of the program, parents can choose up to four sessions to learn more about co- and extra- curricular programs such as AVID, Mock Trial, Athletics, VPA groups etc.
- The Counseling website link is routinely updated to include information for students and parents on career links, Common App/college application information, financial aid, scholarships, Cal Grant information and outside resources. The career center website link includes college, career, job and financial aid information.
- Annually, The Power of Education presentation is held for our EL parents.
- AVID holds multiple parent education nights throughout the year.
- Spanish and Indonesian translators are provided at parent nights as available. Counselors and some teachers continue to use the Language Line with parents who speak a language other than English. As of 2014-15, several support staff as well as ¾ of the administration team speaks Spanish.
- In 2013-14, Aeries.net replaced Aeries ABI. This gave teachers, students and parents the ability to access grades, attendance etc. outside of school. It also gives teachers the ability to send out mass grade reports to those in the system. Also, parents can request grade reports at any interval they choose. As of May 2015, 51% of our parents have active Parent Portal accounts.
- Teachers post course information throughout the year on the School Fusion pages for parent and student access. At the beginning of each school year, teachers had out curriculum papers for each class to inform parents and students of their expectations and grading policies.
- Individual counselor-parent-teacher (as needed and requested) conferences are held regularly throughout the school year to discuss academic progress, interventions and progress towards graduation and post-secondary options. This includes at-risk and non-at risk students.
- Frequent "All Calls" go home to parents to inform them of upcoming events including college and career activities and meetings, changes in policies, deadlines etc. In 2013-14, 52 calls were made and these calls continued into 2014-15.
- "All Call" and other important information (schedule, deadlines) are posted on the front page of Aeries.net for parents, students and/or staff viewing. In 2013-14, we began using (little by little) the email alert function of Aeries.net that sends emails to parents and/or students with Parent Portal accounts. The infrequency of its use coincides with the fact that it is problematic in that 100s of emails come back as bounced to the sender.
- Our *Daily Bulletin* is updated daily. It is announced via the speaker system into classrooms and it is posted regularly on our website.

Objective #14: Increase ability to meet career accountability expectations

Since 2012, CTE courses/programs have included: HEART Academy (CPA), ReBus (CPA), Multimedia/Video Production (Perkins Program of Study), Website Design/PC Repair/Visual Basic (Perkins Program of Study that was dissolved at the end of 2013-14 due to the offering of Cyber Security by ROP), Child Development, Cross-Age Teaching and Early Childhood Studies (Perkins Program of Study and Automotive Repair (2-level ROP course sequence) and Woodshop (Perkins Program of Study). Individual CTE classes include: Website Design, ROP Cyber Security, ROP ASL, ROP Business courses, Foods, ROP Medical Occupations and ROP Virtual Enterprise (capstone for ReBus students).

ROP course offerings and curriculum is updated yearly to match industry standards. Currently, General Automotive Repair, Cybersecurity, ASL and Medical Technology are articulated with local community colleges. Further, ASL and Cybersecurity are a-g approved courses.

CTE course offerings are now being discussed (2014-15: Planning for implementation of future career pathways; researching programs and best practices) in an LCAP work group (District LCAP Priority 4: Improve and strengthen career-pathway programs at all high schools) at the district level for implementation in 2015-16 and 2016-17. RHS is represented in the work group by two administrators and one CTE teacher. RHS has determined that we will be opening a Hospitality Career Path: Culinary Arts. We are currently seeking a teacher for the program.

Career-related problem solving, research, data analysis has been integrated into the CTE classes. All teachers have been trained on the reading and writing College and Career Readiness Standards and have had multiple meetings to unpack these standards and to develop lessons using these standards. This work is not yet consistent except in English and Math I as curriculum has not been revised and teachers are still responsible for California State Standards.

Beginning in 2014-15, ROP implemented a new online CTE program, *Career Express Online*, which includes course offerings ranging from 3D Modeling to Veterinary Medicine. This program provides a great opportunity for students to get ahead on credits as well as explore new areas of career interest. Enrollment has grown from two students during the school year to over 20+ enrolled students for the summer 2015 program.

Additional activities that support this objective:

- In 2012-13, the assistant principal in charge of Guidance researched college and career planning programs such as MyRoad and CollegeEd on CollegeBoard.com. The program could be run through the career center (computers) and facilitated by teachers and/or counselors.
- In 2012-13, teachers studied and disaggregated and integrated (in 2013-14) the College and Career Readiness Standards.
- Through 2015-16, professional development continues on the 4 Cs: Communication, Collaboration, Creativity, and Critical Thinking; Depth of Knowledge (DOKs), Argument, Evidence & Text-Based Questions.
- HEART Academy students annually participate in mentor nights, SR Portfolio Night and summer internships. In 2013, HEART Academy won a CA School Board Association Golden Bell Award.
- ReBUS's Virtual Enterprise course competes annually at the state level competition.
- CRY-ROP has facilitated the deconstruction of pathway and literacy standards with their teachers.

- The Department of Rehabilitation's Transition class continues to be offered and lends transition support to a select group of our mild-moderate SAI students.
- Annually, RHS hosts a district-wide College Fair that focuses on 4-year College programs. OPTIONS is held each spring and includes 20year colleges, CTE schools and the military.
- Yearly, we collect senior exit survey data and post-grad survey calls are made to track post-grad enrollment in college or military.
- COINS, Bridges "Choices Planner," Peterson's College Planner, GetIntoCollege.com are amongst the software options available to students in the RHS Student Center (previously referred to as the Career Center) or via a website link.

See Goal #1, Objective #10 for additional information.

Goal #2: Increase students' academic literacy and numeracy skills; increase critical thinking skills across the curriculum especially in writing.

Objective #1: Implement instructional strategies that will increase academic literacy across the curriculum
Objective #2: Implement instructional strategies that will increase students' ability to communicate, to organize and to apply knowledge in writing
Objective #3: Implement instructional strategies that will increase critical thinking
Objective #4: Implement strategies that will increase students' numeracy skills
Objective #5: Provide professional development to support objectives 1-4

Strategies to increase student engagement and rigor were reviewed at the PD day in September 2012. Annually, these strategies are placed in each teacher's updated data binder so that they can access them when appropriate. Teachers on the evaluation cycle are asked to demonstrate these strategies. The lesson plan format was also provided via the walkthrough forms. These need to be reviewed and practiced consistently.

In August 2012, the use of the pre-assessment protocol was reviewed. In September 2012, a Dawg Time meeting emphasized Post Assessment: Four Principles to Effective Data Driven Instruction: Assessment, Analysis, Action & Culture. In 2012-13, administration presented to staff: Reviewing Rationale and Effective Strategies for Data Teams and reviewed the concept and use of the protocol within data teams. In 2013-14, data team protocols for social studies, science, English, foreign languages were revised for 2nd semester and 2014-15. Common assessment protocols included transitional statements regarding the CCSS when there was congruence with the current standards.

In 2012-13, we started clustering low achieving long-term EL students with specific SDAIE-trained general education teachers in core content subjects. The overall goal was to support these targeted students with SDAIE strategies in the general education core subjects. In 2013-14, we began working on developing language goals in all content areas. SIOP lesson planning, which includes language objectives, needs to be reviewed with SDAIE teachers that have the clustered students.

