



Redlands East Valley High School

# WASC SELF-STUDY



Redlands Unified School District

ACS WASC/CDE Focus on Learning Accreditation Manual  
2025 Edition

A red circle containing the numbers "20" over "25" in white, bold, sans-serif font.

20  
25

An aerial photograph of the Redlands East Valley High School campus, showing several large, modern brick buildings with flat roofs, surrounded by green lawns, trees, and parking areas. The background shows a suburban landscape with more buildings and trees under a clear sky.

31000 East Colton Avenue  
Redlands, CA 92374



## Redlands East Valley High School WASC Self Study

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Redlands East Valley High School  
WASC Self Study



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## I. Introduction

### Brief Background of School:

In 1997, Redlands East Valley High School (REV) opened its doors as the second comprehensive high school in Redlands, California. REV has a current enrollment of 1,835 students and offers a broad course of study to meet students' diverse needs, including AP/Honors, CTE, Inclusion, English Learner, and A-G approved courses in core and elective content areas. The school houses the district's high school level Behavior Intervention (UP) program and the school boundary area encompasses the city's three foster youth group homes. The staff at Redlands East Valley High School includes 84 certificated staff, 65 classified staff, and 5 ROP teachers.

In the spring of 2015, REV received the Gold Ribbon Award in recognition of our AVID program. Additionally, REV has been recognized as an AVID School of Distinction and received AVID National Demonstration School status in February 2019 with a revalidation in 2024.

Redlands East Valley High School takes pride in its strong community relationships and benefits from the support of various parent, community, and business organizations, including PTSA, Redlands Educational Partnership, and the Redlands Community Scholarship Foundation which awards more than \$200,000 in scholarships annually to REV graduates.

### Mission Statement:

The Mission of Redlands East Valley High School is to create a respectful, inclusive, 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.

### Schoolwide Learner Goals [SLGs]:

Our goal is for the students and graduates of Redlands East Valley High School to demonstrate the following core values:

**Respectful:** Learn and work collaboratively in diverse teams and with mutual respect to share and interpret information, draw conclusions and make presentations.

**Ethical:** Locate and evaluate information utilizing multiple resources in order to distinguish between opinion, fact and propaganda to make informed decisions.

**Vocal:** Articulate thoughts using oral, written, non-verbal and technological skills in a variety of forms and contexts.

**Wildcat:** Actively participate in school and community while exhibiting social, ethical and behavioral maturity by taking responsibility for individual actions.

**Accountable:** Utilize basic skills, problem solving, technology, and creativity to demonstrate mastery in core subject areas.

**You:** 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.

### Summary Descriptions of Courses Offered:

In addition to the [courses](#) offered by the district, REV also offers:

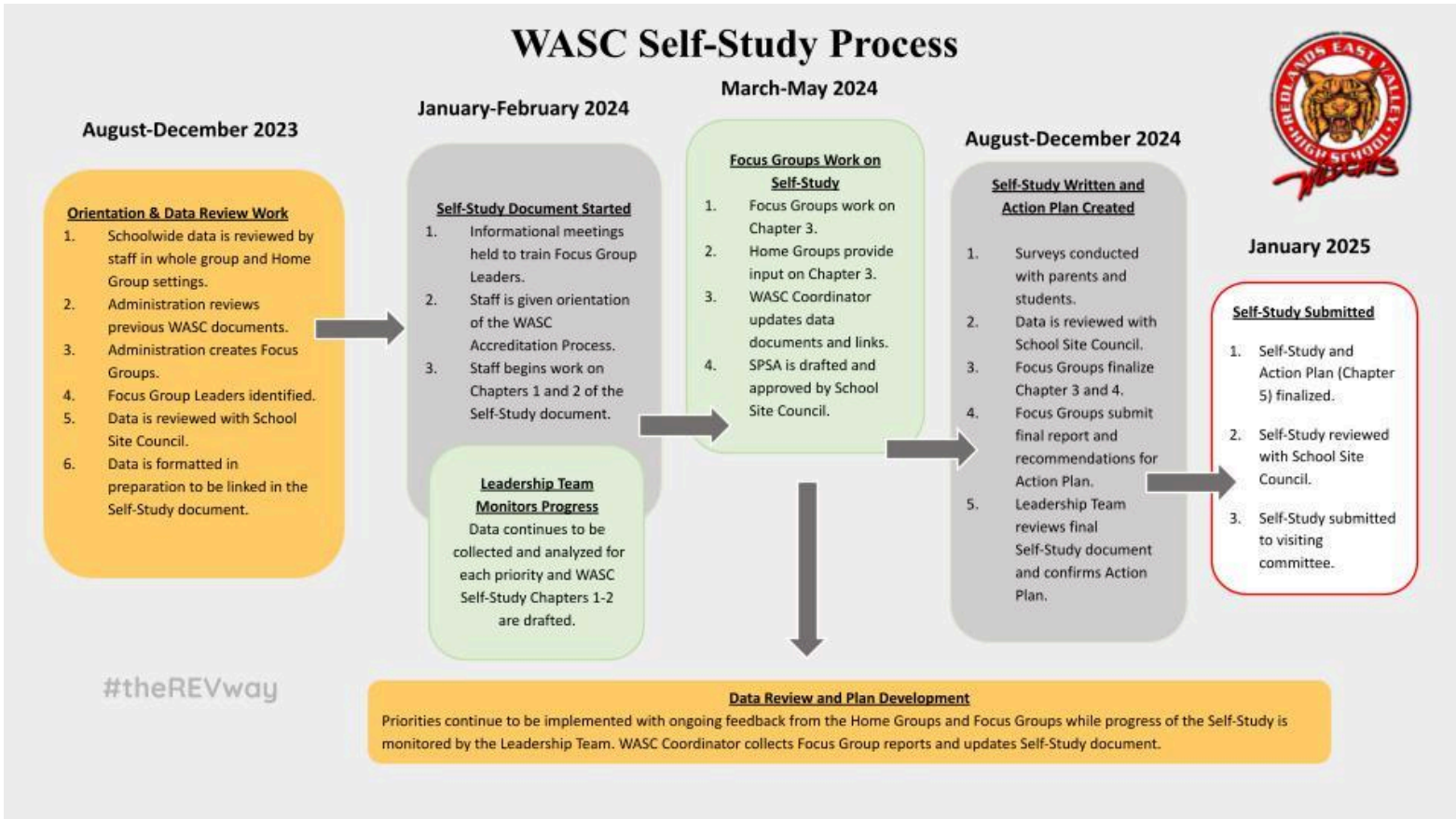
1. **CTE/ROP program** courses in Aviation, Athletic Training, Engineering Design, Video Production, Video Game Design, Culinary Arts, and Automotive Repair equip students with valuable skills for future success. Many courses are articulated with local colleges.

