

Redlands East Valley High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Redlands East Valley High School
Street	31000 East Colton Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	Redlands, CA 92374
Principal	Robert Clarey
Email Address	robert_clarey@redlands.k12.ca.us
Website	http://rev.redlandsusd.net/
County-District-School (CDS) Code	36-67843-3630779

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

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

The mission of Redlands East Valley High School is to create a respectful, tolerant, and academically challenging environment, to educate our diverse student population, and to prepare them to make positive and responsible life choices in a global and technological society.

Through a process with the leadership, focus groups, and home groups, and a student group (Link Crew) the Student Learner Outcomes (SLOs) were re-written to reflect the Core Values of the school.

At Redlands East Valley High School students will demonstrate:

- Learning and Thinking Skills
- Communication Skills
- Life and Career Skills

A new set of Core Values has been developed by students and faculty to support the new vision of the site. REVWAY now represents the focus of the site. (R- Respectful; E-Ethical; V- Vocal; W-Wildcats; A- Accountable; Y- You). These core values have been linked to the Student Learner Outcomes through the work of the REVWAY Committee. This committee consists of teachers, students and administrators who meet regularly to articulate the goals, vision, core values and student outcomes. These Core Values are aligned to our Student Learner Outcomes and reflect the priorities of the State of California which are represented in the District LCAP. Our push for this school year is to integrate equity and inclusion as part of these core values.

The Student Learner Outcomes (SLOs) of the school that are aligned to REVWAY are:

- Learn and work collaboratively in diverse teams and with mutual respect to share and interpret information, draw conclusions, and make presentations. (Respectful)
- Locate and evaluate information utilizing multiple resources in order to distinguish between opinion, fact, and propaganda to make informed decisions. (Ethical)
- Articulate thoughts using oral, written, non-verbal, and technological skills in a variety of forms and contexts. (Vocal)
- Actively participate in school and community while exhibiting social, ethical, and behavioral maturity by taking responsibility for individual actions. (Wildcat)
- Utilize basic skills, problem solving, technology, and creativity to demonstrate mastery in core subject areas. (Accountable)
- Work independently to produce quality standards-based projects that show mastery of skills. Identify goals, skills, and interests related to careers and post-secondary education. (You)

Our purpose is to create an educational environment that supports the core values and implement the state standards and frameworks.

School Description: In 1997 Redlands East Valley High School opened its doors as the second comprehensive high school in Redlands, California. Redlands East Valley (REVHS) was designed to accommodate the increased student population of Redlands, Mentone, and East Highlands and started with 2059 students. REVHS was built to be on the cutting edge of technology, and it remains one of the most advanced schools in the Inland Empire.

The district educational system includes a K-12 program, Alternative Education and Adult Education. The total district population is 21,233 students and encompasses 147 square miles. RUSD serves the communities of Redlands, Loma Linda, Mentone, Forest Falls, and portions of San Bernardino and Highland. School sites include four 9-12 high schools (three comprehensive high schools and one continuation high school), four middle schools, and sixteen elementary schools. REVHS has a current enrollment of 1,920 students. The staff at Redlands East Valley High school includes 113 certificated staff, 64 classified staff, and 4 ROP teachers. The REVHS leadership team includes the principal, three assistant principals, five counselors, four teachers-on-assignment in charge of Boys Athletics, Girls Athletics, and ASB activities, one head counselor, one librarian, and thirteen department chairs.

In the spring of 2015, REVHS received the Gold Ribbon Award in recognition of our AVID program. Additionally, REV has been recognized as an AVID School of Distinction and will be operating as an AVID Demonstration School in the upcoming years. Prior to transitioning to CAASPP, Redlands East Valley High School earned an API of 812.

In the spring of 2012, Redlands East Valley received a six-year accreditation from the Western Association of Schools and Colleges. In 2015-2016, there was a one day visit to review the recommendations made by the visiting team. Redlands East Valley received seven commendations and no additional recommendations. REV currently has a six-year Western Association of Schools and Colleges (WASC) Accreditation. Our WASC visit for 2018-19 yielded a six-year term with a 3-year review.