In 2012-13, expectations for the Career and College Readiness Standards were reviewed several times. Teachers were asked to select areas in their curriculum where these strategies could be implemented both in 2012-13 and 2013-14. Throughout 2013-14, social studies, science, VAPA, PE, CTE and FL viewed and deconstructed the

language standards from the College and Career Readiness standards. These standards were used to develop lessons and created text-based questions from Close Reading. The writing standards were introduced at the end of the year and at the beginning of 2014-15.

RHS has consistently focused on the instruction of academic vocabulary. Teachers received professional development on the Three Tiers of Academic Vocabulary on the September 26, 2013, district-wide professional development day. Teachers were asked to teach Tier 2 & 3 vocabulary in 2013 as we transitioned to the CCSS. This CCSS concept is similar work from prior years' when EL coordinator presented CELDT data to staff.

Strategies to develop vocabulary, Close Reading, text-based questions, using complex text, and the use of non-fiction text were topics of professional development during collaboration, or Dawg Time, throughout 2013-15. Activities included examples vs. non-examples, models and lesson planning using a graphic organizer.

ELA Expert teachers by grade level groups were trained in multiple sessions by Sue Beers regarding high level academic literacy and the CCSS. The expert groups ultimately developed the scope and sequence documents and selected materials for use with the curriculum. Within this curriculum, there are assignments for real audiences that support high level text-based discussions, reading and comprehending high level text, research and critical thinking.

At Redlands High School, there are two types of English 3D classes. One is for students who had English 3D in middle school (they take the advanced course) and the second is for students who have never had the course. Most of the students in these classes are 9th graders, but we have also included a few select students from the 10th and 11th grade. In 2013-14, the EL coordinator, EL teacher and English TOA attended a three-day English 3D (CCSS-aligned) training with a four-day follow-up training spread throughout the year. English 3D has been adopted by RUSD to address the needs of our long-term English learners.

Beginning in 2013-14, laptop carts were purchased for SBAC testing and in 2014-15 a total of 36 carts for almost all English and math teachers. Instructional technology has been integrated into the ELA and math curriculum. One fulltime Help Desk FTE was funded and district funded an FTE for 6 weeks during the testing season in 2013-14 for the new laptops and SBAC testing.

As of 2014-15, the ERWC modules are integrated into each grade level to support the reading of expository text and writing and are based on the CCSS. The 12th grade class is fully aligned with the CSU ERWC course which is a-g approved and clears "Conditionally Ready" students from CSU and community college remedial English.

Additional activities that support this objective:
- Ninth grade teachers continue to implement the Jane Schaffer model of writing so that all students have the same base instruction in writing. English 9H and 10-12 teachers expand and vary the model as appropriate.
- English teachers have developed rubrics aligned to the CSS and continue to norm their students' writing each year. English 12 teachers use these rubrics as well as the ERWC rubric for three of the essays that are graded as common among the three comprehensive high schools.
- Students are responding to prompts in English classes and increasingly becoming engaged in high-level, text-based discussions as teachers are implementing the CCSS and more ERWC lessons.
- All teachers were part of a professional development module that included Close Reading, the development of text-based questions, and the career and college readiness standards. Teachers developed multiple lessons.

- School site monies fund 45% of the EL coordinator and the EL Clerical Support person and a full-time EL Para.
- Two ELA TOAs are assigned to RHS for one day/week to support ELA teachers in the implementation of CCSS.
- ELA teachers norm essays annually on pullout planning days. In 2014-15, only the 11th grade participated in this activity. However each of the grade levels met at least once this year to talk about writing, grading and other upcoming curriculum and activities.
- Teachers have received PD on engagement strategies, highly structured practice, strategies to increase rigor and the DOKs; these skills are being implemented into daily lessons.
- Beginning in 2012, teachers were introduced to and worked on sample tasks from CCSS (paper). In fall 2013 (period by period meetings), an administrator presented information on SBAC to staff, including practice ELA and math tests (web-based). This has been on-going through May 2015 with the first administration of SBAC testing.
- Reasoning with numbers and the integration of quantitative information into text is common in CTE, science, computer and Foods classes. In 2012-13, all teachers participated in an activity in which they integrated numeracy into their core content. Teachers had to decide on three opportunities to integrate the CCSS numeracy standards into their content.
- High frequency math vocabulary has not been reviewed with staff since the end of the 2011-12 school year; we still have work to do in this area.
- Walk-thoughs continue and are impacted by professional development.

From 2012-15, the following professional development supported this goal; much of this is ongoing:

- Close Reading (several sessions) and text-based questions which could be applied to the old standards and CCSS
- CCSS concept of academic vocabulary levels (Tiers 1-3) was introduced and taught at a deeper level via two Dawg Time meetings with academic vocabulary as part of the training
- Teaching Argument vs. Persuasion (use of evidence and text-based questions)
- DII lesson modeled to staff in 2012. During 2nd semester of 2012-13, teachers on the evaluation cycle were asked to demonstrate a DII lesson in their observation.
- Teacher and administration-led Dawg Time provided staff development on vocabulary development, what do good readers do?, text-based discussions, using a text set (MLK's Letter from Birmingham Jail), pre-reading strategies (articles, essays, diagrams, political cartoons).
- Read like a Detective (Make and Take from the district).
- Understanding the 3 CC Shifts in ELA
- The 4 C's: Collaboration, Communication, Creativity and Critical Thinking
- Content Areas: Creating Text-dependent Questions for Close Analytical Reading (multiple sessions)
- September 2013: District-wide staff development for English teachers included Understanding the Effective Uses of Close Reading and other text analysis strategies (understanding text-depended questioning and developing effective text-based question sets)
- Teachers participated in introductory training regarding reading and writing grounded in evidence
- (Depths of Knowledge) DOKs were reviewed several times and used while developing text-based questions; also, reviewed in 2014-15
- Leading High-Level, Text-Based Discussions
- Engagement Strategies (past three years)
- Strategies to increase RIGOR

- Increasing Text Complexity
- Focus on Process, not just Content (2013-14) was followed up in Dawg Time meetings with the Integration of Literacy Standards and the Standards for Mathematical Practice (English and Math full day training and multiple Dawg Time meetings)
- September 2013: Sue Beers 2-day training sponsored by the District for ELA teachers on the new CCSS, use of Close Reading, text analysis strategies, rigor and high-level academic literacy
- Math teachers participated in training regarding the new math standards, including the Standards for Mathematical Practice (ongoing throughout 2013-14)
- All teachers were trained in the use of *Rubicon*, the online scope and sequence document
- Site professional development occurred during weekly Dawg Time regarding Common Core College and Career Literacy standards and the Math and ELA standards
- September 2014 PD Day: Academic Conversations, RIGOR (District "Make & Take"), Content work on CCSS, RIGOR, Text-dependent Questions; All district secondary math met at CVHS
- 2013-15: District-led Math Academy for Integrated Math I teachers
- 2014-15 Site level Culture of RIGOR-Parts I & II; CCSS: Collaboration to develop rigorous lesson plans that support all learners and yield learning at high levels; Writing standards for all content areas (except math): Argumentative and informative/explanatory writing-introduction and collaboration in content areas to plan on where/when to integrate argumentative or informational/explanatory writing
- 2014-15 District Take and Teach included 2 sessions: Rigor and Measuring Rigor through DOK's

 In 2012-13, data leads participated in several site data team training/review sessions during Leadership meetings. Also in 2012-13, all teachers reviewed the rationale and strategies for PLCs, analysis of data and protocols at a Dawg Time meeting. This work is on-going and needs to be reviewed

- In Spring 2012, staff development included targeted interventions to address "Bubble Kids" which included a presentation to staff on test preparation in which each department created a test prep plan.

