



REDLANDS EAST VALLEY HIGH SCHOOL MID-CYCLE PROGRESS REPORT

**31000 E. Colton Avenue
Redlands, CA 92374**

Redlands Unified School District

April 4, 2016

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I: Student/Community Profile Data

Include the following:

- **An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school's vision, mission, and learning outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.**
- **An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.**

➔ **Note: Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)**

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. REVHS 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.

Redlands is a residential community located 65 miles east of Los Angeles. The Redlands Unified School District encompasses the city and a considerable area of unincorporated county territory around the city. The population of Redlands is approximately 71,000 with the outlying areas increasing our school district population to approximately 100,000 inhabitants. Small businesses, professional, managerial, supervisory, and sales positions are the main areas of business within the community. The communities served by Redlands East Valley High School are diverse and offer a rich tapestry of cultures. Located in the city of Redlands is the University of Redlands, a private university. We also have a number of community colleges, state colleges, and private four-year colleges located within 25 miles of our community.

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 2183 students.

The staff at Redlands East Valley High school includes 100 certificated staff members, 65 classified staff members, and 3 ROP teachers. The REVHS leadership team includes the principal, three assistant principals, five counselors, three teachers-on-assignment in charge of Boys Athletics, Girls Athletics, and ASB activities, one head counselor, one librarian, and sixteen department chairs.

REVHS operates on a modified block schedule. Students may attend up to six classes on Monday, Tuesday and Friday. Wednesday and Thursday are block days where students attend three periods each day with an extended time for classroom instruction and student intervention. Teacher collaboration time is built into the Tuesday schedule with a late start for students.

In the spring of 2013, Redlands East Valley received a six year accreditation from the Western Association of Schools and Colleges. In the spring of 2015, REVHS received the Gold Ribbon Award in recognition of our AVID program. Redlands East Valley was also named in US News and World Report's 2015 Best HS Rankings as a Silver Award school. Redlands East Valley ranked #1,680 nationally and #357 in the state of California. Prior to transitioning to CAASPP, Redlands East Valley High School earned an API of 812.

A total of 225 credits are required for graduation. Course requirements include four years of English in grades 9-12, three years of Social Studies, two years of Science, two years of Physical Education, two years of Math (one year must be Algebra I or Integrated Math I), one year of Fine Arts or Foreign Language, and one semester of Health. Students in the past have been required to pass the California High School Exit Exam. Three different grade point averages appear on our transcript. Total GPA includes all classes, grades 9-12, with + or – used to determine the average. Academic 9-12 and Academic 10-12 excluded the physical education and non-academic courses. Academic GPA gives a weighted value to Advanced Placement and Honors classes; however, no weighted value is given for any grade below a “C-.”

Based on a self-reported survey, 39.54% of 2015 seniors were accepted to and planned on attending a 4 year university or college while 47.28% planned to attend community college, 2.51% planned on attending a vocational or technical school, and 5.02% reported plans on joining the military.

Redlands East Valley High School provides a full complement of activities to its students. The contest speech, choral and instrumental programs, drama, newspaper, yearbook, student government, academic decathlon, mock trial and athletic programs are active and thriving 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. Since 2012, REV's Mock Trial team has placed in the top 3 in the county every year, with a county Championship in 2015. The Academic Decathlon has earned three 2nd place and one 4th place title during this time. During the 2012-2013, 2013-2014 and 2014-2015 school REV Athletics celebrated 19 CBL Championships, 2 CIF Championships, and 1 State Championship.

School’s Vision, Purpose, and Expected Learning Results

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.

The leadership team met to reflect on the Expected Schoolwide Learning Results (ESLRs) in place since the school opened. During the 2012-2013 WASC cycle, there was a need to revise them in order to create a sense of relevancy as it related to the educational needs and post-secondary career expectations of today. At that time the ESLRs were re-written and renamed the Schoolwide Accepted Goals (SWAG).

Schoolwide Accepted Goals

At Redlands East Valley High School students will demonstrate:

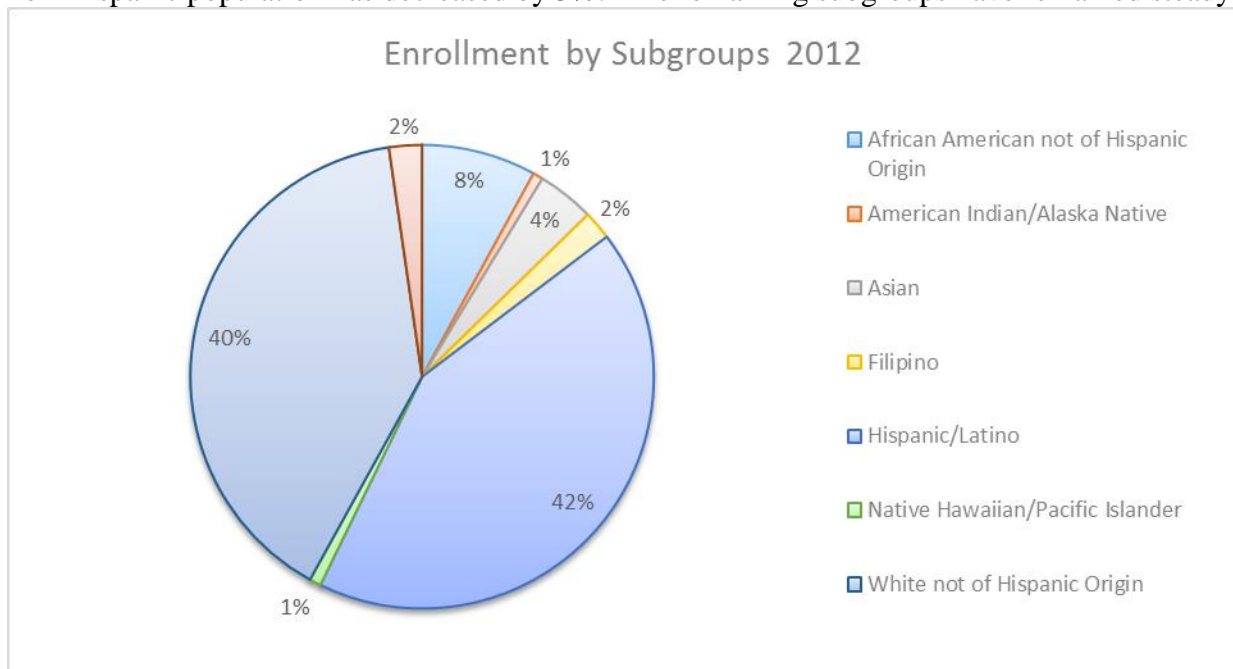
- Learning and Thinking Skills
- Communication Skills
- Life and Career Skills

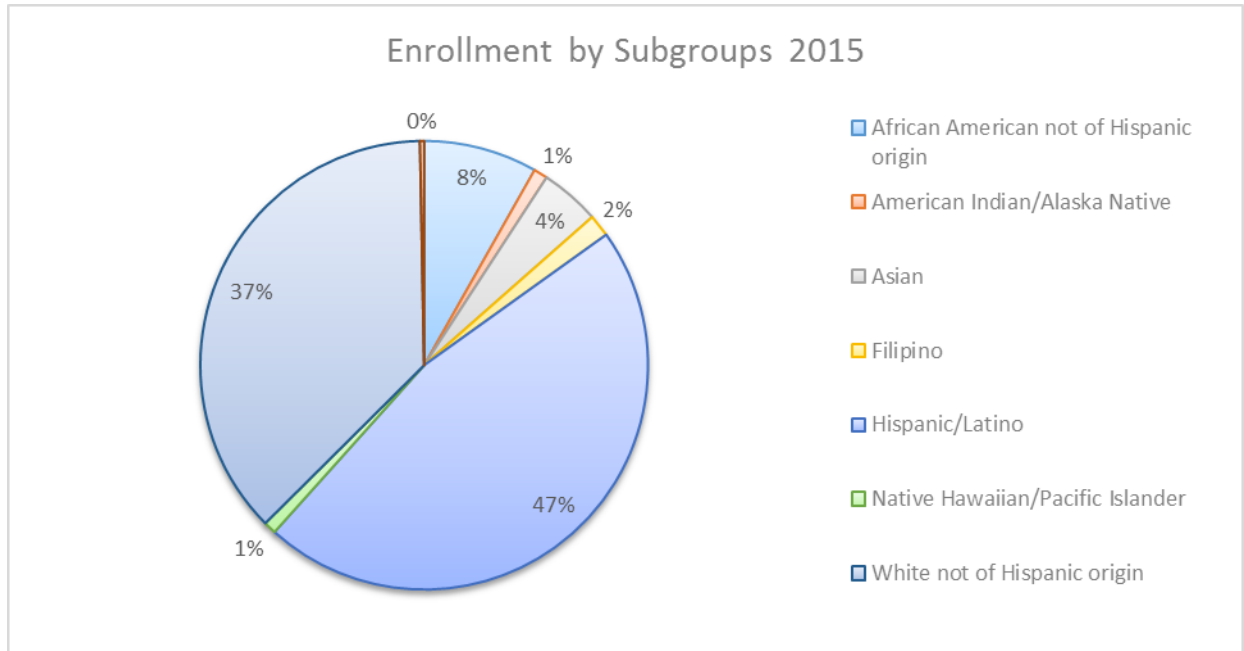
SWAG is aligned to the expectations of the Common Core State Standards for students to be college and career ready, as well as independent thinkers and problem solvers.

Demographic and Achievement Data

Ethnic/Racial Breakdown

Over the last three years, our Hispanic population has increased slightly by 5%, and our White, non-Hispanic population has decreased by 3%. The remaining subgroups have remained steady.





Enrollment

Since 2012, REV’s enrollment has fluctuated only slightly, with an overall decrease in population by 37 total students in three years. The ratio of male to female students is relatively even, with males being in the majority by less than 100 students each year. Enrollment is projected to increase in coming years due to new construction in the area.