2. **Dual Enrollment** courses (offered through a partnership with Crafton Hills College) create an opportunity to earn college credit and to prepare students for college-level coursework after high school. REV currently offers the following courses on campus [CCAP]: English 101, English 102, Math 110, Econ 100, Political Science 100, US History 101, and Sociology 100. REV also offers after school and summer dual enrollment courses like American Sign Language 101 and 102, Child Development 105, Counseling 110, and Theatre Art 100.
3. **Advanced Placement/Honors** courses in 20+ content areas with enrollment open to all students. Teachers attend an AP institute every 5 years to stay current with test content. The newest course to be added was AP Pre-Calculus in 2023.
4. **AVID** elective course at every grade level to open avenues for college access to at-risk students. Students visit college campuses and learn study skills to be academically successful in rigorous classes. AVID strategies are also promoted throughout content areas as teachers are encouraged to use Essential Questions and focused-notes to support literacy and critical thinking schoolwide.
5. **Link Crew** offers students the chance to develop leadership skills by pairing upperclassmen with freshmen to help ease the transition from middle school to high school. Through regular check-ins and guidance throughout the year, Link Crew fosters a supportive and smooth adjustment for new students.
6. **Inclusion** courses are taught in a co-teaching model and offer special education students the opportunity to participate in general education courses with appropriate accommodations.
7. **Edgenuity** is an online credit recovery program that is offered to students in grades 10-12 during the school year and summer school. Over the years, REV has found that more students are successful with direct instruction for math courses. Edgenuity is primarily used for non-math courses for credit recovery. Though students work at their own pace, they are physically present with a teacher in class to receive assistance.
8. The **Visual and Performing Arts (VAPA)** program has been a robust and successful program for many years and was expanded in 2024 with Prop 28 ARTS funding. Full time teachers were funded for new photography and dance courses. One section of jazz band was also added to the instrumental music program to be in line with other local schools.

### **Equity and Diversity**

To foster a more positive and inclusive school culture since 2022, the campus has established an active equity team and has seen the growth of multicultural and diversity-focused clubs, including the Black Student Union (BSU), Asian Student Union (ASU), MEChA, Pacific Cultural Club, Unity Club, and PossAbilities. These clubs encourage students to celebrate and embrace diversity. Additionally, the implementation of the 5-Star system tracks and promotes student involvement in various clubs and school activities, further supporting a vibrant and inclusive campus culture.

## Involvement in the Self-Study Process



Redlands East Valley High School’s staff, students, and parents began this self-study process in the Fall of 2023 by reviewing schoolwide data and examining the school’s progress toward the established Schoolwide Learner Goals. One teacher, designated as the WASC Coordinator, was provided an instructional period to coordinate, monitor compliance with WASC expectations, and oversee the Self-Study. The WASC Coordinator and Principal attended virtual WASC training in preparation for guiding the process. An Assistant Principal also joined the WASC Leadership Team in January 2024.

[Monday collaboration](#) time was allotted for [Focus Groups](#), with an average size of 18-20 people, to address their assigned criteria and prompts. Home Groups were established using pre-existing departments (e.g. English, Math, Foreign Language, etc.), and Focus Group members regularly shared their questions and progress with them.

## Chapter 1: Progress Report and Impact

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.
- Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated all schoolwide critical areas (growth areas for continuous improvement) from the last full self-study and all intervening visits.
- Comment on the original critical areas for follow-up (growth areas for continuous improvement) not in the current schoolwide action plan/SPSA.

### Significant Developments and Impacts:

#### ADMINISTRATION/STAFF

Redlands East Valley has undergone significant staff and administrative changes since the last self-study visit in 2019 and mid-cycle review in 2022. The entire administrative staff has changed since 2019, with new assistant principals hired in 2019, 2020, 2022, and 2024 along with a new principal in 2023. Moreover, there have been substantial changes in the certificated staffing with the addition of over 30 new teachers. While this influx of personnel has been positive, it has also necessitated cross-training, adjustments in administrative duties, new role orientation, and integration into the school's culture.