In 2013-14, social studies teachers developed CCSS writing tasks:
- Teachers began to use some non-fiction informational tests to have students compare/contrast topics
- Students studied political cartoons to increase their understanding and an analysis of the Industrial Revolution and the Age of Imperialism
- This work is ongoing

Refer to Goal #1, Objective #9 for additional information.

Goal #3: Increase achievement in math at all levels.

Objective #1: Implement instructional strategies that increase student's proficiency for math on current and Common Core State Math Standards
Objective #2: Implement CCSS in math
Objective #3: Develop and revise study guides, videos for all levels of math
Objective #4: Provide Professional Development
Objective #5: Provide support classes and strategies to students below proficiency levels

Since the last WASC Accreditation Visit, the math department has worked diligently to increase achievement in math at all levels. The largest focus has been the transition and implementation of the Common Core Standards. Our district formed a large committee of stakeholders to determine the path RUSD would take for the Common Core. The committee decided and the board adopted the Integrated Pathway. Additionally, our district decided

to phase-in the implementation of the Integrated Pathway beginning with Integrated Math I and IH this year. Next year, we will have Integrated Math I/IH and Integrated Math II/IIH and the following year we will have Integrated Math III/III H. The equivalent non-honors courses will be offered to our SAI student but at a slower pace (ex: Integrated Math I broken down to two years). In the 2012-13 school year, the math department began studying the 8 Mathematical Practices through ongoing Professional Development. Last school year, the Math Department focused on learning about Math I and what it entailed moving from Algebra I to Math I. Our district adopted a new Math textbook and teachers became familiar with it. In our ongoing desire to make this a smooth transition, we sought out schools who were a step closer than we were and visited Ontario High School for a day to glean knowledge and important steps to make this change. Before the 2014-15 school year began, our Math teachers attended a Math Academy to understand the nuances of the CCSS and the layout of the new textbook. This school year, our Integrated Math I teachers attended a total of 5 Math Academy trainings that covered the textbook, best practices, Habits of Mind, and lesson design.

In addition to intensive professional development, teachers have been integral in the development of the new Scope and Sequence and the new Common Assessments. This school year, we transitioned from paper/pencil assessments, to assessments taken online for Integrated Math I. Before each assessment is given, our Data Teams meet together (pre-instructional planning) to preview the assessment and discuss best practices related to instruction and student preparation of the standards. After each assessment, the Data Teams meet (post-assessment analysis) to analyze the results of the assessment and target students for further support.

Based on these Data Team meetings, it was evident that some of our students could benefit from a Math Support class concurrent with their Integrated Math I class. One of our teachers took on an extra period assignment to provide two section of Math Review. Initial data shows that these students are benefitting greatly from this extra support. In addition, two other math teachers provide after school tutoring on Tuesday and Thursday for any Integrated Math I student who wants extra help. Also, every Tuesday morning while teachers are meeting in their Data Teams, we have a computer lab open with our resident substitute teacher who assists students with Khan Academy. Our math department is committed to providing multiple supports for each child to understand the math curriculum.

Staff development and other meetings that supported the implementation of the CCSS in 2013-14 included:
- The 4 Cs: Collaboration, Communication, Creativity and Critical Thinking
- Academic Vocabulary: The Three Tiers
- The DOKs: Depths of Knowledge
- The Standards of Mathematical Practice (multiple sessions)
- Smarter Balanced Assessment

Staff development and other meetings that supported the implementation of the CCSS in 2014-15 included:
- Rigor Parts I, II, III
- Academic Conversations
- Smarter Balanced Assessment
- The Standards of Mathematical Practice (multiple sessions)
- Statistics

To strengthen the plan around these three goal areas, the Visiting Committee recommended the following additional activities and strategies:

1. Continue to deepen and improve the practice of Common Assessments by all teachers in all departments through continued collaboration.

2012-13:

Common Assessment continued to focus on California State Standards. RHS had their own Common Assessments developed in 2006 and revised as needed over the years. They were developed with district support and personnel. Common Assessments were developed to assess progress on standards and to reflect CST tests for English 9-12, Algebra, Geometry, Algebra II, Trigonometry, Earth Science, Biology, Chemistry, Physics, World History, US History. Spanish I also developed common assessments as there were multiple teachers in this level. Government and Economics used their quarter and semester tests as their common assessments. ELD common assessments were developed at the District level and teachers from the high schools would meet periodically to review results. This process and upcoming Common Core Standards, led to the adoption of the English 3D materials.

District facilitated the assessments, supported the assessment software and printed results, but the site decided the calendar. Data Teams met during collegial time to review results and plan reteaching activities. Scheduled at the beginning of each year, teachers met to review the prior year's results and to plan instruction. Once students took the assessments, teachers met to review results. As each content area had a different number of assessments, scheduling the meetings during collaboration meetings was scheduled as appropriate to the majority of content areas finished their assessments. Teachers were trained on how to access data on Illuminate by a district TOA. Teachers pulled their own data from Illuminate and at various intervals during the year for their data team meetings. The district provided overall data reports to administration. RHS Administration also pulled the data to catch teachers who may have missed the assessment window as we want to have as accurate data as possible. Protocols were used each year and revised as needed. District training of Administration and Data Team Leads included the rationale behind common assessments and Data Teams, the use of protocols and more. RHS attributes increasing CST and API scores to the practice of common assessments and Data Teams.

2013-14:

Common Assessments remained the same for the first semester. Representatives from World History, US History, Geometry, Algebra II, Trigonometry, Earth Science, Biology, Chemistry, Physics revised, and for the most part condensed, assessments in collaboration with the other high schools. These revised assessments were implemented during the second semester and in 2014-15. As English and Algebra I were changing due to common core instruction, they did not revise assessments. Teachers continued to meet during Dawg Time using pre and post assessment protocols.

2014-15:

In 2014-15 the District TOAs developed the ELA and Math I Common Assessments. Expert Groups then met at the district to review and revise them. These assessments are online assessments which students take via class laptops. For this first year, the assessments are multiple choice tests, some including multiple answers to reflect SBAC. As the tests, the laptops and the software were new, the district counted the first four assessments as practice while the last one became "official." The Data Teams met more this year than in past years in order to review the upcoming new CCSS curriculum and to review the assessment results after each of the five assessments. All other Data Teams continued with their revised assessments, but also

met more often this year in order to integrate some common core activities. In 2012-13 and 2013-14, Data Teams met 11 and 13 times respectively. In 2014-15, Data Teams met at least 15 times during collaboration time.

English 12 ERWC is now completely aligned with the ERWC modules. <u>This class meets the requirements for students scoring "conditional" on the EAP test.</u> All English and all but one English 9-11 teachers have been trained to teach the ERWC modules. The common assessments for this grade level are different than the other grade levels and include the essays written as part of the ERWC Modules.

