

Redlands East Valley High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

2023-24 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	Shana Kamper
Email Address	shana_kamper@redlands.k12.ca.us
School Website	www.redlandsusd.net/rev
County-District-School (CDS) Code	36-67843-3630779

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Redlands East Valley High School (REVHS) opened its doors in 1997 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 2,059 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 approximately 20,000 students and encompasses 147 square miles serving 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 1,835 students. The staff at Redlands East Valley High School includes 100 certificated staff, 60 classified staff, and 5 ROP teachers. REVHS provides students a comprehensive academic program along with a full complement of extra-curricular activities. The athletic, choral, instrumental, drama, newspaper, yearbook, student government, academic decathlon, and mock trial programs are active and thriving on campus. There are also 33 active clubs which include a variety of interest areas for students. In the spring of 2015, REVHS received the Gold Ribbon Award in recognition of the AVID program. Additionally, REV has been recognized as an AVID School of Distinction and received AVID National Demonstration School status in 2020. In the spring of 2019, Redlands East Valley received a six-year accreditation from the Western Association of Schools and Colleges (WASC) with a mid-year review in March 2022. The mid-year review visiting committee commended REV for work on the previous recommendations and did not include any additional recommendations.

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 school's core values are represented by the acronym REVWAY (R- Respectful; E-Ethical; V- Vocal; W-Wildcats; A- Accountable; Y- You), which was developed through a schoolwide collaborative process. The Student Learner Outcomes (SLOs), also developed through a collaborative process with the leadership team, focus groups, home groups, and a student group (Link Crew), were written to align with REVWAY as well as reflect the priorities of the State of California as represented in the District LCAP. The REVWAY committee, made up of teachers, students and administrators, meets regularly to oversee the implementation and alignment of the school's goals, vision, core values and student outcomes.

The Student Learner Outcomes (SLOs) of the school are:

2023-24 School Description and Mission Statement

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	482
Grade 10	486
Grade 11	473
Grade 12	412
Total Enrollment	1,853

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7%
Male	53%
American Indian or Alaska Native	0.4%
Asian	3.8%
Black or African American	6%
Filipino	1.2%
Hispanic or Latino	55.6%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	4.5%
White	28%
English Learners	5.9%
Foster Youth	0.7%
Homeless	8.9%
Socioeconomically Disadvantaged	67.4%
Students with Disabilities	15.5%

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

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)	79.90	83.91	852.60	87.88	234405.20	84.00
Intern Credential Holders Properly Assigned	1.50	1.62	6.30	0.66	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.20	2.39	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	4.20	31.80	3.28	11953.10	4.28
Unknown	7.50	7.87	57.10	5.89	15831.90	5.67
Total Teaching Positions	95.20	100.00	970.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	4.00	2.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.00	2.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.80
Local Assignment Options	1.40	3.10
Total Out-of-Field Teachers	2.20	4.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	4.7	1.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023
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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 Inspire:Earth Science (2020) 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%
Health		No	0%
Visual and Performing Arts	N/A		0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Funded by General Obligation Bonds passed in 1993 by a vote of 67.3%, construction of the school began in 1995 on a two-year construction schedule. The 245,000 square foot facility, composed of eleven buildings (five of which are two-stories), is located on 58.3 acres (10 acres of which is still orange groves) and has capacity for 2,600 students. Parking spaces total 988, with 756 spaces for students and 232 for staff. The school configuration is designed for a 9-12 grade level educational program. Outdoor athletic facilities 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. Phase I of a new stadium is complete. Phase 2 is expected to begin in early 2024. Technology is built around a campus-wide fiber optic backbone and all classrooms/meeting rooms are equipped with an interactive smart board. CTE classrooms are equipped with modern equipment for automotive repair, video production, video gaming, computer-assisted engineering, and robotics. The auditorium seats 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 classrooms. The library/media center seats 130 and has shelving for 30,000 volumes. The media center recently underwent a major renovation to include a maker space and upgraded technology. 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 to the campus during the summer of 2006. In 2008, Measure "J" was passed by the voters in the Redlands Unified School District. The measure allowed funding for new fencing for the fire lane as well as additional surveillance cameras.