#### BELL SCHEDULE

In accordance with state law, school start time shifted from 7:30 am to 8:30 am during the 2020-2021 school year. Starting in the 2021-2022 school year with the transition to a 6-period daily [bell schedule](#), REVHS no longer has intervention time embedded in the bell schedule during the school day. The transition from block schedule to a traditional six-period day has provided teachers more instructional time each week with all students. Academic support was available to students before and after school and during lunch, both in-person and online (FEV on-call tutoring program) through the 2023-24 school year but was reduced to individual teacher-based support in 2024-25 due to budget cuts.

Teacher collaboration time was created through a shortened instructional day on Mondays. The instructional day ends at 2:35pm on Mondays, allowing time for staff meetings, instructional collaboration, and professional development during the last hour of the day. While the reduction in tutoring opportunities has reduced direct student support outside the instructional day, the increase in teacher collaboration time remains prevalent in instructional planning and data analysis.

#### MONITORING STUDENT ACTIVITY

Redlands East Valley initiated the integration of the 5-Star app to enhance student safety and engagement across various aspects of campus life. The app is utilized to support the hall pass policy, allowing the school to better monitor students' whereabouts during bathroom breaks, counseling visits, and for other needs that require students to leave class during instruction. This implementation also significantly contributes to safety protocols by enabling administrators and safety officers to have a real-time understanding of where students are in case of emergencies. Moreover, the app's monitoring system helps track attendance at school events, enabling the school to analyze participation rates and better understand student involvement.

## CURRICULUM ADOPTION/BENCHMARKS

Since the last WASC self-study in 2019, the district has adopted a new curriculum for social-science courses and has re-established [benchmark assessments](#) in English and math, with science assessments having also been added as recently as February 2024. The benchmarks impact collaborative conversations regarding data and instructional practices in the target content areas.

## FACILITIES

Renovations have taken place in school facilities, notably in the library and the football stadium. The library underwent significant updates featuring new technology, upgraded flooring, and modernized furniture. Additional enhancements include a makerspace and a green screen filming area aimed at supporting STEAM projects across the campus. The addition of a LCAP-funded second librarian provided the opportunity to extend the operating hours of the library for the past three years, offering increased accessibility and resources to students, but the position was cut for the 2024-25 school year due to budget reductions.

The addition of a new football stadium at Redlands East Valley has significantly empowered the school to host its own home sporting events, positively impacting school culture and Wildcat pride. Previously, without a dedicated stadium, home games were held at off-site locations. This development not only provides a sense of pride and unity for the school but also offers a convenient and centralized location for students, parents, and the community to gather and support their teams.

In the 2022-2023 school year, REV unveiled its [Wildcat Sanctuary \(wellness center\)](#), developed through the collaborative effort of the site counseling staff and district and site personnel and funded in part by a CALHope grant. The space is dedicated to [supporting the mental health](#) and social-emotional needs of our student community in alignment with LCAP and site school climate goals.

Additionally, beginning with the 2021-22 school year, [eAcademy](#) and the district [RISE](#) (independent study) programs moved to the REVHS campus. These programs are not run by REVHS but occupy numerous buildings on the south side of the campus and present unique challenges with respect to facility usage and emergency response needs.

## STUDENT SAFETY

All schools in Redlands USD now have a single point of entry during the instructional day. Visitors are checked-in through the Raptor system and must wear a badge while on campus. Daily safety walks are conducted by safety officers to each classroom and area where students are present. Hall passes are generated and monitored through the 5-Star app.

Redlands USD entered into a 5-year agreement with the California Department of Justice in August 2024 which requires signage along with monthly and annual training for all staff in [Title IX](#), bullying, investigations, CANRA reporting, etc. Monthly micro-trainings are conducted by administration during staff meetings and annual training sessions are conducted both online (Keenan videos) and in-person. Make-up meetings are offered to ensure all staff participate. Student training is forthcoming, pending DOJ approval of the presentation. The number of training requirements has impacted staff meetings and reduced instructional collaboration opportunities each month.

## **SPECIAL EDUCATION**

REVHS campus has been impacted by the move of district programs to the site. Previously, Special Education programs such as Mod/Severe (Extensive Needs) and the Behavior Intervention (UP) program were placed at the site but were supervised by district administration. These programs have now been assigned to REVHS administration for oversight. This has impacted the site with respect to facilities, personnel, and supervision.

REVHS has made strides in transitioning to an inclusion instructional model for Mild/Mod special education students, in particular in English and math. Inclusion classes have been added each year since 2022-23, beginning with 9th grade with additional grades added each year. In these inclusion classes, the combined efforts of a general education teacher and a special education teacher create an environment that serves the diverse needs of all students. This collaboration allows for personalized support and tailored instruction, ensuring that students with varying abilities and learning styles receive individualized attention within the general education classroom.