The science, social studies, and upper levels of math are somewhat frustrated with their revised assessments. Most teachers understand they are intended to assess progress on current standards which are still the California State Standards. However, without CSTs, some teachers would prefer to begin to assess both content and the Common Core College and Career Readiness Standards. Teachers have had multiple meetings over the last few years where we have learned about the Common Core Standards and developed lessons Teachers in US and World History have developed a few Common Core reading and writing tasks, but more work needs to be done in this area to prepare for the upcoming framework and/or standards in Social Studies. Science teachers met at the district level in expert groups to begin talking about how to implement the new Next Generation Science Standards (NGSS). However, this instruction is not consistently implemented except in English 9-12 and Integrated Math I.

2. Incorporate real world applications and experiences into all programs to increase relevance and connections to the course content.
Examples include:

- Cross-Age Teaching: How to design a classroom space to achieve positive behavior and academic success
- Foods I: Research, writing and filming a commercial on kitchen safety and sanitation
- Advanced Foods: Research and presentation on food technology and ethical issues related to growing and preparing food products; Food truck project: Students work on creating a "food truck" and cooking samples from their menu to serve to staff judges
- Early Childhood Studies: Debate on the requirements of vaccines for school age children
- ROP Medical Occupations: Students practice and role play various clinical skills used in industry in new Clinical Lab; Students research and analyze actual patient case studies applying medical terminology
- ROP Virtual Enterprise: Students create their own business and develop an audience for that business. This includes creating a business plan, a marketing plan, a budget for each department, a website, an employee manual, and applying for a business loan
- Algebra IIE: Research and application of math concepts in relation to safety of airplanes based on the number of engines
- Environmental Science: Research on water usage, drought, and California water wars/politics. Application of research in labs and culminating debate regarding water usage and conservation.
- Biology: Communicable disease research and lab in relation to the recent outbreak of measles at Disneyland and the increasing number of cases of whooping cough; Students research and report on biology-related current event news articles which includes reporting the findings, why and to whom the findings are important, and how the article relates to what we they have learned in class.
- Honors Biology: Students research neurological disorders (Parkinson's, Alzheimer's, etc.) and create a brochure about the disease. The intended audience is a person who has just been diagnosed with the

disease and/or their family/friends. Students must respond to and include the following information in their brochure: What causes the disorder, how is it diagnosed, what are the symptoms, what are the treatments/or what treatments help the patient cope with the disorder?

- AP Statistics: Reviews mainstream media and compares it to published studies to media reports. Students collect data, analyze and present the data.
- Trigonometry: Students are asked to apply trigonometric concepts to real world situations in construction, well-drilling, flight planning and other areas where triangular concepts can be applied.
- 9th Grade English: Research Paper focuses on video games being integrated into Education; After reading of Mice and Men, students are placed into groups after reading and analyzing CA Penal Code and work as jurors to decide the verdict for the protagonist, George, from the text. They have to decide whether it is Manslaughter or Murder, the degree and use the book as evidence in their decision.
- US Government: Students participate in a Civic Action Project where students go out and research (and in some cases attempt to implement) making changes in government. This includes interviewing experts who would be involved in the process at some stage.
- Economics: One teacher divided her classes this year into an 'Economics Factory' where students get 'paid' minimum wage for each class period they attend. Students keep track of their hours and at the end of each month they calculate their pay, including tax deductions. They add their pay to bank account ledgers. Each week the class chooses a real world scenario (blindly from a box of them) and they have to research and record (add or deduct from their ledgers) for the scenario.
- AP US History: Students re-enact a Colonial town hall meeting (Tenets of democracy); Reenactment of the Election of 1824 (Electoral process, Electoral College); Prohibition Mock Trial (legal process); National Park Project (Motivation for and process of establishing national parks); Creation of Constitutional Bedtime stories (Publishing process); Presidential Ranking Project (Writers and historians for Wall Street Journal); U.S. History University creation (establishing and maintaining business)

V: Updated Schoolwide Action Plan

- **Comment on the refinements made to the schoolwide action plan since the last full self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a description of the school's procedures for the implementation and monitoring of the single schoolwide action plan.**
- **Comment on the integration of plans into one single schoolwide action plan.**
- **Include a copy of the school's latest updated schoolwide action plan.**

Comment on the refinements made to the schoolwide action plan since the last full self-study visit to reflect schoolwide progress and/or newly identified issues:

After the completion of the previous WASC visit in the spring of 2012, the Action Plan was revised to incorporate the suggestions to strengthen our Plan as suggested by the WASC Visiting Committee. The revised Action Plan was reviewed by Leadership (comprised school leaders—Leadership, department chairs, small learning community (SLC) leads, administrators, and other support staff leaders). Then, it was reviewed by all staff that ultimately is responsible for its implementation. Throughout the year, agendas of professional development meetings, including school wide, content teams, and SLC meetings, address the Action Plan. In addition, the plan was reviewed and discussed by the School Site Council.

In the 2012-13 school year, the goals remained the same, but objectives were revised to reflect common core standards and the activities to implement them. Some of these activities were site choices and other activities were directed at the district level. For example, the curriculum and common assessments were revised districtwide in ELA and math to reflect common core standards while the common assessments in social studies and science were minimally revised and standardized throughout the district. (Previously, our common assessments were different than the other high schools' assessments.)   A site activity included all departments and/or content areas meeting consistently throughout the year to integrate the Common Core College and Career Readiness Standards.

In the 2014-15, the goals remained the same, but once again, the objectives were revised to 1) incorporate more site and district led common core activities and 2) to clean up repetitive objectives or delete what was no longer occurring such as all but one CST test.

The 2014-15 SPSA was also revised to reflect district LCAP goals. These goals were developed through a long and comprehensive process with staff, parents and community members.   In the Redlands Unified School District, the LCAP goals are district goals with district and site staff working together to implement the activities.   As we reviewed the LCAP goals and our SPSA in the spring and summer of 2014, we found that all the LCAP's high school goals were already reflected in our SPSA. However, some details were added to each objective given LCAP activities and funds. Per district direction, the LCAP goals were reflected within each of the three RHS goal statements. This process is being repeated this year for the 2015-16 school year.

Include a description of the school's procedures for the implementation and monitoring of the single school wide action plan:

Twice a year, the principal meets with Leadership, department chairs, SLC leads and administrators to review what had been accomplished the previous school year, what remains to work on, and what new areas need to be addressed. Data is reviewed to determine if further activities need to be developed in an area. This data includes: All summative test scores, API, AYP, college-going data: a-g data, SAT, PSAT, ACT, EAP, AP Passing Rates, CDE School Quality Snapshot, grade data, attendance as available, suspension and expulsion rates, graduation, and dropout rates. Data Teams review common assessment data after each test and when

summative data is available. Freshmen teams review grades every five to six weeks. Sophomore teams review grade data at least once a quarter. It is during this process that changes and additions to the Action Plan are incorporated. When the Action Plan is reviewed, former Action Plans are included to illustrate the continuity that is necessary for long-term change to occur and to illustrate the progress that has occurred. Periodically, throughout the year during Leadership meetings, the principal reviews the status of the Action Plan with Leadership.