Enrollment by Gender

	2012-2013	2013-2014	2014-2015	2015-2016
Female	1091	1031	959	1036
Male	1107	1109	1060	1125
Total	2198	2140	2019	2161

Free and Reduced Lunch

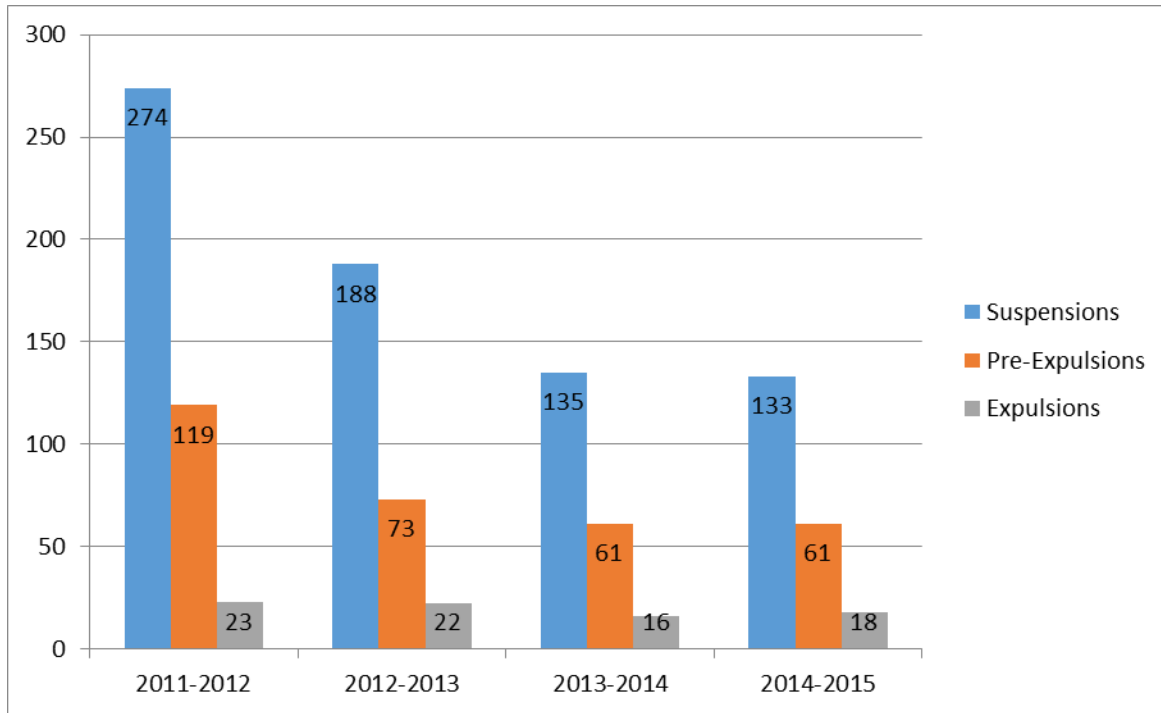
Overall, our rate of students in the Free and Reduced Lunch program has remained relatively stable, increasing by approximately 2% each year until its decrease the 2014-2015 school year.

Free or Reduced-Price Lunch

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
46%	48%	48%	50%	49%

Suspension and Expulsion Data

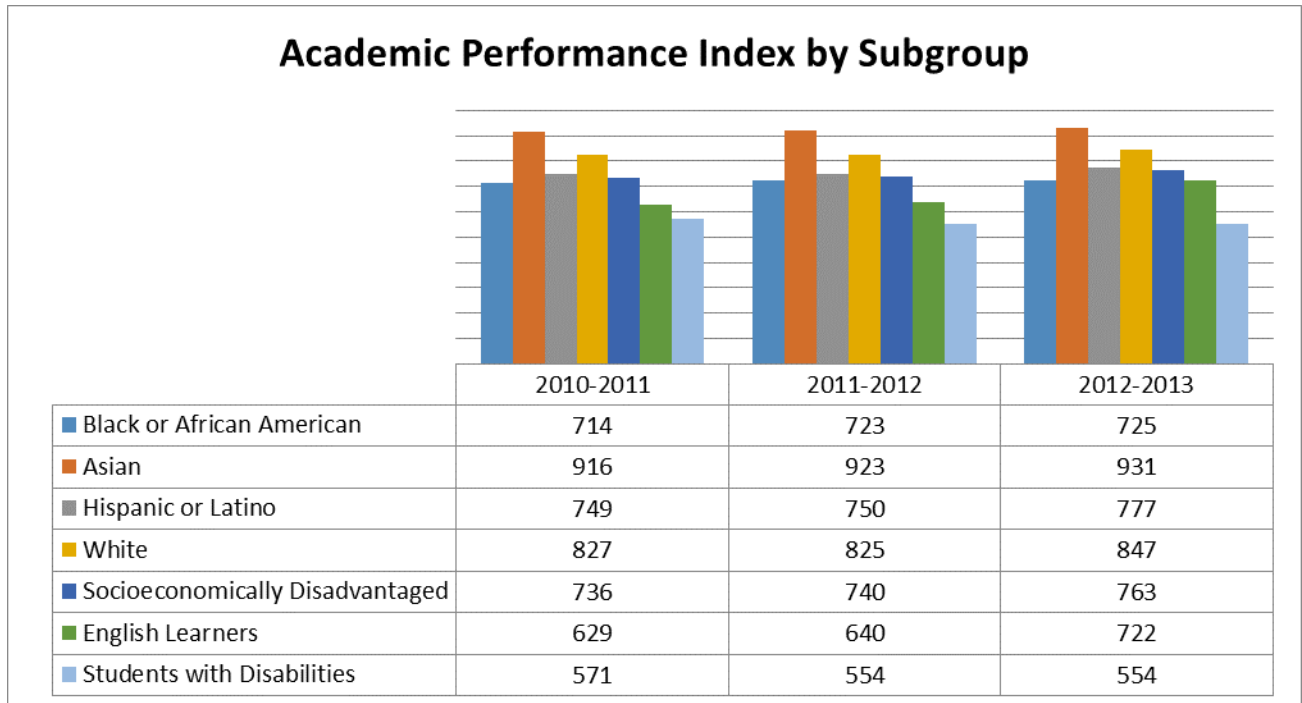
Improving student behavior is a long term effort. Our school community is committed to supporting and working with all students. Since 2011-2012 our suspension, pre-expulsion and expulsions rates have significantly decreased, with the largest decrease occurring between the 2011-2012 and 2012-2013 school years. Over the past two years our suspensions and expulsions have remained constant.



Academic Performance Index (API)

The chart below shows REV’s API increase since 2010. It is important to note that in the 2012-2013 school year, the last year of CST testing, REV exceeded the API target of 791 and reached an API of 810. This is a significant accomplishment and REV is proud to be among the high schools on the 800 list. Our significant subgroups have also increased their performance scores since 2010. The only exception is our students with disabilities.

Year	Number of Students Tested	API Growth	API Target	Met API Target
2010-2011	1639	791	786	Yes
2011-2012	1645	788	792	No
2012-2013	1573	810	791	Yes



Similar Schools Rank

Our Statewide API Rank and Similar Schools Rank have increased to an 8 in both areas.

	2010-11	2011-2012	2012-2013
Statewide Rank	7	7	8
Similar Schools Rank	8	7	8

Adequate Yearly Progress (AYP)

Given the yearly increase in the CST proficiency target scores for each subgroup, REV did not make school wide AYP in the 2012-2013 school year. The white subgroup made AYP through Safe Harbor.

Adequate Yearly Progress – English Language Arts

Percent Proficient – Annual Measureable Objectives (AMOs)

	2011 (N= 553)	2012 (N= 554)	2013 (N=544)	Met 2013 AYP Criteria	Met 2013 Participation Criteria
School-wide	69.6	59.7	61.2	No	Yes
Subgroups					
African American	63.9	48.6	42.5	-	-
Hispanic	58.7	48.2	50.2	No	Yes
White	79.1	69.2	73.7	Yes – SH	Yes
Economically Disadvantaged	58.1	45.5	48.0	No	Yes
English Learner	29.7	12.1	14.9	-	-
Special Education	19.0	20.3	9.0	-	-

Adequate Yearly Progress - Mathematics

Percent Proficient – Annual Measureable Objectives (AMOs)

	2011 (N= 553)	2012 (N= 551)	2013 (N=541)	Met 2012 AYP Criteria	Met 2012 Participation Criteria
School-wide	56.2	52.6	54.9	No	Yes
Subgroups					
African American	44.4	35.3	30.0	-	-
Hispanic	42.2	42.5	43.3	No	Yes
White	68.6	62.1	68.8	Yes – SH	Yes
Economically Disadvantaged	42.8	39.3	42.1	No	Yes
English Learner	10.8	12.5	27.7	-	-
Special Education	9.4	10.2	4.4	-	-

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

AMAO #1: These scores are based on students’ CELDT scores. Students must gain one proficiency level; Early Advanced or Advanced students must reach the English proficient level. Since 2011-2012, REV has exceeded the target.

	Number in Cohort	Percent w/prior scores	Cohort #	Number met	Percent meeting target	Target
District 11-12	1870	99.2%	1855	1206	65.0%	56.0%
REV 11-12	93	98.9%	92	55	59.8%	56.0%
District 12-13	1751	99.5%	1742	1091	62.6%	57.5%
REV 12-13	92	100%	92	55	59.8%	57.5%
District 13-14	1694	99.2%	1682	1080	64.2%	59.0%
REV 13-14	80	98.8%	79	56	68.4%	59.0%
District 14-15	1535	99.9%	1533	946	61.7%	60.5%
REV 14-15	69	98.6%	68	44	64.7%	60.5%

AMAO #2: These scores are based on students’ CELDT scores. It measures the number of EL students who reach proficiency (Early Advanced or Advanced levels); each EL student falls into one of the cohorts. REV has consistently exceeded the targets for proficiency in more than 5 years, however, the data for students attaining proficiency in less than 5 years is not available because REV does not have a significant enough number of students in this cohort to be considered a subgroup.