## **TECHNOLOGY**

During the Covid-19 pandemic, the Redlands Unified School District underwent a transformative shift by providing Chromebooks and a Google account to every secondary student, marking a significant leap into the realm of technology-driven education. This strategic move not only facilitated a virtual learning experience but also proved instrumental in supporting students during short-term independent study periods, commonly known as R.I.S.E. (Redlands Independent Study Education). The adoption of Google Classroom and email addresses allowed for improved communication between students and teachers, ensuring that educational materials, assignments, and resources were readily accessible regardless of the physical learning environment or time of day. In the classroom, teachers received classroom Newline boards which replaced traditional overhead projectors, allowing for more interactive teaching and increased student engagement.

### **Process for Implementing SAP/SPSA and LCAP Goals:**

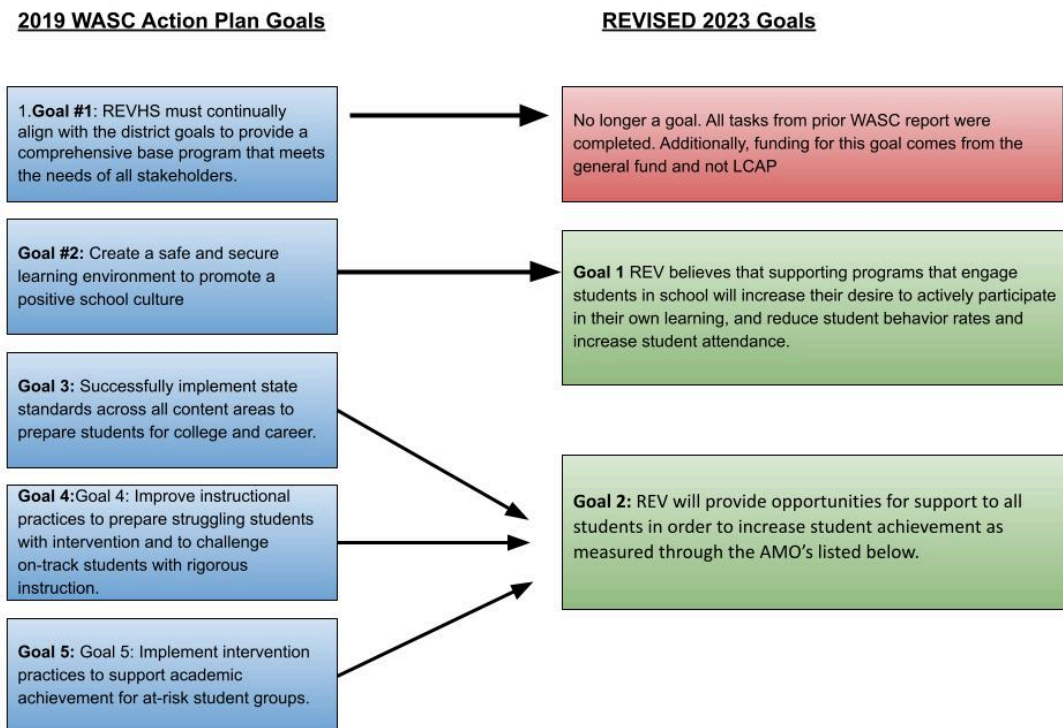
The principal, assistant principal, teachers, and educational partners engage in ongoing collaboration and analysis to assess progress and effectiveness toward program goals. The principal annually reviews the Action Plan, schoolwide data, and student needs with the staff. Schoolwide data, including Redlands East Valley High School assessments and various standardized assessment reports (Edulastic benchmarks, AP, SAT, ELPAC, and CAASPP), are used throughout the year to evaluate progress and modify instruction across all subject areas. Additionally, various surveys are employed to monitor programs, gather partner feedback, and shape initiatives. These surveys cover areas such as AVID, college and career activities, school climate, and health and wellness.

The School Site Council at REV High School meets six times during the year to evaluate the educational program's progress and to allocate funding accordingly to support all students. The SPSA's development is a collaborative effort presented across multiple school meetings and committees, ensuring a comprehensive and aligned educational strategy. Throughout these meetings, the council actively engages in evaluating existing goals and contributing to establishing new goals based on shared data and spending analysis.

### **Progress of SAP/SPSA Goals:**

The WASC Visiting Committee of 2019 recommended five critical areas for follow-up, based upon the self-study and identified needs. Committees and stakeholder input identified many of the tasks as being

completed; therefore, the 2019 plan was revised during the 2022 mid-cycle review to two goals.



**Follow-up on Original SAP/SPSA Goals from 2022 [MidCycle Report]:**

**WASC Action Plan Goal 1:**

REV believes that supporting programs that engage students in school will increase their desire to actively participate in their own learning, and reduce student misbehavior rates and increase student attendance.

<b>RUSD LCAP GOAL #1</b>	Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and tiered Social Emotional and Behavior supports. These supports will foster a sense of connectedness, especially for English Learner (EL), Foster Youth (FY), students experiencing homelessness, Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.
<b>REV SPSA GOAL #1</b>	Provide all students with a positive, engaging learning environment focused on safe, inclusive, and equitable programs to increase students' desire to actively participate in their own learning, to reduce student behavior rates, and to increase student attendance.