Redlands East Valley High School provides a full complement of activities to its students. The athletic program, contest speech, choral and instrumental programs, drama, newspaper, yearbook, student government, academic decathlon, and mock trial are active and thriving programs on campus. We have 33 active clubs which offer a variety of interest areas for students. Some students join only one club, while others are involved in a number of clubs and co-curricular activities. There are approximately 1300 students involved in at least one extra-curricular or co-curricular activity.

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

Grade Level	Number of Students
Grade 9	520
Grade 10	531
Grade 11	503
Grade 12	545
Total Enrollment	2,099

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.2
Asian	5
Filipino	1.4
Hispanic or Latino	50.4
Native Hawaiian or Pacific Islander	0.2
White	32.5
Two or More Races	3.4
Socioeconomically Disadvantaged	53
English Learners	5
Students with Disabilities	13
Foster Youth	0.6
Homeless	6.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	87	90	91	4
Without Full Credential	1	1	3	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Year and month in which data were collected: December 2019

The Redlands Unified School District adopts textbooks at the secondary level using the same adoption cycle as the State Board of Education provides for elementary education. The district reviews textbooks and support materials prior to adoption to ensure that all materials met the standards as defined in the California State Frameworks. Sufficient textbooks are available for all students regardless of English proficiency or disability.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives Pearson (2017) myPerspectives- American Literature Pearson (2017) Expository Reading and Writing Course (ERWC) 2nd Edition (2013)	Yes	0%
Mathematics	Mathematics I Integrated Pathway Walch Education (2013) Mathematics II Integrated Pathway Walch Education (2013) Mathematics III Integrated Pathway Walch Education (2013) Advanced Algebra Glencoe (2005) Pre-Calculus Prentice Hall (1999) Calculus Concepts and Applications Key Curriculum Press (2010)	Yes	0%
Science	Biology Pearson (2020) Modern Chemistry HMH (2017) Earth Science Prentice Hall (2006) Conceptual Physics Prentice Hall (2006)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	United States History, Geography, Continuity, and Change McGraw Hill (2019) World History, Culture, and Geography: The Modern World (2019) American Government Pearson (2019) Economic Principals in Action Pearson (2019)	Yes	0%
Foreign Language	Latin, Course 1 Ecce Romani IACambridge / Longman (1998/1995)Latin, Course 2 / Ecce Romani IACambridge / Longman (2000/1995)Latin, Course 3 / Ecce Romani IBCambridge / Longman (2000/1995)Latin, Course 3 / Ecce Romani IICambridge / Longman (2000/1995) French I, Bienvenue Glencoe/McGraw Hill (1998)French II, A bordGlencoe/McGraw Hill (1998)French III, En voyageGlencoe/McGraw Hill (1995)German I, Deutsch Naklar, 3rd EditionMcGraw Hill (1999) German II, German 2nd and 3rd YearsAmsco (1998)German III, German 2nd and 3rd YearsAmsco (1998) En Espanol IMcDougal Littell (2000)En Espanol 2McDougal Littell (2000)En Espanol 3 / Review - Spanish 3McDougal Littell / AMSCO (2000)Spanish 2.1, Pasos Y PuentesScott Foresman (1992)	Yes	0%
Visual and Performing Arts	See Above		0%
Science Laboratory Equipment (grades 9-12)	See Above		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Funded by General Obligation Bonds passed in 1993 by a vote of 67.3%, construction began in 1995 on a two-year construction schedule. Located on 58.3 acres with 10 acres still orange groves, the 245,000 square foot facility contains a capacity for 2600 students. Parking spaces total 988, with 756 spaces for students and 232 for staff. Eleven buildings are included, with five being two stories. The school configuration will allow for a 9-12 grade level educational program. Athletic facilities outdoors include: eight basketball courts, one track/football/soccer field, two baseball fields, two softball fields, eight tennis courts, and one 25yd X 25 meter swimming/water polo pool. Technology is built around a campus-wide fiber optic backbone, a cable TV studio with facilities linked by network to all classrooms. Within the Industrial Technology Building, several multiple-station technology labs for audio/video technology, and computer-assisted drafting and robotics can be found. The auditorium will seat 433 and is located at the main entrance of the campus with adjacent music and drama classrooms. The closed campus has a multi-purpose room cafeteria that seats 300. Lastly, the campus contains 86 classroom/labs. The library/media center seats 130 and has shelving for 30,000 volumes plus the 28 computers currently in place and will begin a remodel in the Spring semester of 2020. The Career Center provides computer and printed resources for students and staff to obtain information on colleges and occupations. Nine new relocatable classrooms were added during the summer of 2006. REV maintains restrooms daily. The custodial staff monitors and cleans restrooms up to three times during the school day. At the end of each day the restrooms are thoroughly cleaned and stocked. The custodial staff constantly provides the students and staff with a clean facility throughout school. Maintenance is done on-site by District and site personnel. The school enjoys an amicable relationship with District maintenance and operations. Repairs are completed in a timely manner. In 2008 Measure "J" was passed by the voters in the Redlands Unified School District. The measure allows the District to finish and complete the construction of a third comprehensive high school in the District. This funding allowed the new fencing in the East and West end fire lane to better control the flow of traffic and has installed cameras to provide video record of what happens on campus. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The Principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Inspected monthly
Interior: Interior Surfaces	Good	Inspected monthly
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Inspected monthly
Electrical: Electrical	Good	Inspected monthly
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Inspected monthly
Safety: Fire Safety, Hazardous Materials	Good	Inspected monthly
Structural: Structural Damage, Roofs	Good	Inspected monthly