AMAO #2 Attaining Proficiency <5 years

	Number in Cohort	Number Attaining English Proficiency	Percent Attaining English Proficiency	Target
RUSD 11-12	1266	440	34.8%	20.1%
REV 11-12	14	---	---	20.1%
RUSD 12-13	1271	467	36.7%	21.4%
REV 12-13	12	---	---	21.4%
RUSD 13-14	1188	388	32.7%	22.8%
REV 13-14	11	---	---	22.8%
RUSD 14-15	1168	384	32.9%	24.2%
REV 14-15	13	---	---	24.2%

AMAO #2 Attaining Proficiency in >5 years

	Number in Cohort	Number Attaining English Proficiency	Percent Attaining English Proficiency	Target
RUSD 11-12	876	452	51.6%	45.1%
REV 11-12	81	42	51.9%	45.1%
RUSD 12-13	772	408	52.8%	47.0%
REV 12-13	83	43	51.8%	47.0%
RUSD 13-14	773	427	55.2%	49.0%
REV 13-14	73	44	60.3%	49.0%
RUSD 14-15	666	355	53.3%	50.9%
REV 14-15	62	37	59.7%	50.9%

AMAO #3: This AMAO measures the percent of EL students who meet AYP as measured by the CAHSEE. In terms of AYP, EL students do not comprise a significant subgroup, however, since 2011-2012 the percentage of students proficient on the CAHSEE increased significantly.

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

	11-12	Met Target of 77.8%	12-13	Met Target of 88.9%	13-14	Met Target of 100%
ELA	12.1%	---	14.9%	---	21.4%	---
	11-12	Met Target of 77.8%	12-13	Met Target of 88.9%	13-14	Met Target of 100%
Math	12.5%	---	27.7%	---	26.2	---

CAHSEE

Since 2011 the overall passing rate on the CAHSEE for REV students has increased from 84% to 91% in Math, and 89% to 90% in ELA. It is important to note that for the past three years REV's pass rate in both areas has been consistently above 85%.

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

Year	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
2010-2011	# Tested	Math	580	60	23	23	249	324
	Passing	Math	487 (84%)	21 (35%)	10 (43%)	18 (78%)	185 (74%)	296 (91%)
	# Tested	ELA	578	59	23	23	249	322
	Passing	ELA	512 (89%)	30 (51%)	8 (35%)	22 (96%)	203 (82%)	302 (94%)
2011-2012	# Tested	Math	536	52	19	25	258	278
	Passing	Math	445 (83%)	16 (31%)	13 (68%)	19 (76%)	195 (76%)	250 (90%)
	# Tested	ELA	537	53	20	23	261	276
	Passing	ELA	468 (87%)	15 (28%)	10 (50%)	22 (96%)	209 (80%)	259 (94%)
2012-2013	# Tested	Math	575	66	37	32	282	285
	Passing	Math	489 (85%)	26 (39%)	24 (65%)	31 (97%)	223 (79%)	259 (91%)
	# Tested	ELA	573	65	36	31	282	283
	Passing	ELA	490 (86%)	24 (37%)	23 (64%)	30 (97%)	222 (79%)	261 (92%)
2013-2014	# Tested	Math	536	53	25	40	261	267
	Passing	Math	474 (88%)	23 (43%)	10 (40%)	37 (93%)	214 (82%)	253 (95%)
	# Tested	ELA	539	55	24	40	264	267
	Passing	ELA	472 (88%)	22 (40%)	9 (38%)	38 (95%)	211 (80%)	255 (96%)
2014-2015	# Tested	Math	523	56	22	33	269	247
	Passing	Math	475 (91%)	27 (48%)	14 (64%)	31 (94%)	231 (86%)	237 (96%)
	# Tested	ELA	519	55	22	33	266	246
	Passing	ELA	468 (90%)	22 (40%)	10 (45%)	32 (97%)	227 (85%)	234 (95%)

Students Passing California High School Exit Exam (CAHSEE) by Gender and Ethnic Designation

Year	Subject	Female	Male	African American or Black (not of Hispanic origin)	Asian	Hispanic or Latino	White (not of Hispanic origin)
2010-2011	Math	243 (83%)	244 (85%)	32 (82%)	24 (92%)	185 (76%)	222 (91%)
	ELA	265 (91%)	247 (86%)	35 (90%)	26 (100%)	196 (82%)	229 (93%)
2011-2012	Math	227 (84%)	218 (83%)	27 (82%)	27 (100%)	192 (77%)	175 (87%)
	ELA	244 (90%)	224 (84%)	28 (82%)	25 (100%)	205 (83%)	187 (92%)
2012-2013	Math	235 (88%)	254 (82%)	32 (80%)	20 (95%)	193 (79%)	214 (90%)
	ELA	240 (91%)	250 (81%)	30 (75%)	19 (90%)	204 (84%)	210 (89%)
2013-2014	Math	232 (93%)	242 (85%)	34 (81%)	21 (95%)	202 (85%)	188 (94%)
	ELA	228 (91%)	244 (85%)	33 (77%)	21 (91%)	200 (84%)	186 (92%)
2014-2015	Math	227 (91%)	248 (91%)	21 (81%)	19 (90%)	215 (89%)	193 (93%)
	ELA	227 (92%)	241 (89%)	21 (84%)	18 (86%)	209 (87%)	194 (95%)

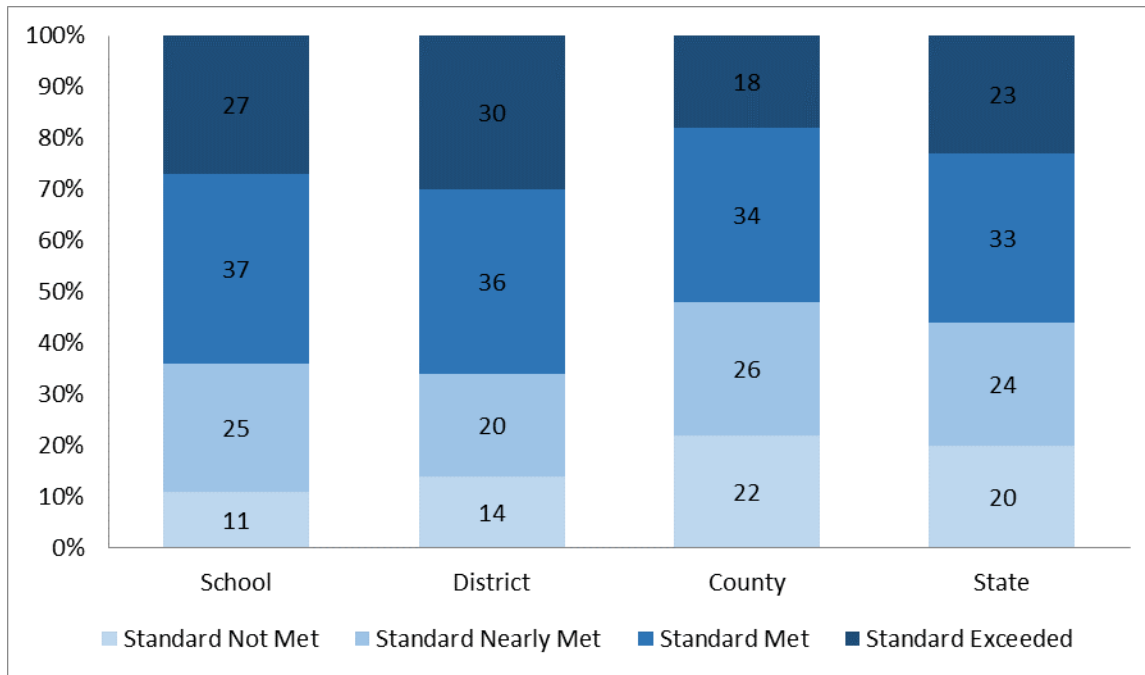
Smarter Balanced Testing Data – CAASPP

The 2014-2015 year is the first year REV received data for the CAASPP test. REV performed higher than the county and state averages in ELA with 64% of students at meet or exceeded standards compared to the county’s 52% and the state’s 56%. In math REV outperformed the county and the state average with 33% of REV students taking the CAASPP scoring at met or exceed standard, compared to the county 23% and the state 29%.

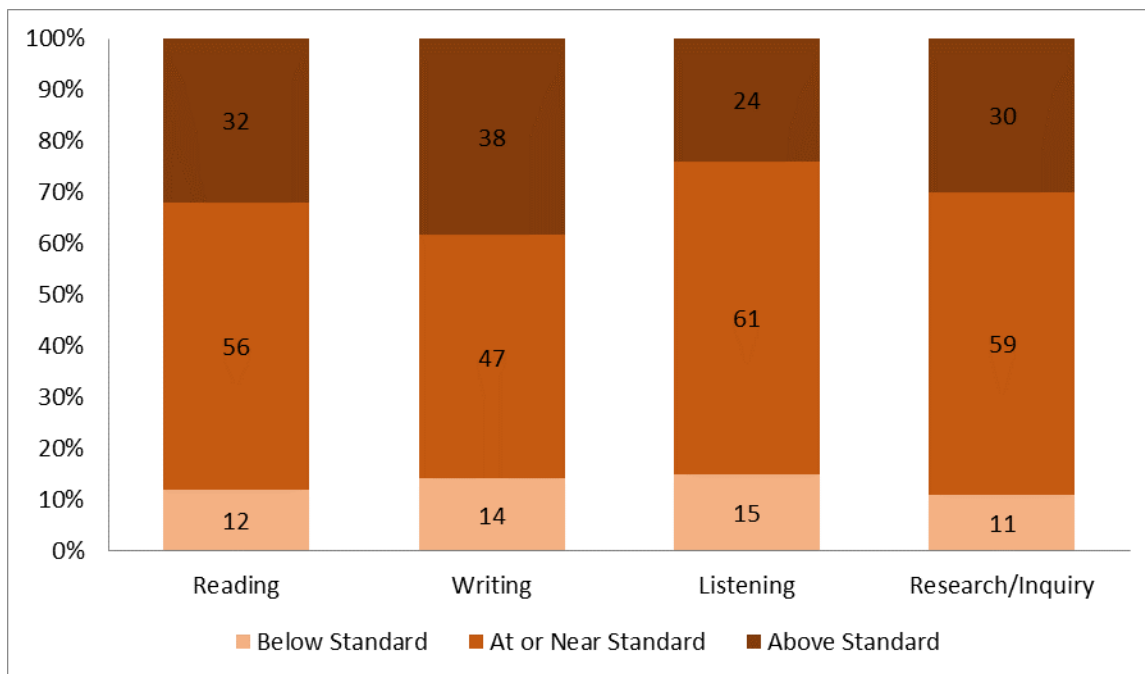
REV used claim level data to help determine a focus for instruction and improving student achievement. Based on the data, the focus in ELA is interacting with informational text. The skills and standards taught in this area are addressed in all of the ELA Claims. This was identified as an area for growth for Redlands Unified School District.

