

Redlands East Valley High School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Redlands East Valley High School
Street	31000 East Colton Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	909-389-2500
Principal	Robert Clarey
Email Address	robert_clarey@redlands.k12.ca.us
School Website	www.redlandsusd.net/rev
County-District-School (CDS) Code	36-67843-3630779

2022-23 District Contact Information

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

2022-23 School Overview

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)

2022-23 School Overview

- 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 Athletics, Career Center, Media center, 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. REVHS received AVID National Demonstration School status in February 2019. 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 which will take place in march of 2022. The March of 2022 review commended REV on our work on the previous recommendations and did not include any additional.

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.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	503
Grade 10	513
Grade 11	476
Grade 12	422
Total Enrollment	1,914

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.1
American Indian or Alaska Native	0.4
Asian	4.1
Black or African American	6.1
Filipino	1.1
Hispanic or Latino	54.0
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4.3
White	29.6
English Learners	6.4
Foster Youth	0.6
Homeless	12.5
Migrant	0.0
Socioeconomically Disadvantaged	54.4
Students with Disabilities	15.3

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	77.00	83.66	832.10	85.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.70	0.81	6.70	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.00	5.52	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.20	2.49	29.80	3.08	12115.80	4.41
Unknown	6.90	7.51	65.10	6.72	18854.30	6.86
Total Teaching Positions	92.10	100.00	969.10	100.00	274759.10	100.00

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

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

2021-22 Teacher Preparation and Placement

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

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	
Misassignments	4.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	5.00	

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.80	
Local Assignment Options	1.40	
Total Out-of-Field Teachers	2.20	

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

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.70	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	December 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives Pearson (2017) myPerspectives- American Literature Pearson (2017) Expository Reading and Writing Course (ERWC) 2nd Edition (2013)	Yes	0%
Mathematics	Mathematics I Integrated Pathway Walch Education (2013) Mathematics II Integrated Pathway Walch Education (2013) Mathematics III Integrated Pathway Walch Education (2013) Advanced Algebra Glencoe (2005) Pre-Calculus Prentice Hall (1999) Calculus Concepts and Applications Key Curriculum Press (2010)	Yes	0%
Science	Anatomy & Physiology: Walsh, Hole's Essentials of Anatomy & Physiology McGraw Hill (2020) Anatomy & Physiology: Essentials of Human Anatomy & Physiology McGraw Hill (2021) Biology Pearson (2020) Modern Chemistry HMH (2017) Environmental Science: Sustaining Your World National Geographic / Cengage (2017) Earth Science Prentice Hall (2006) Physics: Hewett, Conceptual Physics Savvas (2021) Physics H Physics HMH (2017)	Yes	0%

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

School Facility Conditions and Planned Improvements

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 is currently undergoing a major renovation. 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 Assistant Principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. REV has broke ground on Phase I of a new stadium with an expected completion date of early 2023.

Year and month of the most recent FIT report

July 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	61	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	36	N/A	35	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	428	413	96.50	3.50	61.26
Female	203	193	95.07	4.93	65.28
Male	225	220	97.78	2.22	57.73
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	89.47
Black or African American	21	20	95.24	4.76	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	232	222	95.69	4.31	55.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	72.73
White	127	123	96.85	3.15	67.48
English Learners	25	25	100.00	0.00	24.00
Foster Youth	--	--	--	--	--
Homeless	52	52	100.00	0.00	55.77
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	276	266	96.38	3.62	54.89
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	75	67	89.33	10.67	13.43

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	426	408	95.77	4.23	36.03
Female	202	190	94.06	5.94	35.79
Male	224	218	97.32	2.68	36.24
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	68.42
Black or African American	21	20	95.24	4.76	40.00
Filipino	--	--	--	--	--
Hispanic or Latino	231	220	95.24	4.76	25.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	59.09
White	126	120	95.24	4.76	46.67
English Learners	25	25	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	52	52	100.00	0.00	23.08
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	276	266	96.38	3.62	29.32
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	75	67	89.33	10.67	2.99

CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	19.73	NT	32.27	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	374	370	98.93	1.07	19.73
Female	173	172	99.42	0.58	20.35
Male	201	198	98.51	1.49	19.19
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100	0	22.22
Black or African American	26	26	100	0	7.69
Filipino	--	--	--	--	--
Hispanic or Latino	184	181	98.37	1.63	14.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	17	94.44	5.56	17.65
White	122	122	100	0	28.69
English Learners	15	15	100	0	6.67
Foster Youth	--	--	--	--	--
Homeless	46	45	97.83	2.17	8.89
Military	--	--	--	--	--
Socioeconomically Disadvantaged	207	203	98.07	1.93	13.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	44	42	95.45	4.55	4.76

2021-22 Career Technical Education Programs

The ongoing goal of CTE (Career Technical Education) is for students to build marketable skills and prepare for employment in any field. Redlands 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 programs 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.]