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Inspected monthly
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	70	69	59	57	50	50
Mathematics (grades 3-8 and 11)	41	51	45	44	38	39

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

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

CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	457	436	95.40	4.60	69.35
Male	211	201	95.26	4.74	61.69
Female	246	235	95.53	4.47	75.97
Black or African American	25	24	96.00	4.00	58.33
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	27	26	96.30	3.70	73.08
Filipino	--	--	--	--	--
Hispanic or Latino	230	222	96.52	3.48	65.45
Native Hawaiian or Pacific Islander					
White	152	144	94.74	5.26	74.31
Two or More Races	15	12	80.00	20.00	75.00
Socioeconomically Disadvantaged	245	237	96.73	3.27	62.13
English Learners	32	31	96.88	3.12	16.13
Students with Disabilities	56	48	85.71	14.29	17.39
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	29	27	93.10	6.90	51.85

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	457	435	95.19	4.81	50.81
Male	211	201	95.26	4.74	49.75
Female	246	234	95.12	4.88	51.72
Black or African American	25	22	88.00	12.00	27.27
American Indian or Alaska Native					
Asian	27	25	92.59	7.41	64.00
Filipino	--	--	--	--	--
Hispanic or Latino	230	221	96.09	3.91	43.18
Native Hawaiian or Pacific Islander					
White	152	146	96.05	3.95	64.14

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	13	86.67	13.33	30.77
Socioeconomically Disadvantaged	245	237	96.73	3.27	37.87
English Learners	32	30	93.75	6.25	16.67
Students with Disabilities	56	49	87.50	12.50	4.26
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	29	27	93.10	6.90	33.33

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

Career Technical Education Programs (School Year 2018-19)

The ongoing goal of CTE (Career Technical Education) is for students to build marketable skills and prepare for employment in any field. Redlands East Valley High School's (REVHS) CTE courses emphasize a positive work ethic, maintaining proper workplace etiquette, leadership skills and working with project timelines and parameters. Weekly CTE discussions with all classes expose students to what employers seek in employees and what makes one person more qualified than another. Discussions of career classifications provide students with an understanding of the hierarchy through which any given employee may progress.

REVHS provides its own CTE classes including Auto Shop, Technology, and Pre-Engineering. The Colton, Redlands, Yucaipa Regional Occupation Program (CRY-ROP) provides others avenues of CTE such as Retail and Small Business, Medical Careers, Fashion and Child Care.