In math the area of focus determined though data analysis is conceptual understanding. This aligns with the Concepts and Procedures claim in the CCSS. Work centered around the areas of focus which will be discussed further in this report.

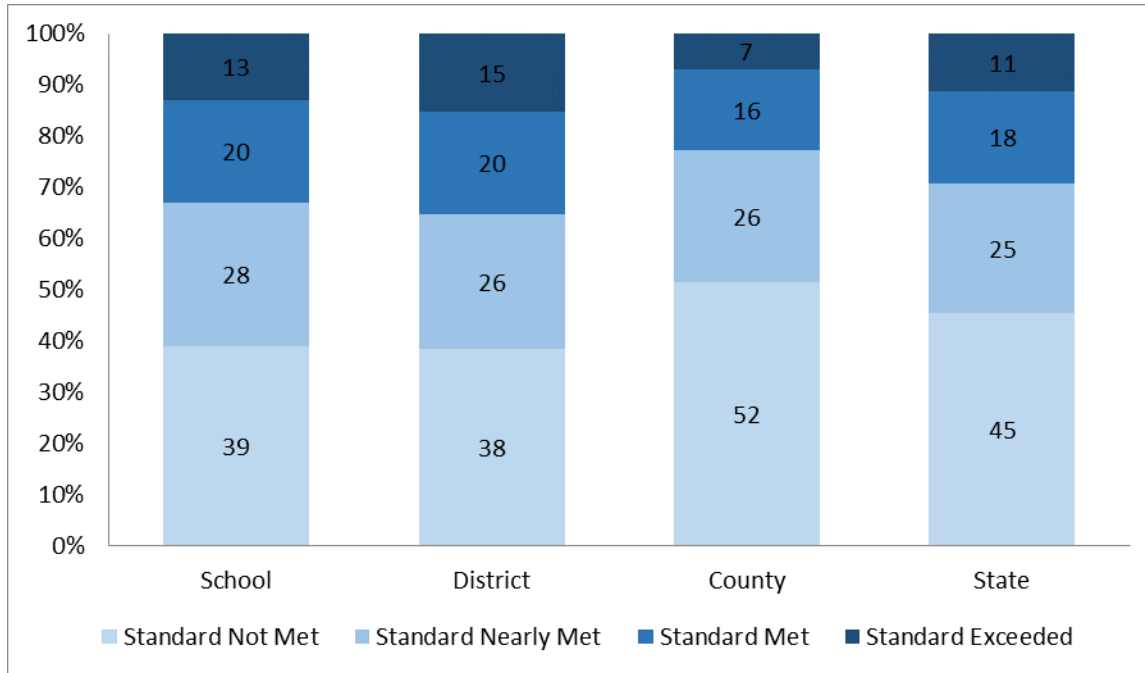
CAASPP Data – ELA



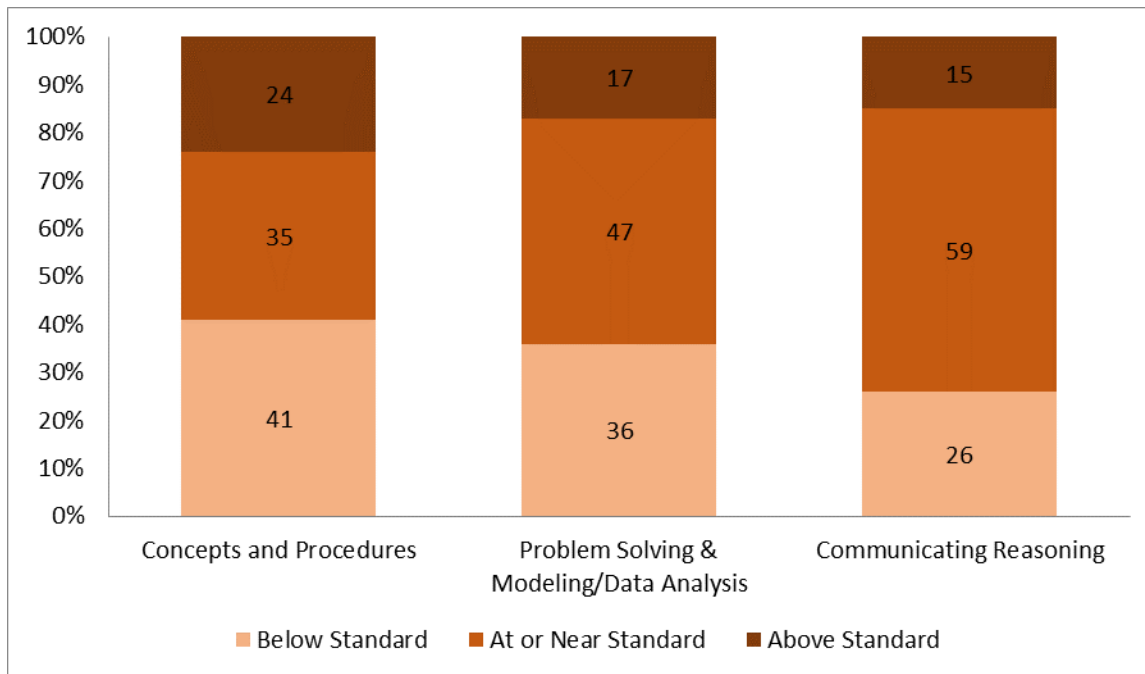
ELA Claims Data - REV



CAASPP Data - MATH



Math Claims Data - REV



SAT/ACT

REV scores for the Critical Reading portion of the SAT have steadily increased since 2012. They have been above both the state and nation average since 2013. Scores have also improved in the Writing portion of the SAT. In 2013 and 2014 REV students scored above the national average. SAT Math scores, with a significant increase between 2013 and 2014.

SAT Critical Reading

	2012	2013	2014
REV	492	504	507
RUSD	503	510	507
San Bernardino County	471	471	470
State	491	492	492
National	496	496	497

SAT Writing

	2012	2013	2014
REV	486	495	498
RUSD	493	500	496
San Bernardino County	467	465	463
State	491	495	489
National	488	488	487

SAT MATH

	2012	2013	2014
REV	503	502	511
RUSD	509	511	511
San Bernardino County	484	482	479
State	510	512	506
National	514	514	513

ACT Average Scores

	2012	2013	2014
REV	22.05	22.0	21.4
District	22.69	22.86	---
San Bernardino County	12.56	20.28	---
State	17.62	21.87	22.3

Early Assessment Program (EAP)

REV’s ELA participation rate for EAP has been at or over 97% since the 2011-2012 school year with a minimum of 26% scoring Ready in the 2012-2013 school year. In 2013 REV has had a higher percentage of students Ready and Ready Conditional than the district average. In Math REV is just below district average in both Ready and Ready Conditional since 2012.

Year		ELA Participation	Ready	Ready Conditional	Not Ready	Math Participation	Ready	Ready Conditional	Not Ready
2011-2012	REV	502 97%	138 27%	72 14%	292 58%	390 92%	30 8%	177 45%	183 47%
	RUSD	1700 98%	462 27%	298 18%	939 55%	1194 94%	111 9%	559 47%	524 44%
2012-2013	REV	457 100%	118 26%	90 20%	249 54%	365 96%	34 9%	184 50%	147 40%
	RUSD	1569 97%	419 27%	244 16%	902 58%	1144 96%	112 10%	550 48%	481 42%
2013-2014	REV	472	143 30%	82 17%	246 52%	377	29 8%	168 45%	180 48%
	RUSD	1592	454 29%	254 16%	880 55%	1164	103 9%	521 45%	540 46%
2014-2015 (SBAC)	REV	462 98.5%	125 27%	171 37%	166 36%	456 97.2%	59 13%	91 20%	306 67%
	RUSD	---	---	---	---	---	---	---	---

Advanced Placement (AP) Exams

The total number of students taking AP Exams at REV reached its highest number during the 2014-2015 school year. This is in part to the Federal Exemption program that makes the test more affordable to students who qualify for free and reduced lunch. The number of students taking tests and the number of tests taken has increased. The overall passing rate decreased by 9%. Many AP teachers at REV have participated in AP test grading seminars as well as AP Summer Institute. All AP teachers have the opportunity to attend one day trainings throughout the school year.

School Year	# of Exam Takers	# of Tests	Passing Rate
2012	378	678	66%
2013	378	701	72%
2014	358	656	67%
2015	386	766	58%

The AP Equity and Excellence Report details the percentage of students that scored a 3 or higher on at least one AP Exam taken that year. The graduating class summary reports the percentage of seniors that scored 3 or higher on at least one AP Exam during high school. REV consistently has at least 1 in 4 seniors meet the criteria. REV has an open enrollment policy for AP classes and students to work with their counselors and determine if an AP class would benefit them. Additionally, as part of the AVID requirements at REV all AVID students must be enrolled in at least one AP or honors class each school year.

AP Equity and Excellence Report

	2010	2011	2012	2013	2014	2015
Graduating Class Summary	26.20%	23.50%	n/a	27.30%	27.10%	26.10%
12th Grade	18.40%	15.60%	n/a	21.10%	19.80%	18.70%
11th Grade	14.60%	17.50%	n/a	17.20%	16.30%	20.60%
10th Grade	7.50%	11.10%	n/a	6.80%	6.70%	7.80%

AP Passing Rate by Subject Areas

	2011	2012	2013	2014	2015
Biology	88%	73%	90%	88%	72%
Calculus AB	69%	81%	65%	75%	36%
Calculus BC	77%	88%	89%	93%	85%
Chemistry	45%	50%	63%	48%	70%
Econ – Mic	80%	74%	92%	76%	58%
Eng Lang/Comp	76%	68%	47%	53%	53%
Eng Lit/Comp	76%	71%	88%	77%	55%
Environmental Sci		65%	40%	35%	58%
European Hist	83%	43%	68%	51%	55%
Govt & Pol US	74%	58%	82%	86%	37%
Physics C - Mech	63%	50%	71%	100%	56%
Psychology	76%	81%	86%	91%	88%
Spanish Lang	75%	90%	80%	100%	88%
Statistics	45%	51%	68%	52%	21%
US History	80%	71%	88%	72%	64%
Physics C - Electricity			38%	83%	30%
Total Tests	733	678	701	656	766
Total Students	389	378	378	358	386

In comparison to other high schools in California the majority of REV scores are near the California AP pass rate. Scores in Chemistry, Environmental Science, Human Geography, Music Theory, Psychology and US History exceeding the California average score.