The principal also reviews the Action Plan with parents in School Site Council, ELAC and PTSA. Test scores and other aspects of the Action Plan are included in *Terrier Tracks*, the PTSA's newsletter.

Each year, the Principal reviews the activities for the school year that will support improved student achievement with the Leadership Team, all staff and relevant groups. This occurs at both a school wide meeting as well as a period by period meeting.

As each year progresses, we keep documentation to aid in our mid-cycle progress report. In addition, we keep anecdotal records of what we have accomplished each year so that information is readily available to assist in completing the report. Near the end of each school year and summer, the site administration is able to reflect on the entire year with the input from all stakeholders (whole staff and Leadership) which was gathered throughout the year. This process allows the site administration to integrate all relevant information and to determine our progress in achieving our goals and to determine the direction for the upcoming year.

Comment on the integration of plans into one single school wide action plan:

The principal works with the School Site Council to integrate the Action Plan into the Single Plan for Student Achievement. Except for one goal regarding maintaining a safe and clean school campus, the plans are one plan.

Include a copy of the school's latest updated school-wide action plan:

Refer to the Action Plan (from our SPSA) on the next pages.

Planned Improvements in Student Performance

<u>**School Goal #1**</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: All
LEA GOAL:
All students will demonstrate proficiency on essential standards in order to prepare them for college & career and to enhance the culture of achievement at Redlands High School.   RUSD LCAP Goals: 1, 2, 3, 4, 5, 6
SCHOOL GOAL #1:
All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2014-2015 .All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
Data Used to Form this Goal:
Summative Assessments including the Life Science CST, CAHSEE, End-of-Course Assessments, SAT, ACT, Advanced Placement Tests and SBAC as available. Formative Assessments including common assessments, and student work. Other data used includes a-g rates, GPA, graduation/ rates, dropout, grades
Findings from the Analysis of this Data:
Redlands High School's proficiency rates on the CSTs have improved greatly since 2006. However, not all students demonstrate proficiency. While the Hispanic and Socioeconomically Disadvantaged subgroups have increased consistently since 2006, they still lag behind the Asian and White Non-Hispanic subgroups. The EL, African American and Students with Disabilities subgroups have also demonstrated improvement, but the annual results are inconsistent and these groups lag behind the Asian and White, Non-Hispanic subgroups.   On CAHSEE, the Hispanic and Socioeconomic Disadvantaged have increased their scores almost every year. However, even with the consistent increases, the Hispanic Subgroup failed to reach the AYP proficiency goals in math which increased to 54.8% in 2010 and 66.1% in 2011. They also did not meet the ELA proficiency goal of 66.7% in 2011, missing it by 1%. The Economically Disadvantaged subgroup failed to reach the ELA and math goals in 2010. However, they did reach both goals in 2011 (math by Safe Harbor).   The new Common Core State Standards focus is on 21st century skills necessary for our graduates to compete in a global economy. The CCSS stress what students can do with knowledge vs. mastery of specific content. Critical thinking, communication, information skills, and problem solving are important skills highlighted in the CCSS . RHS's analysis of student work demonstrated that some RHS students, especially those in the at-risk subgroups, have not fully developed these skills.
How the School will Evaluate the Progress of this Goal:
The leadership team will monitor the Action Plan goals through a yearly analysis of data, protocols from professional learning communities, teacher observations, instructional conferences, and adjustments to master schedule. The progress will be reported annually through schoolwide staff meetings, Data Teams, School Report Cards, Site Council, PTSA and parent newsletters.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Objective 1: **IDENTIFY PROFICIENCY** levels of all students a. Use prior assessment information such as common assessments, EOC, CAHSEE, to determine student needs b. Identify individual student goals and objectives annually at IEP and 504 meetings; identify students eligible for CMAs and CAPA; c. Identify EL student language levels using CELDT, common assessments, CAHSEE results -Provide examples of levels to teachers -Provide sample SDAIE strategies to teachers	2014-15	Admin Teachers EL Coordinator Spec Ed staff	Late Start Time, Teacher Release Time/Hourly	1000-1999: Certificated Personnel Salaries	EIA-LEP	500
			Hourly Personnel, EL Coordinator	1000-1999: Certificated Personnel Salaries	EIA-LEP	36,383
			EL clerical	2000-2999: Classified Personnel Salaries	EIA-LEP	15,517
			Professional Development	5000-5999: Services And Other Operating Expenditures	EIA-LEP	10,000
Objective 2: **MONITOR AND SUPPORT** all students not proficient on standards; monitor students in danger of not passing or being proficient on CAHSEE a. Monitor student progress through formative and summative data b. Provide current or similar support structures to non-proficient students: •Provide support classes for at-risk students, including the use of	2014-15	Admin Leadership Tm EL Coordinator Spec Ed staff	Printing	5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	526
			Software	4000-4999: Books And Supplies	SIP	5,000
			Technology	4000-4999: Books And Supplies	SIP	3,000
			Teacher Hourly	1000-1999: Certificated Personnel Salaries	SIP	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
computer assisted instruction (CAI) as appropriate. Examples: Math Review, Reading/Language Support, CAHSEE classes, Academic Support Class • Continue 9th and 10th grade teams c. Provide embedded tutoring as appropriate d. Identify and implement modifications for students with disabilities e. Continue EL support including paraprofessional support, instructional technology/software, support classes, and supplemental materials as needed. f. Use personalized strategies to provide intervention for non-proficient students (e.g. PLC, ISTs, 504s etc.)			Subtitutes	1000-1999: Certificated Personnel Salaries	SIP	500
			Instructional supplies	4000-4999: Books And Supplies	Title III	6,562
			Paraprofessional Support	2000-2999: Classified Personnel Salaries	EIA-LEP	34,359
			Software	4000-4999: Books And Supplies	Title III	3,500
Objective 3: **IMPLEMENT COMMON CORE STANDARDS** a. Implement Common Core State Standards in ELA and Math through newly developed Scope and Sequence Documents in ELA, grades 9-12 and Math I for grade 9. b. Implement Common Core College and Career Standards in History, Science and Technical Subjects in Reading, Writing Speaking and Listening. c. Participate in district wide expert groups to develop and/or revise Scope and Sequence Documents aligned with common core standards	2014-15	Admin Teachers	Dawg Time - no cost	None Specified	None Specified	
			Printing	5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	10,000
			Teacher Release Time*	1000-1999: Certificated Personnel Salaries	SIP	25,000
			Travel and Conference	5000-5999: Services And Other Operating Expenditures	SIP	7,000