<b>Goal #1 progress toward increasing student engagement.</b>	<b>Impact</b>	<b>Evidence</b>
<p>Attendance:</p> <ul style="list-style-type: none"> <li>● Revised tardy policy and weekly No-Go List.</li> <li>● Implementation of 5-Star to monitor student participation in activities/events.</li> <li>● Continued implementation of Link Crew Freshman Orientation, check-ins, and schoolwide activities.</li> <li>● School Plus 2 campaign initiated in 2024-25.</li> <li>● Admin and Admin Designee monitoring of By Name By Need list.</li> </ul>	<p>REV has seen a slight decline in the suspension rate and improved attendance rates for the 2024-25 school year.</p> <p>Student participation was 88% as of December 2024.</p>	<p><a href="#">Suspension and expulsion rate</a></p> <p><a href="#">No-Go List</a></p> <p><a href="#">5-Star participation</a></p>
<p>Course Offerings:</p> <ul style="list-style-type: none"> <li>● Aviation 1 replaced Mental Health as a CTE pathway in 2024-25.</li> <li>● Increased Dual Enrollment course offerings</li> <li>● Jazz band, dance, and photography courses were added to the master schedule in 2024-25 using Prop 28 (ARTS) funding.</li> </ul>	<p>Student enrollment in CTE and Dual Enrollment courses has increased, positively impacting students who are on track to be CCI prepared.</p> <p>Student enrollment in VAPA programs increased as a result of new elective course offerings. Evening of the Arts incorporated the new programs into the Fall 2024 show.</p>	<p><a href="#">Dual Enrollment offerings</a></p> <p><a href="#">CTE pathways</a></p>
<p>Supportive Measures:</p> <ul style="list-style-type: none"> <li>● The Wildcat Sanctuary (wellness center) was opened in Spring 2023. The Sanctuary, along with small group counseling sessions implemented in 2024-25 to support tier 2 and tier 3 mental health needs.</li> <li>● The SEB team was created to support social-emotional health.</li> <li>● Alternative to suspension was implemented in 2024-25 for first-time, low-level drug violations.</li> <li>● On-site ACC team to support Foster Youth.</li> </ul>	<p>REV has seen a slight decline in the suspension rate and improved attendance rates for the 2024-25 school year.</p> <p>Wildcat Sanctuary data is used to design small group support sessions to address identified needs (e.g. anxiety).</p> <p>SEB team meets monthly and is made up of counselors, teachers, administrators, students, and parents.</p> <p>School's favorability rating is increasing as measured by school climate pulse surveys.</p>	<p><a href="#">5-Star Program Participation</a></p> <p><a href="#">Attendance Data</a></p> <p><a href="#">Suspension Data</a></p> <p><a href="#">School Climate Survey Data</a></p> <p><a href="#">Wildcat Sanctuary Data</a></p>

**WASC Action Plan Goal 2:**

REV will provide opportunities for support to all students in order to increase student achievement as measured through the AMO's listed below.

**2022 Mid-Cycle Visiting Committee Growth Area 1:**

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

**2022 Mid-Cycle Visiting Committee Growth Area 2:**

Implement intervention practices to support academic achievement for at-risk student groups (ELL, African American, Homeless/Foster, Low SES).

<b>RUSD LCAP GOAL #2</b>	All students will progress towards meeting standards in academics through tiered supports and services.
<b>REV SPSA GOAL #2</b>	To provide all students with supports and services to progress towards meeting standards in core academics.

<b>Progress toward increasing student achievement.</b>	<b>Impact</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>● Instructional focus on rigor, support and engagement.</li> <li>● Embedded teacher collaboration time on Mondays for data analysis and instructional planning.</li> <li>● Implementation of district benchmark assessments in English, math and science.</li> <li>● Multiple credit recovery opportunities before/after school as well as during the school day.</li> <li>● Schoolwide professional development in AVID-based strategies to support literacy.</li> <li>● Increased enrollment in AP and Dual Enrollment courses.</li> <li>● Increased counselor roadshows to present graduation requirements, course offerings, monitor <a href="#">4-year plans</a>, and discuss post-secondary goals.</li> <li>● Implementation of inclusion-model SAI courses in</li> </ul>	<p>AP scores increased 13%, CAASPP ELA scores increased 6% and CAST scores increased 20% in the 2023-24 school year.</p> <p>REV achieved the status of AVID Demonstration School in 2019 and 2024.</p> <p>Increase in the number of students earning the Seal of Biliteracy.</p> <p>Increase in Dual Enrollment and AP course participation.</p> <p>Focused instructional conversations regarding data and instructional practices.</p>	<p><a href="#">CAASPP ELA data</a></p> <p><a href="#">CAST data</a></p> <p><a href="#">ELPAC</a></p> <p><a href="#">Advance Placement Scores</a></p> <p><a href="#">Dual Enrollment Offerings</a></p> <p><a href="#">CCI</a></p> <p><a href="#">Progress Adviser walk-through</a></p> <p><a href="#">Monday collaboration schedule</a></p> <p><a href="#">Benchmark schedule</a></p>



<p>English and math in grades 9-11.</p> <ul style="list-style-type: none"> <li>Alternative diploma track for Mod/Severe (Extensive Needs) special education students.</li> </ul>		
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**Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.**

The 2019 WASC self-study and 2022 mid-cycle report goals drive the focus on student achievement and all growth areas align with the current SPSA to support all students in participating in school activities and achieving at higher levels. Schoolwide data analysis in all content areas along with embedded time for instructional planning and department collaboration are having a positive impact on student achievement. Furthermore, the focus on schoolwide instructional practices rooted in [AVID methodologies](#) is supporting increased rigor and engagement schoolwide. Academic data indicates the continuing need to further improve instructional practices, however, and to implement intervention practices to support struggling students, in particular in math. There also continues to be a need to challenge on-track students with more rigorous instruction.