AP Score Roster (2015)

	Number of Exams	REV Average Score	California Average Score
Biology	50	3	2.87
Calculus AB	14	2.3	2.82
Calculus AB Subs	27	4.2	n/a
Calculus BC	27	3.7	3.79
Chemistry	40	3.1	2.66
Comp Politics	1*	2	3.15
Computer Science A	1*	3	3.27
English Lang Comp	112	2.7	2.74
English Lit Comp	78	2.7	2.78
Env Sci	40	2.8	2.59
Euro History	80	2.3	2.55
Human Geography	7	3.3	2.65
Macro Econ	2*	2	2.79
Micro Econ	26	2.8	3.1
Music Theory	1	5	3.18
Physics C: Mechanics	9	2.6	3.55
Physics C: E & M	10	2.2	3.5
Psychology	56	4	3.1
Spanish Lang	26	3.5	3.85
Statistics	77	1.7	2.77
Studio Art 2-D	1	3	3.43
US Gov & Politics	30	2.2	2.46
US History	78	3.1	2.66

REV Total Exams 766

*Not an actual class. Students took exam on their own.

Graduation Rate and A – G Requirements

Since 2010-2011 The REV graduation rate has been consistently above 96%. The percentage of graduates who complete A-G requirements continues to remain at about 40%. REV and RUSD graduation requirements are currently not aligned with the UC/CSU A-G requirements.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Graduation Rate based on # of students who graduated out of total # enrolled	96.9%	96.4%	98.0%	97.1%	97.9%
Total # of Grads and % completing UC/CSU Required Courses	361 of 840 (44.3%)	260 of 569 (45.7%)	227 of 544 (41.7%)	220 of 511 (43.1%)	223 of 612 (36.4%)
Female	203 of 436 (46.6%)	150 of 305 (49.2%)	127 of 283 (44.9%)	122 of 267 (45.7%)	121 of 223 (54.3%)
Male	158 of 378 (41.8%)	110 of 264 (41.7%)	100 of 261 (38.3%)	98 of 244 (40.2%)	102 of 223 (45.7%)
American Indian/Alaska Native	2 of 6 (33.3%)	0 of 5 (0.0%)	1 of 3 (33.3%)	2 of 2 (100%)	4 of 8 (50.0%)
Asian	29 of 42 (69%)	10 of 19 (52.6%)	16 of 28 (57.1%)	26 of 27 (96.3%)	18 of 25 (72.0%)
Pacific Islander	1 of 4 (25%)	1 of 3 (33.3%)	1 of 3 (33.3%)	0 of 2 (0.0%)	1 of 8 (12.5%)
Filipino	11 of 15 (73.3%)	3 of 8 (37.5%)	7 of 16 (43.8%)	4 of 8 (50.0%)	3 of 8 (37.5%)
Hispanic/Latino	106 of 300 (35.3%)	91 of 228 (39.9%)	68 of 232 (29.3%)	76 of 231 (32.9%)	71 of 217 (32.7%)
African American	24 of 57 (42.1%)	14 of 52 (26.9%)	12 of 29 (41.4%)	7 of 37 (18.9%)	10 of 31 (32.3%)
White (not Hispanic)	180 of 376 (47.9%)	135 of 244 (55.3%)	120 of 224 (53.6%)	100 of 194 (51.5%)	115 of 211 (54.5%)
Multiple/No Response	6 of 12 (50%)	6 of 10 (60.0%)	2 of 9 (22.2%)	5 of 10 (50.0%)	1 of 2 (50.0%)

Career and Technical Education (CTE)

In the 2014-2015 school year, REV had 469 students enrolled in at least one CTE or ROP class. Of the seniors enrolled and completing a program, over 95% graduated and earned a high school diploma. REV currently offers two CTE pathways and three ROP pathways. Additional pathways for future offerings are being explored as part of the RUSD LCAP goals.

Number of Students participating in CTE/ROCP	469
% of students completing a CTE/ROCP program and earning a high school diploma	95.83
% of CTE/ROCP courses sequenced/articulated between the school/institutions of post-secondary education	27

F – Rates

F-Rates have remained relatively constant both overall and by grade level. Freshman students have the highest percentage of F’s and the numbers decrease as students move through high school. Struggling students are encouraged by their counselors to take advantage of tutoring and other support services offered at REV. These programs are detailed later in the report.

F-Rates by Grade and Semester						
	2012-2013		2013-2014		2014-2015	
	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem
9th Grade	24%	23%	22%	21%	25%	22%
10th Grade	24%	26%	24%	22%	19%	23%
11 th Grade	13%	15%	15%	20%	14%	15%
12 th Grade	9%	7%	5%	6%	8%	6%
Total	18%	18%	17%	18%	17%	17%

II: Significant Changes and Developments

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

Significant changes since the 2012-2013 full WASC visit:

Changes in Administration

The most significant staffing changes came in the beginning of the 2013-2014 school year with a change of three of the four Administrators. Principal John Maloney remained on staff, and three new assistant Principals, with a variety of Administrative experience joined the team. The teaching staff remained constant, and as a result the transition to a new administration has been a positive one. The new administration needed to take time to learn the REV culture as well as support REV's continual growth. This has been accomplished through a number of meetings, trainings, walk-throughs, and support with curriculum.

Implementation of Common Core State Standards (CCSS)

The change with the largest impact on education has been the transition to the Common Core State Standards (CCSS), specifically in Math and English classes. This transition has resulted in many curriculum and schedule changes and has been the focus of our professional development and collaboration time at REV. The District has offered a variety of "Take and Teach" courses to prepare and support teachers during the transition to Common Core.

Redlands East Valley High School in conjunction with Redlands Unified School District is currently transitioning from a traditional math pathway to an integrated math pathway. Our former class sequence of Algebra I, Geometry, Algebra II, and higher level math such as Trigonometry, Math Analysis, and Calculus are being gradually phased out and replaced by a new pathway of Integrated Math I, II and III. Higher level classes such as Calculus AB and BC will still be offered. This change in curriculum has been accompanied by a new textbook adoption and multiple training days for our math teachers in the form of district Math Academy. Integrated Math I teachers were asked to attend five days throughout the 2014-2015 school year to learn about the new adoption, and strategies for teaching CCSS and the Standards for Mathematical Practice. Teachers who taught Integrated Math I during the 2014-2015 year are attending two follow up days during the 2015-2016 year. Any teachers new to the Integrated Math classes this year will receive the same training sequence that new teachers received in the past.

Additionally, a Math Review class has been incorporated into the master schedule as part of RUSD LCAP goals. Students who are enrolled in the class are also enrolled in Integrated Math I.

The course is designed to support students and develop their prerequisite skills for Integrated Math. District training has been provided for Math Review to support their work with these students. There are two Teachers on Assignment (TOAs) that are assigned to all three high schools to assist teachers with this transition.

English teachers are also working with new curriculum with the implementation of CCSS. When the transition to CCSS began, there were not many viable options for ELA curriculum at the high school level. As teachers went through the adoption process, it was decided that using existing textbooks in conjunction with non-fiction text that was related to the text in the existing curriculum would be an effective bridge for implementing CCSS. Options for curriculum have since become more desirable, and ELA teachers are now in the adoption process for a curriculum change which will be effective in the 2016-2017 school year.

The staff at REV has historically worked together to support each other during change. This has become even more apparent as we move through the process of implementing CCSS. There have been a number of trainings, and new strategies, that teachers have implemented in their classrooms. REV teachers are viewed as leaders in the District. Collaboration has continued to be a powerful tool giving teachers the time needed to communicate with each other regarding activities and instructional strategies.

Synergy

Synergy is a program that uses a variety of group activities to show students they are more alike than they are different, that everyone has his or her own internal struggles and that taking the time to understand each other leads to strong relationships, breaks down barriers and creates a community of kindness.

Two years ago REV administration learned about the Synergy program through a connection with Colton High School Administration. This connection turned into a visit by REV Administration, the activities director and a few students to CHS to observe Colton's program. After REV's visit, we invited Colton's Link Crew program to REV to train our Link Crew students in the running of a Synergy program. Since that training, REV has hosted three of its own Synergy Days. REV has become the model program for the district, trained both Redlands High School and Citrus Valley High School Link Crews in Synergy, and is currently collaborating with Moore Middle School to host and train their students in Synergy. This program's impact is truly limitless. Our student participants have stated that it was the best day of high school they have ever had.

Implementation of Aeries.net

In an effort to increase parent participation in their child's education, the District initiated the implementation of a web based student information system, Aeries.net. Teachers received

training on grade and attendance reporting which has resulted in an increased awareness of student progress and attendance for parents and students.

Local Control Accountability Plan (LCAP)

During the 2012-2013 school year Redlands Unified School District fully engaged with the greater Redlands community to assess the District's progress towards meeting the needs of all students. The Superintendent held community conversations in fifteen separate stakeholder workshops that included representatives of the certificated, classified and administrative staff as well as community members, parents and students. The purpose of these meetings was to conduct a needs assessment and establish priorities.

Each year an LCAP committee comprised of representatives from those same stakeholder groups, meets regularly to review the six LCAP goals for RUSD and the ten programs that RUSD offers to meet those goals. The goals for the 2015-2016 school year are:

- 1) Continue existing efforts to foster students' academic success by creating a cohesive focused base program for all students.
- 2) Continue existing efforts to foster positive school environments to effectively support student learning.
- 3) All students will participate in a high quality K-12 instructional program aligned to Common Core.
- 4) Increase the number of students successfully ready for college and career.
- 5) Close the achievement gap for underperforming subgroups.
- 6) Increase the number of students passing math courses and enrolling in higher level math courses.