58

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed			
			Description	Type	Funding	Amount
in ELA, math b. Participate in training regarding new or revised Scope and Sequence Documents c. Implement revised ELA and math Instructional Guides d. Participate in professional development regarding the Next Generation Science Standards e. Participate in professional development regarding the revised California State Frameworks in Science, History, Math and English. f. Participate in district committees (social science and science) to develop Instructional Guides aligned with CCSS and New Generation Science Standards						
Objective 4: Identify and implement **INSTRUCTIONAL MATERIALS** for Common Core Standards and California State Standards a. Use the science and social science transitional scope and sequence documents to identify supplemental instructional materials for CCSS (materials to fill the gap or that strengthen current materials, universal access materials to meet needs of special education, and EL) b. Integrate current text adoption and supplemental materials to address CCSS and California State Standards	2014-2015	District Staff Admin TOAs Data Leads Data Teams EL Coordinator	Release time/Hourly Printing Instructional Materials, Instructional Materials Technology* Instructional Materials	1000-1999: Personnel Salaries 5000-5999: Services And Other Operating Expenditures 4000-4999: Books (Classroom and And Supplies 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	SIP Certificated Lottery: Instructional Materials SIP Library) Lottery: Instructional Materials SIP EIA-LEP	 3,000 65,000 40,000 50,590 12,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
c. Analyze and select district wide instructional materials for the Common Core Scope and Sequence documents per as appropriate d. Use instructional technology to increase student skills in English and math (laptops); other subject areas as appropriate. -Research software to support student success in math and ELA e. Support students by providing materials in the library			Software	4000-4999: Books And Supplies	EIA-LEP	3,000
Objective 5: Develop and implement **COMMON ASSESSMENTS** to determine progress on California State Standards and Common Core Standards a. Continue Site and District Common Assessments based on California State Standards, CAHSEE and Common Core Standards. b. Review CCSS, SBAC field tests and sample questions with teachers and students as available c. Participate on District teams to develop common formative assessments as applicable d. Implement and revise new common assessments e. Implement laptops for instruction, common assessments and Smarter Balanced Assessments	2014-15	Admin TOAs Data Leads Data Teams	Release Time/Hourly Printing Help Desk Tech	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures 2000-2999: Classified Personnel Salaries	District Funded Lottery: Instructional Materials SIP	 3,000 49,511

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Objective 6: Continue the implementation of **DATA TEAMS** a. Work in Data Teams using pre-instructional protocol and prior data to discuss upcoming standards and to plan instruction b. Work in Data Teams using Post-assessment protocol to analyze results from common assessments and to develop Action Plans describing -students needing reteaching, -instructional strategies for proposed intervention, -logistics for reteaching, -time frame, etc. c. Hold instructional conferences with teachers to analyze students' progress and decide next steps. d. Participate in professional development regarding Data Teams to make on-going improvements to the work. e. Obtain input each year in order to	2014-15	Admin Data Leads Data Teams Help Desk Tech EL Coordinator	Release Time/Hourly Printing	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	SIP Lottery: Instructional Materials	7,000 1,000
Objective 7: Participate in **PROFESSIONAL DEVELOPMENT** regarding instructional strategies; **IMPLEMENT EFFECTIVE INSTRUCTIONAL STRATEGIES** to ensure student mastery of standards a. Continue to learn about and implement effective instructional strategies (Close Reading, Text Dependent Question, cultivating	2014-15	Admin Teachers	Release Time/Hourly (Cost in above objectives) Printing (Cost in above objectives)	0001-0999: Unrestricted: Locally Defined 5000-5999: Services And Other Operating Expenditures	SIP Lottery: Instructional Materials	

Rigor, Academic Conversations, Critical Thinking, DOKs, -Continue training about Common Core Standards (On site, at the district, PD360 training, outside workshops) -Continue implementation of the Common Core College and Career Readiness Standards in reading, writing and speaking -Plan and communicate instructional objectives in both content and skills (CCSS College and Career Readiness Standards or ELD standards in SDAIE classes) -Implement lesson plans that include the integration of engagement strategies, strategies to increase rigor, b. Consistently teach Academic Levels 2-3 of Academic Vocabulary c. Integrate the 4Cs (critical thinking, communication, collaboration, creativity/innovation) in instruction, in authentic tasks and projects and other areas as applicable d. **Incorporate real world applications and experiences into all programs to increase relevance and connections to the course** **content (WASC Recommendation)** e. Discuss and integrate instructional strategies based on unique needs of individual students including those on IEPs or 504's f. Continue walkthroughs, instructional conferences and teacher					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
surveys to assess implementation progress g. Use instructional technology and software to increase student skills -continue implementation of laptops in math and ELA -provide access to classes not available on the RHS campus via the Telepresence Program -support the use of technology through Help Desk personnel h. Increase student success through the use of support personnel including the EL Coordinator, EL Para professionals, student workers and clerical staff i. Support students by providing materials in the library						
Objective 8: Maintain/Increase CULTURE OF **COLLEGE AND CAREER READINESS** a. Continue and build the AVID program for first generation college bound and minority students -Continue to implement AVID strategies in 9th and 10th grade teams and across the curriculum -Participate in site and district professional development on instructional strategies compatible with AVID and CCSS -Use additional FTE (funded by LCAP) to add additional sections of AVID -Increase the number of tutors available to AVID students as needed	2014-15	Assistant Principal, Guidance Counselors AVID Coordinator AP teachers Career Center Coordinator ROP Career Coordinator Special Ed Teachers	Release Time/Hourly Hourly Pay Printing Professional Development (Cost in above objectives)	0001-0999: Unrestricted: Locally Defined 2000-2999: Classified Personnel Salaries 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Other General Fund Lottery: Instructional Materials SLIP	2,000 2,000 2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
-Attend district AVID Site Coordinator support and planning meetings						
b. Continue to prepare students for Advanced Placement classes continue training for AP teachers; continue implementation of AP and honors classes as appropriate						
c. Research feasibility of AP preparation course and the AP Seminar Course						
d. Continue to provide students with training for test taking skills, including SAT						
e. Support current career academies/classes; restructure current career classes or sequences to meet industry standards as applicable						
f. Identify and implement new career pathway program for implementation in 2014-15 (LCAP)						
g. Continue small schools or restructure schools to meet new college and career readiness expectations						
h. Provide certification, job shadowing and internship opportunities as appropriate; provide externship opportunities for teachers as available						
i. Continue to implement competitive co-curricular activities such as Speech and Debate, Mock Trial, Academic Decathlon, V and P Arts, AFJROTC,						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
education and support services through the Career Center and Guidance. k. Maintain participation in the Regional Occupation Program l. Provide services and facilities to support all the above m. Maintain participation in the Workability program for students with special needs; Increase parental awareness of support programs available to special needs students after graduation, e.g. Dept. of Rehab support						
Objective 9: Continue **SUPPORT STRATEGIES** to increase student achievement (GPA, failure rate, graduation rates, a-g,) a. Continue teams at 9th and 10th grade to support academic achievement, to improve grades and to provide for personalization • Continue to implement organizational and other academic strategies such as note taking, notebooks, etc. to prepare students for the rigor of high school and post high school work • Discuss student progress and develop team strategies to support academic and behavioral growth b. Provide professional development for teachers regarding needs of lower performing subgroups -Attend district workshops	2014-15	Principal Team Leads Assistant Principals Team Leads EL Coordinator Special Education Teachers	Professional Development (Cost in above objectives) Instructional Supplies (Cost in above objectives) EL Coordinator (Cost in above objectives)	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Lottery: Instructional Materials Economic Impact Aid/Limited English Proficient (EIA-LEP)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
on effective strategies for at-risk for ELL, low income/SES, cultural pedagogy to support Hispanic and African American student success. -Participate in training on special education and other special needs students c. Continue support structures such as: Academic Support class for 9th and 10 graders, math and ELA support classes - Provide time for embedded tutoring as a means to reteach standards and to provide time for make-up work and test - Continue credit recovery programs d. Integrate instructional strategies that increase student engagement e. Research alternative academic intervention systems for at risk students, including Long Term English Learners and special education students, that are flexible, fluid and measured: f. Special education students will be integrated into general education class as appropriate to IEPs with subsequent support as needed -Visit schools with effective integration models -Visit schools with effective support structure						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<u>Objective 10: Continue to provide support through a **COMPREHENSIVE GUIDANCE PROGRAM**</u> a. Research, including staff development, the ASCA National Counseling Standards and how they can be implemented in the RHS comprehensive guidance program b. Visit other schools as appropriate c. Continue to implement college and career guidance education grades 9-12 **d.** Research implementation of career education and activities in gen ed classrooms via ROP teachers and/or the laptop technology **e.** Implement strategies through which students demonstrate an understanding of graduation information; UC/CSU requirements f. Continue to implement Student Learning Plans that encourage and monitor all students to meet a-g requirements g. Continue to work with grade level teams to support student success in the 9th and 10th grades h. Continue guidance programs and activities that help students stay on track for graduation I. Continue College Fairs and other college exploration activities j. Continue training for counselors regarding the UC and CSU systems and other training as appropriate	2014-15	Admin Counselors Career Center Coordinator	Hourly Pay (Cost in above objectives) Instructional Supplies (Cost in above objectives) Professional Development (Cost in above objectives)	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	SIP Other	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
k. Monitor attendance, suspension, dropout, graduation data; implement goals 1-15 to improve student success; develop other programs as needed.						
Objective 11: **PARENT COMMUNICATION AND EDUCATION** a. Maintain and/or increase strategies that help parents understand graduation and college entrance, FAFSA and other college related information b. Provide information to help parents' guide the students through high school c. Continue parent information nights such as 8th Grade parent night, financial aid night, back to school nights d. Continue strategies to effectively communicate with parents such as Parent Portal, websites, newsletters RHS Twitter for announcements and upcoming academic alerts -E-mail alerts or announcement to parents -A Parent Link on website with FAQs, College section, Alerts for time sensitive activities, Chain of command or "Whom-To- Go-To" section, standards and sample questions, community resources -Language line translation service -Printed grade reports that include what assignments, concepts or questions missed as requested -Archiving of recent bulletins -Increased use of calling system	2014-15	Admin Counselors Career Center Coordinator	Instructional Supplies - (Cost in above objectives) Software - (Cost in above objectives) Printing - in above objectives	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials Other	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
e. Investigate new strategies to communicate with parents such as: Parent forums -Encourage attendance at Power of Education and other district						
Objective 12: Provide for a **CLEAN AND SAFE ENVIRONMENT** that will encourage pride and a feeling of safety	2014-15	Admin Security Custodial	Supplies*	5000-5999: Services And Other Operating Expenditures	SIP	20,000