All of these practical and dynamic classes provide students with problem solving, team work, critical thinking, and leadership skill practice. Many of the capstone Career Technical courses are articulated with local community college courses. This allows students completing those courses to earn college credits as well as high school credit for those courses. The counseling and career center staff provide sequenced instruction to all students through their English classes. The REVHS English teachers have continued the school to career curriculum especially at the 11th and 12th grade level, to increase students' access to self-interest and skills inventories, career research, college entrance requirements, testing requirements, financial aid, and all the details of the college application and career planning process. A Tech Prep mini-grant, awarded through the Inland Empire Tech Prep Consortium, finances an annual district-wide college fair held in the fall on the RHS campus in the evening.

CTE Course Sequences at Redlands East Valley High School

[Please note: The course sequences below include ROP courses, as there is a seamless connection between the REVHS and ROP programs. ROP course data was NOT included in the "Career Technical Education Participation" data report.]

Arts and Communications:

The Redlands East Valley High School ROP video production program provides opportunities for students to create and communicate using technology. Students build web-based portfolios, produce a weekly television show, and create sports documentary DVDs. Course Sequence: Advanced Video Production I, Advanced Video Production II

Arts and Communications:

Students who complete these advanced courses in the REVHS Theatre Arts Program build acting skills and techniques, develop directing techniques, and learn all areas of technical theatre. Course Sequence: Theater Arts (CP) - Drama II: Acting and Directing - Drama III - Play Production I, II, and III - Advanced Production Ensemble

Business and Marketing:

- Business Education II
- Small Business Management

Industrial Technology:

Students study engines and components of the automobile chassis, disassembling and reassembling shop models. All aspects of the automotive industry are studied in relationship to present day economics, business practices and ethics, consumer studies, and problems of car ownership. The ROP course simulates an auto body shop, providing students with necessary skills to repair, refinish, and restore car and truck bodies. Students learn how to analyze vehicle damage and prepare cost estimates. Course Sequence: Auto Shop - Advanced Auto Shop - Auto Collision and Repair (ROP) - Advanced Auto Collision (ROP)

Engineering Technology:

Survey of current technology with emphasis on hands on experience. Course Sequence: Technology I - Technology II - Technology Associate. REV also has a pre-Engineering course.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	554
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	70
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.39
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	52.44

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	14.4	27.1	41.7

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

We believe that one of the keys to the success of REVHS is that parents continue to play a critical role in their students' lives. They faithfully support the students in their activities. REVHS has an active PTSA, booster clubs for our athletic programs and extracurricular activities such as band, choir and drama. These organizations raise money, provide activities and experiences outside the classroom and work with site staff to improve the quality of education at REVHS. Parents also serve on our WASC Leadership Team and School Site Council. Additionally REV parents have served on LCAP advisory committees throughout the district. Parents serving in these roles provide valuable insight to school staff. Parents on School Site Council work to evaluate programs, review budgets, data analysis, and training on state accountability and site based needs. Our Athletic Boosters raise money to provide additional support to athletic teams including tournament fees, equipment, uniforms, travel, and banquet costs. Choral and Band boosters are instrumental in enhancing the performing arts extra-curricular program and raise money for competitions, travel expenses, uniforms, and equipment as needed. The robust participation of our parent community enhances the educational experience for students and strengthens our community partnerships.

Contact Information:

School Site Council	Robert Clarey	909-389-2500
PTSA	Laura Mapes	760-964-2741
REV Athletic Boosters	Rhonda Fouch Girls AD	
Rob Tompkins, Boys AD		909-389-2500
REV Choral Boosters	Ramon Cardenas	909-389-2500
REV Band Boosters	Brian Hollett	909-389-2500

State Priority: Pupil Engagement

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	1.8	1.9	2.2	3.3	3.9	4.9	9.7	9.1	9.6
Graduation Rate	97.6	97.2	96.3	93	90.7	89.6	83.8	82.7	83

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.3	3.9	5.9	2.6	2.9	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Redlands East Valley High School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted in March of each school year and is reflective of the school's safety needs. The key components of Redlands East Valley High School's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. The school safety plan is reviewed annually and staff is added or deleted based on hiring data. Jobs are assigned and the plan is distributed to all staff. The school holds five safety drills yearly (2 earthquake, 2 fire, and 1 lock down) that are on file with the District. The plan was last approved in the spring of 2018 and is currently under revision by our Safety Committee. The Safety Committee consists of certificated and classified employees, one Assistant Principal, parents, and students. The plan will be presented to staff upon completion of this year's revisions.