Staff members from REV participate in district wide work groups to give input and make recommendation from the site's perspective. There are ten LCAP programs that support the LCAP goals for Redlands Unified School District:

- 1) Provide extended teacher training and support for Common Core mathematics implementation (i.e. Math academies with Teacher-on-Assignment coaching support).**
- 2) Provide extended training and support for skills needed to successfully teach reading (i.e. support with guided reading, reading acquisition strategies, etc.)
- 3) Expand and support secondary schools' AVID programs so that all high schools and middle schools have equally strong programs.**
- 4) Improve and strengthen career pathway programs at the high schools.**
- 5) Provide teacher training on strategies specific to subgroup success.**
- 6) Add small class support courses for mathematics at the middle school level.

- 7) **Add instructional/academic support “Case Workers” that focus on a case load of Foster Youth/Low SES/EL students to improve academics, attendance, career tech, etc. (in addition to existing Counseling services).**
- 8) Develop/provide reading intervention at Elementary sites that increases proficiency.
- 9) Add an additional English teacher (with EL authorization) to each middle school to provide Core English classes that focus on EL students.
- 10) **Develop and provide additional math intervention courses at the high school level.**

REV’s work related to the implementation of the highlighted LCAP programs to support the goals is addressed in later sections of this report.

Teachers on Assignment

Beginning in 2012-2013, the District assigned Teachers-on-Assignment (TOAs) in math and English to the three comprehensive high school, and one continuation high school. Their assigned days to each site have varied each year, from 1-2 days each week. In 2015-2016, two TOAs in math and two in English are assigned to REV for 3 days on a rotating schedule with the other high schools. Their duties include:

- Work with expert groups at the site and district level
- Develop curriculum in collaboration with teachers
- Develop and model lessons
- Develop assessments in collaboration with teachers
- Meet during conference periods and collaboration regarding curriculum, resources, materials, pacing, standards and assessment. Support teachers in requests for materials and prep for lessons.
- Facilitate workshops
- Attend conferences for training
- Support teachers with the use of RubiconAtlas, the online interactive pacing guide

Cisco Telepresence

In 2012-2013 the District supported the implementation of Cisco Telepresence technology with all three comprehensive high schools. This technology allows for equal access for students to course from a school that they do not attend. For example, REV students can receive Latin I, Latin II and AP Human Geography from Redlands High School and Citrus Valley High School. We do not have the course offerings for those two classes on site. Additionally, REV and Citrus Valley work collaboratively on an online newspaper through a course offered at REV. The implementation of Telepresence and the ability to share courses among our high schools not only increases our students’ access to courses that may not be offered on their own campus, but also limits course closures.

On-Line Courses for Grade/Credit Recovery

REV uses the online curriculum provided through Edgenuity to provide students with an opportunity to participate in credit recovery and grade recovery. Edgenuity grade recovery courses are UC/CSU approved. REV offers two sections of credit recovery and grade recovery classes within the school day which provide the students with an opportunity to make up classes within the course of their regular school day. There are also two after school classes offered on Monday/Wednesday and Tuesday/Thursday that allow students an additional opportunity outside of the school day to recover credits for graduation and grade recovery to meet the A-G requirements.

Edgenuity is a web based program that also allows the student to work on their own to progress through the course. When students reach a quiz or test in the course they require the assistance of the teacher to “unlock” the assignment in order to complete the assessment. Edgenuity has provided students an opportunity to get back on track for graduation and complete the A-G requirements for UC/CSU. This program has allowed REV students in danger of not graduating to stay at REV rather than attend a continuation high school.

III: Ongoing School Improvement

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the school wide action plan.
- Describe the process used to prepare the progress report.

Follow up Process and Preparation for Mid-Cycle Report and Visitation

Each year as part of the WASC accreditation process, the school analyzes the academic performance of all student groups and considers the effectiveness of key elements of the instructional programs for students failing to meet academic performance index, adequate yearly progress growth targets, and other performance data. As a result of our 2013 self-study and the WASC visiting team recommendations we adopted the following school goals which are also incorporated into our Single Plan for Student Achievement (SPSA):

- 1) All students will develop proficiency on essential standards in order to prepare them for college and/or careers.
- 2) We will monitor and support all students not proficient or above on state assessments; and monitor students in danger of not passing required courses for High School graduation.
- 3) Increase students' academic performance in Integrated Math I including conceptual understanding; focus on information text across the curriculum.

The process used to prepare this report is the same process we use each year. In non-report or visitation years, progress is detailed in the SPSA Evaluation and the Evaluation of Parent Activities. (The WASC Action Plan and the SPSA are the same plan). This year, we also prepared the Third Year Progress Report.

Once a week the Principal meets with Principal's Cabinet, or our leadership team. This team is comprised of teacher leaders from ASB, Athletics, Media Center, and Counseling. All administrators also sit on Principal's Cabinet as well as the principal of Colton-Redlands-Yucaipa Regional Occupational Program (CRYROP). During this meeting all aspects of the school plan are discussed and information regarding student achievement, data, professional development, and extra-curricular activities is shared. Additionally, the principal meets with department chairs a minimum of four times a year to discuss school programs and curriculum needs as well as student achievement and teacher collaboration and professional development. REV staff meets monthly to analyze current data and is updated on progress toward goals. Data that is reviewed includes summative test scores, API, AYP, college going data: A-G data, SAT, PSAT, ACT, EAP, AP Passing Rates, grade data, attendance as available, suspension and expulsion rates, and graduation and dropout rates. This year CAASPP data was added to the data that is shared, analyzed, and discussed with the staff. Teacher Data Teams meet five times a year to review data from the Common Assessments administered during a district common assessment window that is consistent among all high schools. The data from these assessments is used to assess student understanding and re-teach is developed to address any areas of growth that the data reflects. This is one way that teachers are able to monitor the progress of all students.

Each of the Administrators conduct Instructional Conversations with teachers during the first quarter of the year. These conversations are centered around student achievement and progress toward school goals, including the implementation of CCSS and professional development that supports teachers. During these conversations the information is collected from teachers to share with the entire staff at a later date as part of monitoring our progress toward goals.

When the Action Plan is reviewed former Action Plans are included to illustrate the continuity that is necessary from long term change to occur as well as to illustrate the progress that has occurred. Throughout the year during staff meetings, the administration reviews the status of the Action Plan with the staff and reminds them of the goals.

The Evaluation of Parent Activities is reviewed and discussed with the School Site Council each year in May. The evaluation of the SPSA is reviewed and discussed each year with School Site Council in September/October and approved by the Board of Education soon thereafter. The Principal reviews and discusses data with School Site Council, ELAC, and PTSA as it becomes available including its effect on the SPSA.

The Principal also reviews progress and discusses ideas regarding the Action Plan with parents, students, staff, School Site Council and PTSA. Subsequently, the EL Coordinator shares the same information with the English Language Advisory Committee.

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

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

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

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
 - If any critical areas for follow-up were not included in the school's action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.
- ➔ *Note: The school's schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.*

The 2013 Self Study Visiting Committee Report named six Schoolwide Critical Areas for Follow-Up. These critical areas are:

- 1) The instructional staff needs to define and implement “increased rigor” across the entire curriculum not limited to the core subject areas, which will bring about active and challenging learning experiences that will involve students in critical thinking, problem solving, collaboration, and meaningful application of knowledge and skills.
- 2) There is a need to address the differences in academic performance gaps between subgroups with respect to literacy, writing and math, as they pertain to Common Core Standards.
- 3) There is a need to implement all Common Core Standards in content areas to support students in literacy, writing across the curriculum, and math skills.
- 4) There is a need to continue to build student awareness of academic services available to students and provide additional academic support.
- 5) There is a need to disseminate more detailed post-secondary information to all students.
- 6) There is a need to have bilingual support in the administrative building.

In addition to the Critical Areas for Follow-Up REV also revised the Action Plan goal objectives to reflect the needs of the committee report. The Action Plan goals are synonymous with the SPSA and are reviewed yearly. The 2013 REV action plan addressed three main areas:

- 1) Student proficiency on common core standards in order to prepare them for college and/or careers
- 2) Monitoring of all students not proficient or above on high stakes testing; monitoring students in danger of not passing, or affecting proficiency on the CAHSEE.
- 3) Increase students' academic performance in Algebra I, academic literacy and increase critical thinking skills across the curriculum.

Due to the recent postponement of the CAHSEE and the elimination of Algebra I, as well as the addition of Integrated Math I, the goals have been revised. These revisions are reflected in Part V of this report.

The table below outlines professional development and the REV programs that address critical areas for follow-up as well as the action plan goals they are aligned with.