Planned Improvements in Student Performance

<center>**School Goal #2**</center>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: All
LEA GOAL:
Increase students' academic literacy and numeracy skills; increase critical thinking skills across the curriculum especially in writing RUSD LCAP Goals 3, 5, 6
SCHOOL GOAL #2:
All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2014-2015.All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
Data Used to Form this Goal:
Summative Assessments including CAHSEE, End-of-Course, SAT, ACT, Advanced Placement. Formative Assessments including common assessments, and student work. Other data used includes a-g rates, graduation and dropout rates, college entrance, grades, Advanced Placement, EAP
Findings from the Analysis of this Data:
- While ELA CAHSEE scores have improved consistently, 30% of students have yet to demonstrate proficiency by their sophomore year. Numeracy, academic literacy, critical thinking and writing are important skills measured on the CAHSEE. Passing scores are better with 90% passing the first time they take the test in their sophomore year.   - The analysis of student work demonstrated a need to increase students' academic literacy and the ability to think critically to ensure students are prepared to independently and proficiently read and comprehend a variety of text found in college and careers. This included vocabulary, comprehension of rigorous text, problem solving, organizing and applying knowledge, and effective communication in writing.
How the School will Evaluate the Progress of this Goal:
The Leadership Team will monitor the Action Plan goals through a yearly analysis of data, protocols from professional learning communities, teacher observations, instructional conferences, and adjustments to master schedule. The progress will be reported annually through schoolwide staff meetings, Data Teams, School Report Cards, Site Council, PTSA and parent newsletters.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Objective 1: Implement instructional strategies that will increase **ACADEMIC LITERACY** across the curriculum	2014-15	Admin Teachers EL Coordinator	Instructional Supplies	4000-4999: Books And Supplies	Lottery: Instructional Materials	27,000
a. Implement the Common Core ELA standards via the scope and sequence document and the supplemental instructional materials			Technology (Cost in objectives, listed in Goal #1)	5000-5999: Services And Other Operating Expenditures	SIP	3,500
b. Implement the ERWC (Expository Reading and Writing Course in the 12th grade and the ERWC modules in the 9-11th grades.			Help Desk Tech, Paras, EL Classified, student workers (Cost in objectives, listed in Goal #1)	2000-2999: Classified Personnel Salaries	SIP	
c. Implement the CC College and Career Readiness Standards in Reading, Writing and Speaking across the curriculum						
d. Develop and communicate instructional objectives for both content and College and Career Readiness Skills			EL Coordinator (Cost in objectives, listed in Goal #1)	1000-1999: Certificated Personnel Salaries	EIA-LEP	
e. Continue implementation of a common writing model such as Jane Schaffer 9th grade; use common rubrics at other grade levels			Instructional/Office Supplies	4000-4999: Books And Supplies	EIA-LEP	5,000
f. Develop and implement assessment strategies such as norming and rubrics in ELA			Instructional Supplies	4000-4999: Books And Supplies	Title III	4,000
g. Continue to develop the three tiers of academic vocabulary across the curriculum						
h. Develop assignments for real audiences; develop tasks and projects that include collaboration, communication, creativity or innovation						
I. Work closely with TOA/s in the area of CCSS in ELA and the						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Literacy Standards j. Use instructional technology to increase student literacy skills -support the use of technology through Help Desk personnel. k. Increase students success through the use of support personnel including the EL Coordinator, EL Para professionals, student workers and clerical staff l. Support students by providing materials, technology in the library						
Objective 2: Implement instructional strategies that will increase **CRITICAL THINKING** across the curriculum a. Continue to implement lesson plans that include the integration of engagement strategies, highly structure practice, and other strategies that increase engagement b. Participate in professional development including PLCs regarding the development of rigor c. Review and incorporate the Depth of Knowledge Levels based and the revised Bloom's Taxonomy into daily activities • Integrate "College and Career Readiness" and integrate strategies to build needed skills Examples of the above steps include:	2014-15	Admin TOAs Teachers	Release Time (Cost listed in Goal #1) Instructional Materials (Cost listed in Goal #1) Technology (Cost listed in Goal #1) EL Support (Paras) (Cost listed in Goal #1) EL Support (Software) (Cost listed in Goal #1)	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
- Making important connections and distinctions in text and other reading material and apply them in writing - Integrate and evaluate multiple sources of information - Develop effective argument Follow precisely a complex multi-step procedure - Apply information to solve problems - Use new knowledge to create an alternative representation - Differentiate between scholarly and popular publications; assess credibility, authority and accuracy of resources - Distinguish the differences between primary and secondary source material and use both appropriately - Identify bias and prejudice in						
Objective 3: Implement strategies that will increase students' NUMERACY SKILLS a. Implement high frequency math vocabulary across the curriculum b. Implement school wide application of math per College and Career Readiness Standards Examples from above steps -Reason with numbers and mathematical concepts; Integrate quantitative information into text, e.g. charts -Integrate research data into writing -Translate quantitative or tech	2014-15	Admin TOAs Teacher	Release Time/Hourly (Cost listed in Goal #1) Instructional Supplies (Cost listed in Goal #1) Technology (Cost listed in Goal #1)	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
information expressed in words in a text into a visual table or chart and translate information expressed visually or mathematically (equation) into words -Integrate quantitative information into text -Integrate research data into writing activities (DBQs and similar activities) -Translate quantitative or tech information expressed in words in a text into a visual table or chart and translate information expressed visually or mathematically (equation) into words -Respond to data in writing						
Objective 4: Provide **PROFESSIONAL DEVELOPMENT** to support objectives 1-3 a. Provide professional development and work in PLCs to support integration of the common core standards b. Continue to learn about and learn from PD360 b. Work together to review and implement congruence of writing formats across content areas c. Obtain teacher input on: 1) whether strategies are being implemented, 2) the frequency of use, and 3) to what extent or depth they are being implemented d. Continue walkthroughs and instructional conferences to provide	2014-15	Admin TOAs Teachers Help Desk	Release Time/Hourly (Cost listed in Goal #1) Instructional Supplies (Cost listed in Goal #1) Help Desk (Cost listed in Goal #1) Technology (Cost listed in Goal #1)	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 2000-2999: Classified Personnel Salaries 5000-5999: Services And Other Operating Expenditures	SLIP Economic Impact Aid/Limited English Proficient (EIA-LEP) LCFF - Base SIP	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
support for teachers e. Revise strategies or provide professional development per surveys and walkthroughs						