Student engagement in school activities is being monitored through 5-Star. Baseline data taken during the 2024-25 school year is strong and will drive initiatives in the coming years. Completion of the football stadium will have an increasingly positive impact on school culture, allowing for the full range of home sporting events for the first time in school history.

## Chapter 2: Student-Community Profile with Analysis

### Enrollment Data

**Current Trends:** Enrollment has shown a slight decline over the past three years, dropping from 1,914 students in the 2021-2022 school year to 1,866 in 2023-2024. Student cohort sizes decline slightly by approximately 15-20 students each year as the group moves up in grade level.

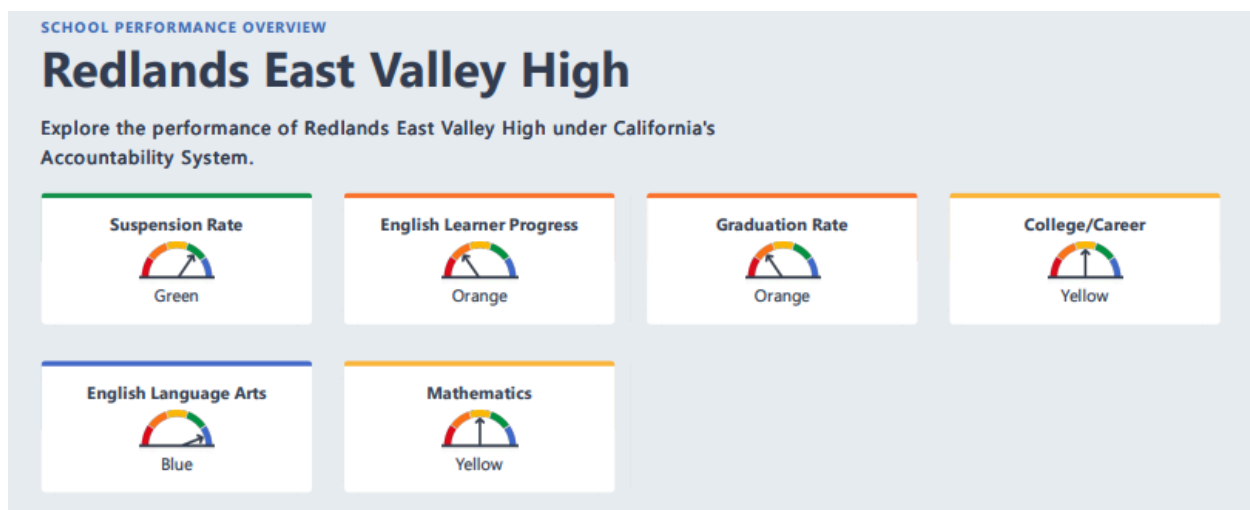
Enrollment by gender has stayed evenly split among males and females. The percentage of students that receive Free or Reduced lunch has fluctuated 50-60% over the past three years. The Students with Disabilities student group has remained at 15% for the past three years, whereas Homeless Youth has varied throughout the same time frame. Our Foster Youth numbers increased by seven students this past year, while the proportion of Hispanic or Latino students remained relatively stable during this period. The number of Socioeconomically Disadvantaged students has increased slightly, rising from 1,113 to 1,248.

### Analysis:

Redlands USD as a whole has seen a decline in enrollment across all schools. At the same time, the district has implemented alternatives for students to receive a high school diploma, such as the [RISE](#) program and [E-Academy](#). These programs have seen an increase in enrollment, contributing to a decline in REV's enrollment. Additionally, REV's [boundary](#) has a higher number of students living in Group Homes compared to the other high schools in the district. The large Hispanic population is also reflective of shifting demographics within our district's boundary. While the total number of students in REV's population has slightly declined, REV continues to see a rise in students with specific needs. REV, along with Redlands Unified, has put forth significant efforts ([Academic Case Carriers](#) and the [Wildcat Sanctuary](#)) to ensure that it has adopted programs to meet the varied needs of its diverse student population.

### Student Performance Data

#### California Dashboard



## ELA/MATH/SCIENCE Test Scores

### **Current Data Trends:**

Student performance in [English Language Arts](#) has shown slight improvement for the 2024 testing year. The data reveals an improvement in the percentage of students meeting or exceeding standard on the Grade 11 CAASPP English Language Arts/Literacy assessment. Although this increase was shown on REV's dashboard as being an area of strength, it should be noted that the percentage of students exceeding the standard dropped from 33.1% in 2021-22 to 29.5% in 2023-24 while the percentage of students meeting the standard increased by 4%. Since 2022, the percentage of students nearly meeting the standard increased from 19.06% to 21.2%, and those not meeting the standard declined from 18.81% to 16.34%.

Performance among specific groups, such as Students with Disabilities, Hispanic students, and African American students, showed mixed results. Students with Disabilities saw an increase in those meeting the standard, from 5.26% in 2021-22 to 30% in 2023-24. Hispanic students demonstrated a shift from a 5% drop in exceeding standard to a 10% increase in meeting standard in 2023-24. African American students had a decrease of 17.5% in students not meeting standard in 2023-24.