School Facility Conditions and Planned Improvements

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 <https://www.redlandsusd.net>. An assistant principal works with the custodial staff to develop daily cleaning schedules to ensure a clean and safe school. 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 student and staff restrooms are thoroughly cleaned and stocked. Maintenance is done on-site by District and site personnel. The school enjoys an amicable relationship with District maintenance and operations, and repairs are completed in a timely manner.

Year and month of the most recent FIT report

July 2023

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			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	61	57	51	50	47	46
Mathematics (grades 3-8 and 11)	36	36	35	37	33	34

2022-23 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	452	437	96.68	3.32	56.88
Female	211	205	97.16	2.84	64.39
Male	240	231	96.25	3.75	50.43
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	82.35
Black or African American	22	20	90.91	9.09	42.11
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	247	236	95.55	4.45	49.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	77.78
White	133	132	99.25	0.75	62.12
English Learners	21	19	90.48	9.52	10.53
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	56.25
Military	--	--	--	--	--
Socioeconomically Disadvantaged	165	157	95.15	4.85	45.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	52	89.66	10.34	30.77

2022-23 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	451	436	96.67	3.33	36.01
Female	211	205	97.16	2.84	33.17
Male	239	230	96.23	3.77	38.26
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	52.94
Black or African American	22	20	90.91	9.09	15.00
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	247	236	95.55	4.45	27.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	44.44
White	132	131	99.24	0.76	47.33
English Learners	21	19	90.48	9.52	15.79
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	37.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	165	157	95.15	4.85	26.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	52	89.66	10.34	17.31

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	19.73	13.93	32.27	31.39	29.47	30.29

2022-23 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	391	367	93.86	6.14	14.71
Female	179	167	93.30	6.70	11.98
Male	212	200	94.34	5.66	17.00
American Indian or Alaska Native	--	--	--	--	--
Asian	19	17	89.47	10.53	23.53
Black or African American	21	21	100.00	0.00	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	210	195	92.86	7.14	10.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	18	90.00	10.00	16.67
White	117	112	95.73	4.27	19.64
English Learners	22	20	90.91	9.09	10.00
Foster Youth	--	--	--	--	--
Homeless	32	28	87.50	12.50	3.57
Military	--	--	--	--	--
Socioeconomically Disadvantaged	155	144	92.90	7.10	8.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	54	91.53	8.47	9.26

2022-23 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

2022-23 Career Technical Education Programs

[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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	760
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	97.91
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	30.38

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	92%	89%	88%	88%	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.

2023-24 Opportunities for Parental Involvement

One of the keys to student success at REVHS is parental involvement. REVHS has an active PTSA as well as booster clubs for our athletic programs and extracurricular activities such as band and choir. These organizations raise money, provide activities and experiences outside the classroom, and work with site staff to improve the quality of education at REVHS. 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. Parents also actively support ASB and the drama program with both time and resources. Parents serve on our WASC leadership team, School Site Council, equity team, and safety team. Additionally, REV parents have served on LCAP advisory committees throughout the district. Parents serving in these roles provide valuable insight to school staff through their work evaluating programs/policies, reviewing budgets, analyzing data, and monitoring state accountability and site based needs. The robust participation of our parent community enhances the educational experience for students and strengthens our community. partnerships.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	3.6	2.7	6.2	3.2	5.7	9.9	9.4	7.8	8.2
Graduation Rate	95.1	93.6	92.2	93.2	91.4	86.2	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	434	400	92.2
Female	206	196	95.1
Male	228	204	89.5
Non-Binary			

American Indian or Alaska Native	--	--	--
Asian	21	19	90.5
Black or African American	23	20	87.0
Filipino	--	--	--
Hispanic or Latino	234	214	91.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	19	19	100.0
White	129	121	93.8
English Learners	28	22	78.6
Foster Youth	--	--	--
Homeless	71	65	91.5
Socioeconomically Disadvantaged	361	328	90.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	66	55	83.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2063	1981	580	29.3
Female	968	924	272	29.4
Male	1087	1051	307	29.2
Non-Binary	8	6	1	16.7
American Indian or Alaska Native	9	8	2	25.0
Asian	76	74	10	13.5
Black or African American	125	118	45	38.1
Filipino	26	26	4	15.4
Hispanic or Latino	1167	1111	354	31.9
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	90	88	29	33.0
White	561	547	133	24.3
English Learners	131	126	50	39.7
Foster Youth	32	23	9	39.1
Homeless	192	182	61	33.5
Socioeconomically Disadvantaged	1422	1358	467	34.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	329	316	124	39.2