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA GOAL:
Increase achievement in math at all levels RUSD LCAP Goals 3, 6
SCHOOL GOAL #3: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2014-2015. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
Data Used to Form this Goal:
Summative Assessments including CAHSEE, End-of-Course, SAT, ACT, Advanced Placement. Formative Assessments including common assessments, and student work. Other data used includes a-g rates, GPA, graduation/dropout rates, college entrance, grades, EAP, AP
Findings from the Analysis of this Data:
• While the CAHSEE scores in math have improved consistently, 10% of the students have yet to pass by their sophomore year and approximately 30% have yet to demonstrate proficiency by their sophomore year.
How the School will Evaluate the Progress of this Goal:
The leadership team will implement and monitor the strategies through a yearly analysis of data, protocols from professional learning communities, teacher observations, and instructional conferences. The progress will be reported annually through schoolwide staff meetings, Data Teams, School Report Cards, Site Council, PTSA and parent newsletters.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Objective #1 Implement CCSS in math a. Implement CCSS Scope and Sequence document for Integrated Math I, integrating the standards for both content and the mathematical practice; revise as needed at the district level. b. Develop the scope and Sequence Document for Math I and II over the next two years. Implement in 2015-16 and 2016-17. c. Participate in training and implement the new California State Math Framework Align standards, common assessments, end-of-course exams and federal/state tests d .Learn about and implement the Walch Math text and materials e. Learn about new CCSS universal access materials as they become available f. Use instructional technology to increase student skills in the math classrooms -Integrate laptops into instruction -support the use of technology through Help Desk personnel f. Increase students success through the use of support personnel including the EL Coordinator, EL Para professionals, student workers and clerical staff to revise the Instructional Guides g. Utilize materials and resources	2014-15	Admin Data Leads Department Chairs Teachers	Professional Development	5000-5999: Services And Other Operating Expenditures	District Funded	
			Release Time/Hourly	1000-1999: Certificated Personnel Salaries	District Funded	
			Instructional Supplies	4000-4999: Books And Supplies	Lottery: Instructional Materials	20,000
			Help Desk Tech (Cost listed in Goal #1)	2000-2999: Classified Personnel Salaries	Lottery: Instructional Materials	
			Technology/Software	4000-4999: Books And Supplies	EIA-LEP	2,500
			EL Coordinator (Cost listed in Goal #1)	5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	
			EL Para (Cost listed in Goal #1)	5000-5999: Services And Other Operating Expenditures	SLIP	
			Printing (Cost listed in Goal #1)	5000-5999: Services And Other Operating Expenditures	Economic Impact Aid/Limited English Proficient (EIA-LEP)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
developed by Data Teams and provided in textbooks						
Objective #2 Implement instructional strategies that increase student's proficiency in the Common Core State Math Standards a. Continue to learn about and implement instructional strategies that effectively increase student proficiency for the CCSS standards and Standards of Mathematical Practice -Participate in district training to continue learning about common core standards, both content and Standards of Mathematical Practice - Learn about strategies through California Math Framework Work with the math TOA's for support and follow-up on prior training, coaching, demonstration lessons, co-planning -Learn about strategies through PD360 -Implement common assessments protocols; Implement strategies discussed in data teams and identified in Data Team Action Plans b. Continue to identify at-risk, on-target and advanced students; identify and use strategies to meet the needs of each group so all	2014-15	Leadership Team Dept. Chairs Data Leads Teachers	Professional Development - See above	5000-5999: Services And Other Operating Expenditures	SLIP	
			Technology - see above	5000-5999: Services And Other Operating Expenditures	EIA-LEP	5,000
			Instructional Materials	3000-3999: Employee Benefits	EIA-LEP	3,817
			Help Desk Tech (Cost listed in Goal #1)	2000-2999: Classified Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	
			EL Coordinator (Cost listed in Goal #1)	1000-1999: Certificated Personnel Salaries	Economic Impact Aid/Limited English Proficient (EIA-LEP)	
			EL paras, clerical (Cost listed in Goal #1)	2000-2999: Classified Personnel Salaries	Title III	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

students increase their levels of math proficiency
  -Continue implementation of engagement strategies, SDAIE, AVID
 	
  -Continue implementation of strategies to increase rigor						

Objective 3: Develop and revise study guides, videos for all levels of math • Revise as needed the study guides/videos for teachers and students for current standards Current California Standards • Develop and revise study guides/videos for teachers and students for the CCSS as appropriate	2014-15	Admin TOA as available Data Leads Dept. Chairs Teachers	Release Time/Hourly - see above Printing - see above	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures	SLIP Lottery: Instructional Materials	
Objective 5: Provide support classes and strategies to students below proficiency levels a. Review and revise the math review class (linked with Math I) b., Provide CAHSEE support classes c. Continue use of embedded tutoring as appropriate to reteach important standards, support struggling students d. Continue to assess initial student placement in math classes and continue efforts to ensure effective placement	2014-15	Admin TOA as available Data Leads Dept. Chairs Teachers	Technology - see above Software	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	LCFF - Supplemental EIA-LEP Lottery: Instructional Materials LCFF - Supplemental	