Professional Development / Action	Objective / Description	Responsible Persons	Critical Need and Action Plan Goal supported
Ongoing REV Programs			
Data Team Meetings	Content area teams meet to review data from Common Assessments and determine student areas of strength and areas for growth.	Site Administration Data Team Leads Teachers	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3
Collaboration Meetings	Teacher team meetings to discuss successful strategies, lesson planning, intervention activities, scope and sequence, and materials preparation for upcoming lessons.	Site Administration Department Chairs Teachers	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3
Department Meetings	Department meetings to discuss collaboration and data, as well as topics specific to each department such as trainings, strategies, and student support.	Department Chairs Teachers	Critical Need 1, 2, 3 Action Plan Goal 1, 2
Whole Staff Meetings	Informational meetings that include training, schoolwide data, evaluation of progress to goals, school business, and district updates.	Site Administration	Critical Need 1, 2, 3, 4, 5 Action Plan Goal 1, 2, 3
Link Crew	This program is designed to help freshmen with the transition to high school. Junior and senior students lead small groups beginning with an orientation day at registration. Follow-up activities are held throughout the year. Group leaders give incoming freshman a person they can talk to and a resource for questions about REV. Leaders keep up to date with freshman regarding grades, social activities, and getting involved in clubs on campus. Link Crew also leads Synergy twice a year.	Link Crew Advisor	Critical Need 2, 4 Action Plan Goal 2, 3

<p>Transitions Program</p>	<p>The Transition Partnership Project is a program that provides transition, life-skills, career, and post-secondary skills education to senior students with IEPs. It is a partnership with the East Valley SELPA, the local Department of Vocational Rehabilitation, and CRY-ROP Workability I. In the program students explore career and post-secondary options. They complete a budgeting and banking simulation. Students learn how to complete job applications, receive training in soft skills, and participate in a mock job interview. They create a college and career binder that includes a resume, letters of recommendation, awards, and specific career and job training information. They have the opportunity to participate in the Workability I program where they are paid minimum wage for working 30 hours for participating local businesses. Students hear numerous guest speakers from different careers and programs and receive support in applying for colleges, post-secondary training programs, FAFSA and scholarships. They learn self-advocacy skills and meet with a counselor from Disabled Student Programs and Services (DSPS) from Crafton Hills College. Students attend two field trips. The first field trip is a tour of Crafton Hills College led by Crafton Hills Master Students along with a DSPS information session. The second field trip is a career day at CRY-ROP with other high schools from the East Valley SELPA. The students hear an inspirational guest speaker and disability rights advocate speak about his personal experiences as someone with a disability. They then meet with employers and attend two workshops of their choosing about different career fields and training programs. Throughout the program students meet with a counselor from the Department of Vocational Rehabilitation and she draws up an individualized plan for employment that will provide job and career training support after graduation. The program is rigorous, hands-on, and collaborative. Students learn real world skills that can be put to immediate use during the class and after graduation.</p>	<p>Site Administration Counselor Transitions Teacher</p>	<p>Critical Need 1, 2 Action Plan Goal 1, 3</p>
<p>Counselor Classroom Visits</p>	<p>Twice a year counselors visit English classrooms to discuss post-secondary options, graduation requirements, and career exploration. These visits are tailored to each grade level and the needs of the students at that point in their high school career.</p>	<p>Counselors</p>	<p>Critical Need 4, 5 Action Plan Goal 1</p>
<p>Counselor one-on-one session</p>	<p>After classroom visits students meet with their counselor to discuss their individual post-secondary plans and develop a plan with their counselor. Counselors are always available for additional support and follow up when needed.</p>	<p>Counselors</p>	<p>Critical Need 4, 5 Action Plan Goal 1</p>

Edgenuity	Online program that is offered to students needing credit recovery (graduation requirements) / grade recovery (A-G requirements). This program is offered during the school day as well as after school.	Counselors Teachers	Critical Need 2, 4 Action Plan Goal 1, 2
South Coast Counseling Services	Outside organization that is partnered with RUSD. They provide group sessions for students to assist with time management and the transition to high school, as well as coping mechanism to reduce stress and test anxiety. They also provide group counseling and one-on-one services to meet the social and emotional needs of students.	Counselors/ South Coast	Critical Need 4, 5 Action Plan Goal 1
Career Center Tutoring Services	REV's career center students who need additional support in classes attend tutoring free of charge during lunch and after school. Students who provide tutoring services are given community service hours. Those who need additional support may see their counselor for community outside resources both of cost and free of charge.	Career Center Tech. Counselors	Critical Need 4, 5 Action Plan Goal 1, 2, 3
Career Center Programs	<ul style="list-style-type: none"> •ASVAB •College/Career Fairs •Financial Aid Information •Job Board/Work Permits •Resume help •Mock SAT/SCT •Community Service •College Application help •Military Recruitment Information •ROP information •Parent Workshops 	Career Center Teacher Career Center Tech. ROP Tech.	Critical Need 4, 5 Action Plan Goal 1
Language Line	Translation service available to every staff member and parent to assist in communication with families of all students regardless of the language that is spoken. Posters are in the office and near secretary's desks to make stakeholders aware of this service.	Site Administration School Staff	Critical Need 6 Action Plan Goal 2
Library: Lessons in Research	Teaching ALL STUDENTS English classes (and other departments) critical evaluation of resources and information in order to better prepare students for college and for personal research needed for life.	Teacher/Librarian Library Staff	Critical Need 1, 2, 3, 5 Action Plan Goal 1, 3

<p>Credible resource and information access</p>	<p>24 hour access for ALL STUDENTS to the library and media information center. Access to online databases for credible resources, tutorials for setting up formatting on papers. Access to online Math textbooks, Virtual MakerSpace, website evaluation information; including a form to “Ask The Librarian”. Teachers (at least in the English department, some others) refer students to this site. https://sites.google.com/site/revvirtuallearningcenter/home</p>	<p>Teacher/Librarian</p>	<p>Critical Need 1,3, 4, 5</p> <p>Action Plan Goal 1, 3</p>
<p>Annual Banned Books Trading Cards project Award winning-2015 Good Ideas Award from the California School Library Association</p>	<p>Annual September Collaboration with Drawing CP and Advanced Studio Art. Teach research skills and introduce concepts of First Amendment rights of freedom of speech extending to freedom to read. Students research a book that has historically been banned or challenged and using information researched to create a “trading card” which includes an image and book title, as well as reasons for banning/challenging, and artist’s statement. https://sites.google.com/site/revvirtuallearningcenter/banned-books.</p>	<p>Teacher/Librarian Art Teacher</p>	<p>Critical Need 1, 3</p> <p>Action Plan Goal 1, 3</p>
<p>Book Talks</p>	<p>Provided upon request to classes or individual students coming to check out books. Interesting students in recreational reading thereby increasing facility and literacy through pleasure reading. Also providing access to books housed in other RUSD libraries (through Internal Library Loan).</p>	<p>Teacher/Librarian</p>	<p>Critical Need 1, 2, 3</p> <p>Action Plan Goal 1, 3</p>
<p>Technology Training</p>	<p>Training on technologies available to ALL STUDENTS AND STAFF provided upon request (individually or to classes) in order to provide all members of Redlands East Valley High School with the opportunity to create professional quality presentations and projects within the subject matter of the courses provided.</p>	<p>Teacher/Librarian</p>	<p>Critical Need 1, 2, 3, 4</p> <p>Action Plan Goal 1, 3</p>
<p>Textbook Services</p>	<p>Provide ALL STUDENTS at REVHS with the required textbooks, including core novels, so courses may be taught thereby increasing rigor across the entire curriculum, not limited to the core subject areas, which will bring about active, challenging learning experiences that involve students in critical thinking, problem solving, collaboration, and meaningful application of knowledge and skills.</p>	<p>Library Staff</p>	<p>Critical Need 1, 2, 3</p> <p>Action Plan Goal 1, 3</p>

Safe Environment	Provide a safe environment conducive to learning where ALL STUDENTS can access information and utilize it. Students approach library staff with questions they do not feel comfortable asking within a classroom setting. Library staff, who can work with students on a one-on-one basis to find answers.	Library Staff	Critical Need 1, 2, 3, 4, 5 Action Plan Goal 1, 2,, 3
Access to Technology	Provide access for ALL STUDENTS to technology, thereby helping to close the digital divide for students who do not have access to technology at home, as well as supporting the students who do have access.	Library Staff	Critical Need 1, 2, 3 Action Plan Goal 1, 3
2013-2014			
Shifts in Common Core	Identify and learn about the major instructional shifts in the Common Core State Standards and how they directly impact instruction in ELA and Mathematics. For content areas other than ELA and Mathematics, analyze the shifts and how they relate to different content areas, this includes becoming familiar with the CCSS ELA standards for Science and Social Studies.	District Written training presented by site administration	Critical Need 1, 2, 3 Action Plan Goal 1
Involvement vs. Engagement	Identify and understand the difference between involvement and engagement in the classroom. Recognize the need to active student engagement and reinforce strategies for keeping students actively engaged in learning.	Administration	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3
Standards for Mathematical Practice	Introduce and become familiar with the Standards for Mathematical practice embedded within the Common Core. Experience activities that incorporate the SMPs and discuss how to incorporate them in daily classroom learning.	Administration	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3
ELA Assessment Committee	Participate in District committee to write ELA common assessments that are aligned with CCSS.	District Administration Teachers on Assignment Site Teachers	Critical Need 1, 2 Action Plan Goal 2

Math Assessment Committee	Participate in District committee to write Math common assessments that are aligned with CCSS.	District Administration Teachers on Assignment Site Teachers	Critical Need 1, 2 Action Plan Goal 3
The 4 Cs	Familiarize teachers with 21 st Century Teaching and Learning for 21 st Century Outcomes. The CCSS was built on 21 st Century learning skills. Identify the 4 Cs: Collaboration, Communication, Creativity and Critical Thinking, in the classroom and recognize that they are all tools for success as students leave high school and enter into the workplace or college environment.	District training presented by site administration	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3
2014-2015			
Cultivating Rigor Part 1: Introduction of Rigor	Define Rigor and relate it to classroom lessons. Make a distinction between what is considered “hard” vs. what is rigorous. Experience a rigorous lesson that has multiple scaffolds in place. Make the connection to rigor and the expectations of the Common Core.	District training presented by site administration	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3
Cultivating Rigor Part 2: Depths of Knowledge (DOK)	Introduce teachers to the DOK. Relate to Bloom’s and discuss how the DOK is the measure for the CCSS and the assessments associated with them. Explain how to determine DOK by looking at what the standards are asking students to do. Identify the DOK levels of specific standards and tasks, using question stems and descriptors. Present SBAC information relating DOK levels to the questions on the test.	District training presented by site administration	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3
Thinking Maps – Trainer of Trainers (TOT)	5day training to become a certified trainer of Thinking Maps. Thinking Maps is a program that is an excellent tool for assisting teachers in reaching DOK levels 3 and 4, and increasing rigor in the classroom. Each of the eight maps is directly associated with one of the eight ways we think and process information. By implementing a common language for organizing information, students will show their thinking and be able to speak and write from the maps. Training a strong group of teachers at REV will allow for future teacher led implementation at the site.	Off-Site Training attended by: all administration and 11 teachers (1 English, 2 Math, 2 History, 2 Science, 3 Special Education, and 1 Media Center)	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3
Math Academy for Integrated I	Teachers worked with consultants from Welch, the curriculum authors, to learn about the different components to the adopted program, as well as how to incorporate the Standards for Mathematical Practice into their lessons. Additionally, teachers were trained on questioning strategies and Math Talks.	District Administration Welch Consultants Math TOAs All Math I teachers	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3