- PLTW - Engineering Design
- Athletic Training
- Automotive technology
- Design, Visual, and Media Arts
- Mental and Behavioral Health
- Manufacturing
- Marketing

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	650
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	44.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	95.95
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	38.55

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	78%	81%	87%	83%	89%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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	Bronwyn Peterson	
REV Athletic Boosters	Chad Blatchley, AD	909-389-2500
REV Choral Boosters	Steven McCann	909-389-2500
REV Band Boosters	Brian Hollett	909-389-2500

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		2.5	2.7		4	5.7		8.9	7.8
Graduation Rate		94.5	93.6		92.3	91.4		84.2	87

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	439	411	93.6
Female	203	190	93.6
Male	236	221	93.6
American Indian or Alaska Native	--	--	--
Asian	23	22	95.7
Black or African American	31	28	90.3
Filipino	--	--	--
Hispanic or Latino	221	203	91.9
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	17	17	100.0
White	140	134	95.7
English Learners	27	21	77.8
Foster Youth	--	--	--
Homeless	73	62	84.9
Socioeconomically Disadvantaged	325	300	92.3
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	62	42	67.7

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2114	2023	610	30.2
Female	1004	958	298	31.1
Male	1106	1061	311	29.3
American Indian or Alaska Native	8	7	1	14.3
Asian	80	78	12	15.4
Black or African American	140	126	52	41.3
Filipino	26	25	3	12.0
Hispanic or Latino	1153	1105	382	34.6
Native Hawaiian or Pacific Islander	4	4	3	75.0
Two or More Races	86	84	26	31.0
White	612	589	130	22.1
English Learners	131	127	45	35.4
Foster Youth	24	20	7	35.0
Homeless	266	257	104	40.5
Socioeconomically Disadvantaged	1532	1470	511	34.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	327	315	124	39.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.02	2.61	2.45
Expulsions	0.05	0.03	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	5.30	0.22	3.67	0.20	3.17
Expulsions	0.00	0.05	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.30	0.05
Female	3.78	0.00
Male	6.69	0.09
American Indian or Alaska Native	0.00	0.00
Asian	1.25	0.00
Black or African American	13.57	0.00
Filipino	0.00	3.85
Hispanic or Latino	5.64	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.33	0.00
White	3.92	0.00
English Learners	4.58	0.00
Foster Youth	8.33	0.00
Homeless	5.26	0.00
Socioeconomically Disadvantaged	6.20	0.07
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.93	0.00

2022-23 School Safety Plan

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 Fall of 2022 by our School Site Council. 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 location. 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.

2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	35	31	17
Mathematics	26	23	29	18
Science	26	17	25	17
Social Science	24	24	23	19

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	37	27	19
Mathematics	23	28	27	19
Science	25	17	32	10
Social Science	22	31	27	11

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	37	40	12
Mathematics	22	37	30	11
Science	24	27	17	15
Social Science	20	44	24	15

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	382.8

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	2.0
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9463.01	\$1700.06	\$7762.96	\$92,321.28
District	N/A	N/A	\$7211.11	\$88,816
Percent Difference - School Site and District	N/A	N/A	7.4	3.9
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	16.3	4.4

2021-22 Types of Services Funded

The district office staff, under the direction of the superintendent, financially supports REVHS. The school general budget of \$174,000 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 \$168,000 in program improvement money as well as \$35,000 in Character Education funds. The goal of the Site Council is to approve funds in alignment of the goals of the school plan. These goals include student engagement and student support. 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-five 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

2021-22 Types of Services Funded

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.
- WASC reviewed the school in March of 2019. REV was granted a six year accreditation with a one day visit in the 2021-22 school year. The March of 2022 mid-term visit supported the great work REV is doing with students
- 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.

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 five years and was recognized 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
- Mental and Behavioral Health
- Product innovation and Design
- Marketing
- Systems Diagnostics, Service, and repair

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 during and 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 anticipate a decrease in the number of D's and F's as well as the number of suspensions and expulsions.

2020-21 Teacher and Administrative Salaries

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

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

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	19.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	7
Fine and Performing Arts	2
Foreign Language	3
Mathematics	5
Science	7
Social Science	14
Total AP Courses Offered Where there are student course enrollments of at least one student.	40

Professional Development

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 Monday afternoons. 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 2021-22 school year we will be introduced to Universal Design for Learning (UDL). 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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	38	38	38