### 2. [Mathematics](#)

Over the past three years, there has been a noticeable stagnation in the percentage of students meeting or exceeding standards. For Grade 11 CAASPP Mathematics, the percentage of students exceeding or meeting standards dropped 2% since 2021-22 and has been 35% for the past two years. For all students, the "Applying Mathematical Concepts and Procedures" portion showed the greatest area of need. Special programs data, including English Learners and Students with Disabilities, reflect significant achievement disparities compared to other student groups. Hispanic students have seen a notable decrease in the Communicating Reasoning sub-score for the past three years.

### 3. [Science](#)

REV's CAST scores improved significantly in 2024, increasing from 13.9% to 34.7%. To further support students in science, REV is in the process of creating and implementing common assessments that align with the NGSS standards, with the first implementation in the spring of 2024. Additionally, REV currently only tests 12th-grade students who often have not had a science class within 1-2 years, so starting in the 2024-25 school year, students will be encouraged to take a third and fourth year of science in the 2025-26 school year. Beginning in 2024-25, students who opt out of a third year of science will be required to meet with their counselor to discuss the choice.

## **Benchmark Data**

### [Overall Benchmark Performance](#)

Redlands Unified utilizes benchmarks that are required for math, english and science (starting 2023-2024) classes and are required to be given during certain [time frames throughout the school year](#). Mathematics performance varied widely across classes and benchmarks. Math I Benchmark II and Math IA Benchmark

III showed the lowest performance levels, though these results did not fully represent the performance of entire classes.

In English Language Arts (ELA), fewer than 30% of students across all grades and benchmarks fell into the “do not meet standard” category. The strongest overall performance on benchmarks was observed among Grade 11 students.

### English Learner Performance Data

Data trends indicate a steady English Learner reclassification rate at approximately 9% annually, which exceeds the district average. ELPAC assessment scores reveal mixed outcomes. Level 3 proficiency has remained steady at approximately 33%, but Levels 1, 2, and 4 proficiency rates have varied, suggesting a need for designated support to enhance English proficiency and address challenges in advancing students to higher levels of proficiency. Lastly, there is a major discrepancy between Level 4 Oral scores and Written scores. Written scores indicate an area of struggle for the majority of EL students, representing an area of need for reclassification as well as success on standardized assessments.

#### **Analysis:**

Math CAASPP scores have not improved and remain around 35% of met/exceed for the past two years. There recently was a change in [course offerings](#) (removing the Consumer Math course) to give access to a more rigorous curriculum for all students taking math. Teacher assignments have also been changed to accommodate new course offerings (AP Pre-Calculus course added). The portion of the CAASPP test of "Applying Mathematical Concepts and Procedures" showed the weakest performance indicating a need for targeted interventions and potential professional development for teachers to support student achievement in this area. Additionally, there is no longer formal tutoring offered before/after school each day, with tutoring only offered by teachers on their own time. Benchmark data shows that students are performing higher on these when compared to CAASPP performance raising awareness that benchmark fidelity and data analysis of performance should be a priority among teachers. However, it should be noted that students at REV continue to perform well in [AP math courses](#). Additionally, REV is seeing increased participation in AP math courses and Dual Enrollment math courses.

English has shown success with scores improving, which potentially may be attributed to strategies driven by school-wide [best practices at staff trainings](#). Additionally, Hispanic students showed an increase in performance on ELA CAASPP which potentially coincides with the decline in percentage of EL students at REV, and performance on the ELPAC.

While science scores improved drastically for the 2023-2024 year, science teachers are still gaining familiarity with the test through [department trainings](#). RUSD is still planning the best timeframe to test students as students are currently testing their senior year which can be a two year gap since students have had a science course. Redlands Unified started implementing in 2023-2024 students participate in [3 years of science](#) to help further prepare students for the CAST exam.

The benchmarks were recently rewritten for Math and English, while Science is still writing benchmarks for physics. REV needs to continue to improve the number of students meeting and exceeding standards in ELA, math, and science, as well as decrease the percentage of students not exceeding standards in math, specifically targeting underperforming groups.

### College and Career Preparation

**College and Career Readiness Indicator:** From 2019 to 2024, the percentage of students deemed prepared for college and career decreased slightly from 53.8% to 50%, though data gaps from 2020-2022 affect trend analysis. Preparedness increased for Asian (+9.8%) and White (+12.6%) students but decreased for Homeless Youth (-6.4%) and students identifying with Two or More Races (-0.6%). These shifts underscore the need for strategic plans to address equity gaps.

**Career Technical Education Completion Rates:** Completion rates for Career Technical Education (CTE) pathways have risen significantly for the 2023-2024 school year. However, rates vary among demographic groups, including Hispanic, White, English Learners, Students with Disabilities, Homeless students, and those facing socioeconomic disadvantage.

**Advanced Placement Data :** Advanced Placement performance has shown notable improvement, with an 13% increase in the percentage of students scoring 3 or higher on AP exams in 2024. The percentage of students passing at least two AP exams rose from 17.1% in 2020-2021 to 47% in 2023-2024. Improvements were especially significant among Socioeconomically Disadvantaged and Homeless students, while Asian and White students consistently achieved high passing rates.

**Students Meeting A-G Requirements:** In 2023-2024, 45% of graduates met UC/CSU requirements, though significant disparities persist among demographic groups, particularly African American and Hispanic/Latino students.