ELA Scope and Sequence Committee	Scope and Sequence development to support implementation of Common Core.	District Administration ELA Teachers on Assignment Select HS teachers from all sites	Critical Need 1, 3 Action Plan Goal 1, 2, 3
Meaningful Collaboration	With the change in assessments and data, determine effective uses of collaboration time to ensure the time is meaningful and focused on student achievement.	Site Administration REV Teachers	Critical Need 1, 3 Action Plan Goal 2
2015-2016			
Thinking Maps – Site Training	1day training on site for teachers to learn about Thinking Maps and implement them in their classrooms.	Site Administration TOT Teachers Science, Health, and Social Studies Departments Volunteer Teachers from English (2) and Foreign Language (2)	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3
AVID Strategies Training	Focused Notes, Content Tutorials, and Interactive Notebook training. Introduce teachers to AVID strategies that will assist them in teaching to DOK levels 3 and 4 while supporting the growth of the AVID program at REV.	AVID TOA Site Administration Math, English, Foreign Language, Arts, PE, and CTE departments	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3
Cultivating Rigor Part 3: Understanding Rigorous Assessments	Review Rigor and DOK. Examine CCSS for Math and ELA and understand the structure of the CAASPP. Look at the connection between Claims, Content Categories, Assessment Targets, and Standards. Review differences between Performance Tasks and Computer Adaptive Items on Assessment. Review focus areas for the district and REV. Make connections between DOK and Assessment Targets.	District training presented by site administration to Math and ELA teachers	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3
Cultivating Rigor Part 4: Understanding Rigorous Assessments	Learn the reports in Illuminate that are most useful for analyzing common assessment data. Connect reports to DOK clusters as well as Claim, Target, and Standard level data. Compare this structure to the SBAC.	District training presented by site Administration to Math and ELA teachers	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3

ELA Adoption Committee	Select new curriculum adoption for HS ELA. This curriculum will be aligned with CCSS and support teachers in implementation of CCSS.	District Administration ELA Teachers on Assignment 2 ELA teachers from each grade level from each HS	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3
Math Academy for Integrated Math I and II	Teachers worked with consultants from Walch, the curriculum authors, to learn about the different components to the adopted program, as well as how to incorporate the Standards for Mathematical Practice into their lessons. Additionally, teachers were trained on questioning strategies and Math Talks. A different series of trainings was presented to teachers who were new to Integrated Math vs. those who taught Integrated Math the previous year.	District Administration Walch Consultants Math TOAs All Math I and Math II teachers	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3
Chris Shore	Engagement and Accountability in the Common Core Math Classroom. How to increase rigor and hold students accountable for their learning. This was voluntary summer training.	District Administration Math Teachers on Assignment Volunteer Math Teachers	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3
Tim Shanahan	Outside training focusing on providing scaffolds to support all students having access to complex text. These scaffolds include vocabulary development and text organization.	District Administration ELA Teachers on Assignment Volunteer ELA Teachers	Critical Need 1, 2, 3, 4 Action Plan Goal 1, 2, 3
Ruth Parker	Off-site Math presenter focusing on Math talks, number sense and questioning strategies for a Common Core classroom.	District Administration Math Teachers on Assignment 2 Site Math teachers	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3
Dan Meyer	Off-site Math presenter focusing on the Common Core classroom specifically increasing math conversations about real world problems.	District Administration Math Teachers on Assignment 2 Site Math teachers	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3
AVID Strategies for Social Studies	AVID Center PATH training for all High School Social Studies teachers	District Administration All Social Studies Teachers	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3

AVID Strategies for Science	AVID Center PATH training for all High School Science teachers	District Administration All Science Teachers	Critical Need 1, 2, 3 Action Plan Goal 1, 2, 3
AVID So You Want to be a Demo	AVID training to learn what steps are needed to become a National Demonstration School.	Site Administration AVID Site Team	Critical Need 1, 2, 3, 5 Action Plan Goal 1, 2, 3
Technology Training	Technology support to assist teachers and staff with the implementation of technology in the classroom. Sessions included WORD, PowerPoint, Office 365 trainings and tutorials.	Site Administration Technology Teacher on Assignment	Critical Need 1 Action Plan Goal 1

In addition to REV's programs and professional development, REV works in conjunction with the District to implement the following LCAP programs to support the six RUSD LCAP goals.

RUSD LCAP Programs			
Program	Description	Responsible Persons	Critical Need and Action Plan Goal supported
<u>Program 1:</u> Extended teacher training and support for Common Core Mathematics	Math Academy for all teachers teaching Integrated Math. Teacher-on-Assignment support for Math.	District Administration Teachers on Assignment	Critical Need 1, 2, 3, 5 Action Plan Goal 1, 2, 3
<u>Program 3:</u> Expand and support AVID programs.	Science and Social Studies teachers attend AVID PATH training. Tutors for AVID elective are paid for with district funds.	District Administration AVID Coordinator	Critical Need 1, 2, 3, 5 Action Plan Goal 1, 2, 3
<u>Program 4:</u> Improve and strengthen career pathway programs at high school.	Crafton Hills College Partnership. RUSD in conjunction with Crafton Hills College is offering evening classes for HS Juniors and Seniors free of charge for students. The classes are located on RUSD high school campuses. Eligible students have a GPA of 2.5 or higher and earn college credit for the course. REV is working with ROP and RUSD curriculum committee to offer additional elective courses for the 2016-2017 school year.	District Administration Assistant Principal on Assignment	Critical Need 1, 2, 3, 5 Action Plan Goal 1, 2, 3

<p><u>Program 5:</u> Teacher training on strategies specific to subgroup success.</p>	<p>Tim Shanihan Training Kate Kinsella Training</p>	<p>District Administration</p>	<p>Critical Need 1, 2, 3, 5 Action Plan Goal 2, 3</p>
<p><u>Program 7:</u> Add instructional/academic support “Case Workers” that focus on a case load of Foster Youth/Low SES/EL students to improve academics, attendance, career tech, etc. (in addition to existing Counseling services).</p>	<p>Academic Case Carriers (ACC) are counselors assigned specifically to foster youth and other at risk youth. REV will have an ACC that will work in conjunction with existing counseling staff to support these students to ensure they have every opportunity to be successful in high school.</p>	<p>District Administration Academic Case Carriers</p>	<p>Critical Need 1, 2, 3, 5 Action Plan Goal 1, 2, 3</p>
<p><u>Program 10:</u> Develop and provide additional math intervention courses at the high school level.</p>	<p>Math Review has been built into REV’s master schedule to support students in danger of failing Integrated Math. This is an elective course designed to provide students with foundational skills and support to improve their success in their regular math classes. Training is provided to Math Review teachers at the district level.</p>	<p>Site Administration Teachers on Assignment Teacher</p>	<p>Critical Need 1, 2, 3, 5 Action Plan Goal 2, 3</p>

V: Schoolwide Action Plan Refinements

- **Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.**
- **Include a copy of the school's latest updated schoolwide action plan.**

After the completion of the previous WASC visit in the spring of 2013, the Action Plan was revised to incorporate the suggestions to strengthen our Plan as suggested by the WASC Visiting Committee. The revised Action Plan was reviewed by Leadership (comprised school leaders— Leadership, department chairs, small learning community (SLC) leads, administrators, and other support staff leaders). Then, it was reviewed by all staff ultimately responsible for its implementation. Throughout the year, agendas of professional development meetings, including school wide and content teams, address the Action Plan. In addition, the plan was reviewed and discussed by the School Site Council.

In the 2013-2014 school year, the goals remained the same, but objectives were revised to reflect common core standards and the activities to implement them. Some of these activities were site choices and other activities were directed at the district level. For example, the curriculum and common assessments were revised districtwide in ELA and math to reflect common core standards while the common assessments in social studies and science were minimally revised and standardized throughout the district. (Previously, our common assessments were different than the other high schools' assessments.) A site activity included all departments and/or content areas meeting consistently throughout the year to integrate the Common Core College and Career Readiness Standards as well as attend professional development related to the standards and strategies to support implementation.

In the 2015-2016, the goals remained the same, but once again, the objectives were revised to 1) incorporate more site and district led common core activities and 2) to clean up repetitious objectives or delete what was no longer occurring such as all but one CST test.

The 2015-2016 SPSA was also revised to reflect district LCAP goals. These goals were developed through a long and comprehensive process with staff, parents and community members. In the Redlands Unified School District, the LCAP goals are district goals with district and site staff working together to implement the activities. As we reviewed the LCAP goals and our SPSA in the spring and summer of 2015, we found that all the LCAP's high school goals were already reflected in our SPSA. However, some details were added to each objective given LCAP activities and funds. Per district direction, the LCAP goals were reflected within each of the three REV goal statements. This process will be repeated this year for the 2016-2017 school year.

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

Throughout the year administration meets with Principal's Cabinet, department chairs, data team leads, and district administration to review what had been accomplished the previous school year, what remains to work on, and what new areas need to be addressed. Data is reviewed to determine if further activities need to be developed in an area. This data includes: CAASPP,

college going data: A-G data, SAT, PSAT, ACT, EAP, AP Passing Rates, CDE School Quality Snapshot, grade data, attendance as available, suspension and expulsion rates, graduation and dropout rates. Data Teams review common assessment data after each test and when summative data is available. It is during this process that changes and additions to the Action Plan are incorporated. When the Action Plan is reviewed, former Action Plans are included to illustrate the continuity that is necessary for long term change to occur and to illustrate the progress that has occurred.

Administration also reviews the Action Plan with parents in School Site Council, ELAC and PTSA. Test scores and other aspects of the Action Plan are included communication with parents and community members at these meetings.

Each year, the principal reviews the activities for the school year that will support improved student achievement with the Principal's cabinet as well as all staff and relevant groups. This occurs at both a school wide meeting as well as teacher instructional conversations.

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

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

Administration works with School Site Council to integrate the Action Plan into the Single Plan for Student Achievement.

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