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	5.30	6.16	0.22	3.67	4.39	0.20	3.17	3.60
Expulsions	0.00	0.05	0.24	0.00	0.03	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.16	0.24
Female	5.48	0
Male	6.81	0.46
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.32	0
Black or African American	11.2	0.8
Filipino	0	3.85
Hispanic or Latino	7.46	0.09
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.89	0
White	2.85	0.36
English Learners	11.45	0
Foster Youth	18.75	0
Homeless	7.29	0
Socioeconomically Disadvantaged	7.88	0.28
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.73	0.3

2023-24 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 updated and adopted in the Fall of each school year and is reflective of the school's safety needs. The plan was last approved in the Fall of 2023 by our School Site Council. 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 before being 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 school's safety committee meets each quarter and consists of certificated and classified employees, one assistant principal, parents, and students. Information from the safety committee as well as suspension/expulsion reports and staff input/observations is used to make informed decisions regarding school protocols, rules, and consequences to ensure students are physically, socially, and emotionally safe at school.

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. 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.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	60	33	18
Mathematics	21	44	27	12
Science	26	20	19	16
Social Science	22	33	20	20

2022-23 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	370.6

2022-23 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
Library Media Teacher (Librarian)	2
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$10,795.61	\$2,272.13	\$8,523.48	\$93,156.52
District	N/A	N/A	\$8,465.02	\$91,547
Percent Difference - School Site and District	N/A	N/A	0.7	1.7
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	11.4	2.7

Fiscal Year 2022-23 Types of Services Funded

The district office staff, under the direction of the Superintendent, financially supports REVHS. The school's general budget of \$104,000 is developed by site administration with money designated to support all departments. The School Site Council oversees \$158,000 in program improvement money as well as \$35,000 in Character Education funds. The money allocated in the school plan is developed and approved by the Site Council in alignment with the district LCAP goals to support student engagement and achievement, including but not limited to increasing student attendance, increasing student performance on the CAASPP test in ELA and math, and decreasing suspension rates. The site budget provides funding for staff professional development, supplemental instructional material, additional hours for staff to provide tutoring/academic intervention, as well as all operational expenses for custodial and security. Additional funds support extra-curricular activities and enhanced learning opportunities.

REVHS CTE pathways are supported with the partnership through the district partnership 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
- Engineering Design
- Mental and Behavioral Health
- Patient Care
- Systems Diagnostics, Service, and repair

Fiscal Year 2022-23 Types of Services Funded

- Food Services and Hospitality

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 to connect incoming students with the high school.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$54,693	\$55,550
Mid-Range Teacher Salary	\$86,952	\$84,645
Highest Teacher Salary	\$114,801	\$111,284
Average Principal Salary (Elementary)	\$141,031	\$139,860
Average Principal Salary (Middle)	\$150,733	\$146,440
Average Principal Salary (High)	\$163,648	\$158,447
Superintendent Salary	\$280,000	\$278,268
Percent of Budget for Teacher Salaries	33.8%	32.21%
Percent of Budget for Administrative Salaries	4.27%	4.89%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	22.7
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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	8
Fine and Performing Arts	0
Foreign Language	4
Mathematics	5
Science	7
Social Science	12
Total AP Courses Offered Where there are student course enrollments of at least one student.	38

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 (*28 partial days) for 45 minutes on Monday afternoons. This time is used for professional development, data analysis, discussion of best practices, department meetings, team meetings, instructional planning, and analysis of common benchmark assessments. Additionally, there are two full days of professional development designated for CAASPP data analysis and the yearly Instructional Focus. Through the evaluation process, teachers develop their own goals for professional improvement. First and second year teachers are expected to participate in the Induction program and are assigned experienced teachers as Induction support providers. New teachers also attend a week-long summer orientation and are provided on-site mentoring by a member of their department.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	38	38	30