To ensure student safety before and after school, school security, and administrators supervise the school grounds including the bus drop-off area, cafeteria, and buildings. During the school day all entrance areas to the school are locked with the single point of entry being the front entrance. Furniture was purchased specific to this entry point and a full-time staff member is present at that desk. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitors pass. All visitors check in through the Raptor system where their ID is provided and scanned through the Megan's Law database. All staff members wear ID badges to identify themselves as employees.

REVHS has six full time security members: one 12 month employee and five 10 month security members. The team must meet District hiring requirements including: CPR, POST training level II, on-going Clean Sweep training, and in-service on matters such as pepper spray, verbal judo, and ProAct training. The security team is responsible for providing students an opportunity to attend school in a safe educational setting. The officers are uniformed and stand duty at all REV on-site and many off-site activities. In the Fall of 2018, a full-time School Resource Officer from the San Bernardino County Sheriff's office was added to the security team. The SRO provides additional resources and security to the REV campus and community.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	26	21	37	27	26	24	30	30	25	28	31	27
Mathematics	27	19	29	26	26	28	23	25	24	33	24	19
Science	27	14	37	13	26	18	22	18	27	13	31	15
Social Science	26	17	25	27	25	25	26	21	26	23	23	22

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	419.8

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.3

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,370.15	\$1,070.40	\$6,299.75	\$83,121.00
District	N/A	N/A	5,815.78	\$85,061.00
Percent Difference - School Site and District	N/A	N/A	8.0	-2.3

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-17.5	1.3

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

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

Types of Services Funded (Fiscal Year 2018-19)

The district office staff, under the direction of the superintendent, financially supports REVHS. The school budget of \$180,000 is developed by site administration with money designated to support all departments. The site budget provides for professional development for staff, purchasing of supplemental curriculum, additional hours for staff to provide tutoring, as well as all operational expenses for custodial and security. Additional funds support extra-curricular activities and enhanced learning opportunities. The School Site Council oversees \$190,000 in program improvement money. The goal of the Site Council is to approve funds in alignment of the goals of the school plan. This includes academic achievement, college and career readiness, intervention and enrichment, support for at-risk student groups, and safe and secure schools. The money allocated in the school plan is approved by the Site Council and all expenditures are approved as well.

Summary of Strengths

The opening of REVHS and its twenty years of operations have been very successful. The strengths that have contributed to this success are:

- The staff is strongly committed to developing an outstanding school. They are interested in every facet of student life, curriculum/instructional improvement and school management.
- The District Office, and especially the superintendent, are very supportive of REVHS and its success. Every effort is being made to provide the resources necessary to implement and sustain a top program. Both the old and new elements of the community have supported REVHS in its formative years. The blend of energy, involvement, resources, interests, and commitment has contributed greatly to the sense of family and acceptance.
- Graduation requirements are 225 credits for the class of 2017.
- WASC reviewed the school in March of 2019. REV was granted a six year accreditation with a one day visit in the 2022-23 school year.
- Lastly, the greatest accolades must go to the student body, where they are welcomed with a new set of expectations and a vision for the future. Areas of exceptional performance include science, English, foreign language, social studies, math, ESL, English and the Career Center.

Critical Needs

Our Critical Needs are outlined in the WASC action plans created by the school in 2019.

Goal #1: Support District's efforts to ensure student success by providing a comprehensive base program for all students.

- Task 1: Ensure site facilities are in good repair, safe for all students, and accessible to all student groups.
- Task 2: Support continual school improvement model
- Task 3: Participation in the WASC process
- Task 4: Continually review course offerings and master scheduling
- Task 5: Build shared decision making among stakeholders.

Goal # 2: Create a safe and secure learning environment to promote positive school culture>

- .>Task 1: Articulate safety measures and procedures to maintain a safe and secure campus.
- Task 2: Provide social and emotional support to all students and create a culture of respect.
- Task 3: Develop and maintain a strong character education program.
- Task 4: Increase communication and parent/community involvement in shared decision making.

Goal # 3: Successfully implement state standards across all content areas to prepare students for college and career.

- Task 1: Focus on pacing the curriculum and addressing articulation/instruction to improve first instruction.
- Task 2: Administer common assessment and provide data team meeting opportunities.
- Task 3: Continue monitoring CTE pathways to improve college and career readiness.

Goal #4: Improve instructional practices to prepare struggling students with intervention and to challenge on-track students with rigorous instruction.

- Task 1: Increase students' access to technology and academic resources to improve academic performance.
- Task 2: Increase activities and strategies that promote student engagement.
- Task 3: Promote intervention and enrichment strategies to increase student achievement and to promote student participation in rigorous instruction.

Goal # 5: Implement intervention practices to support academic achievement for at-risk student groups.

- Task 1: Targeted support for EL and RFEP students.
- Task 2: Provide intervention and supports for students not on track to graduate.
- Task 3: Provide supports for at-risk student groups to increase college and career readiness.
- Task 4: Improve interventions and behavioral supports for students in the Behavior Intervention classes to decrease referrals and suspensions.

Three Year Student Objectives

Several objectives have been identified to focus the energy of the school on student performance. Some objectives are student driven and others are program implementations to enhance student opportunity and achievement. Objectives will be evaluated and modified following each school year. The objectives are as follows:

- Increase student attendance, especially freshmen, by a minimum of 2% each year
- Increase student performance on CAASSP test in English and Math
- Decrease suspension rates by 10%
- Improved daily attendance to 96% ADA, lower chronic absenteeism
- Improve performance on ELPAC over baseline scores from 2018-19

State Award and Intervention Programs include a California Gold Ribbon for the AVID program in 2016. Our AVID program has been named a Site of Distinction for the past four years and will be reviewed as a National Demonstration School in the Spring of 2020.

REVHS CTE pathways are supported with the partnership that the district maintains with CRY-ROP. The Colton, Redlands, Yucaipa Regional Occupation Program (CRY-ROP) has implemented pathways at REVHS In the areas of :

- Design, Visual, and Media Arts
- Education
- Mental and Behavioral Health
- Patient Care
- Networking
- Product innovation and Design
- Marketing
- Systems Diagnostics and Service

Many of our CTE pathway courses are also articulated with local community colleges allowing students to earn college credits as well as high school credit. Dual enrollment college courses are also offered on campus after the school day for the opportunity to receive additional college credits. REVHS collaborates with local two and four-year institutions of higher education to maximize our students' awareness of post-secondary opportunities. The district maintains a guaranteed admissions agreement with the University of Redlands and the University of La Verne. The counseling and career center staff provide sequenced instruction to all students through their English classes at each grade level to increase students' access to self-awareness inventories, career research, college entrance requirements, testing requirements, financial aid, and all the details of the college application process. REVHS also implemented the Link Crew program as a means to connect incoming students with the high school and see themselves as a part of the whole. We expect a decrease in the number of D's and F's as well as the number of suspensions and expulsions.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

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

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

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

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	11	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	6	N/A
Science	9	N/A
Social Science	16	N/A
All courses	45	26.4

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

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

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

The Redlands East Valley High School staff is committed to continual professional growth. Both REVHS and the District have implemented professional development plans with a variety of offerings. REVHS has weekly collaboration days (*35 partial days) for one hour on Tuesday mornings. This time is used for professional development, data analysis, discussion of best practices, department meetings, team meetings, discussion and analysis of common assessments and the results from those common assessments. Teachers also work closely together, by departments, analyzing data and modifying curriculum, programs and/or instruction as needed to improve student achievement. Additionally, there are three full days of Professional Development/Continuous Improvement designated for CAASPP data analysis and yearly Instructional Focus. For the 2019-20 school year we are focusing on Equity and Inclusion. Through the evaluation process, teachers develop their own goals for professional improvement. New teachers participate in teacher induction programs both through the District and their universities and their colleagues also provide mentoring. New teachers also attend workshops geared to their needs on campus. First and second year teachers are expected to participate in the Induction program and are assigned experienced teachers as Induction support providers. After analyzing the results of the Smarter Balanced Test, the school wide focus is developed.