#### Analysis

The majority of REV's students that show College and Career Preparedness do so through A-G completion and AP test scores. REV's open enrollment policy for both AP Classes (increase in course offerings), and increasing [Dual Enrollment](#) class offerings are areas of focus to help increase CCI measures. Additionally, CTE completion rates have improved due to the provision of a greater variety of classes tailored to students' specific interests, as well as an increased awareness of CTE courses among counselors and students. To ensure that students are participating in the best courses for their post-secondary objectives, the ELA department worked with the counseling department to create a [4-year pathway](#) that explains which courses would be best suited for each pathway. CollegeBoard is also updating their courses and exams, which means AP teachers are being retrained to use new rubrics and curricula, along with new resources on [AP Classroom](#) specific to each subject. We have several new teachers who now teach an AP course since the MidCycle Report, which may explain the uptick in AP scores as they are more familiar with the new changes. However, there are still significant differences among subgroups (particularly Students with Disabilities) for students who are considered College and Career Prepared.

<b>Graduation Report and School Climate</b>
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<b>Graduation Report</b>			
	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Cohort Graduation Rate</b>	93.7%	92.2%	90%
<b>Graduates Earning a Seal of Biliiteracy</b>	6.3% (28)	No Data	12.5% (29)

**Graduation Rate**

The graduation rates for REVHS from 2022-2024 varied across different demographic groups, with overall schoolwide rates declining from 93.7% to 90% and notable disparities among student subgroups such as English Learners (70%) and Students with Disabilities (64%). It should be noted that an Alternative Diploma program starting in 2025-26 for students with Extensive Needs (Mod/Severe) which will positively impact further graduation rates for Students with Disabilities. The graduation rate is typically higher for REV compared to the district, except for the 2023-2024 school year.

**Chronic absenteeism**

The chronic absenteeism rates have shown a steady decline over the past three academic years, decreasing from 27.7% in 2021-2022 to 18.7% in 2023-24. While the overall percentage remains relatively high, the downward trend indicates that students are missing less school on average. Specific groups, such as English Learners, Students with Disabilities, Hispanic students, and African American students, have demonstrated notable decreases in chronic absenteeism, though smaller subgroups have exhibited more variable patterns.

To support attendance expectations, REV has instituted electronic hall passes and improved tardy policies to monitor students and encourage students to stay in class. REV has also implemented a “[No Go](#)” list to help increase student attendance. Students placed on this list may not participate in any extracurricular activities until their name is removed by doing community service or Saturday school.

**Suspension and Expulsion Rates**

There has been a slight decrease in the percentage of suspensions across most subgroups for the 2023-2024 school year. Foster Youth remained the highest percentage of suspensions (although showed decline in percentage from prior years). African American students were the only group of students that showed a slight increase in percentage of students suspended.

<b>Perception Data:</b>
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**Staff End-of-the-Year Survey Results**

Staff perception data indicates growing areas of strength in academic expectations, fostering a growth mindset, behavior expectations, student safety, and attendance support.

**Counseling Report (2023) (2024)**

The [Wildcat Sanctuary](#) data indicates the greatest area of student need is support with anxiety and depression. Exit data shows students report reduced symptoms after utilizing services provided by the Wildcat Sanctuary.

### Parent Survey

Parent responses indicate REV's strengths are high academic and attendance expectations, and that the school provides opportunities for students to succeed after high school. Parents did, however, report that an area of need is offering more support to struggling students.

### Student Survey Data

REV utilizes district student surveys (Kelvin Education) to monitor culture on campus. More than half the student population feels a sense of belonging, and overall, REV students report an increase in [school culture](#) on campus. [Student Focus Group Survey data](#) aligns with the staff and parent survey results.

### Senior Survey Result/Post high school plans:

There is a growing trend with respect to graduates' post-secondary plans, with a notable shift from 4-year to 2-year colleges. However, a large percentage of REV's graduates continue to plan to attend higher education after graduation. Students report that A-G courses and AP Classes are the most relevant to their plans after high school.

### **Analysis:**

Graduation rates are traditionally high for REV, but there has been a decline in graduation rates the past three years. This is consistent with the district's graduation rate among the other high schools and is partially due to students transitioning to Adult Education in their senior year if they are behind in credits.

Overall, attendance has shown an improvement; however, REV needs to work on improving attendance in our lower-performing subgroups. There has been a push for students to be more involved at REV (called "School Plus 2"). Data is collected using [5-Star](#) which tracks participation in clubs and attendance at events (sports, arts). While there has been an increase in participation since the beginning of 2023 when the use of 5-Star began, student participation and involvement remains an area of focus for all student groups.

There remains a need to decrease suspensions but one potential reason for the gradual decline in suspensions could be attributed to the inception of the [Wildcat Sanctuary](#) (initiated in 2023) which offers students a safe space to meet with counselors at any time during the school day. The Wildcat Sanctuary addresses mental health needs, with most check-ins focusing on anxiety, depression, and emotional adjustment, complemented by activities like mindfulness and suicide prevention.

### **Major preliminary student learner needs based on the data**

- Performance in math CAASPP remains a concern as overall performance across all student groups is low and the percentage of students not meeting standard is high.
- The graduation rate has declined over the past two years among all student groups and dropout rates have increased

- There is needed interventions/supports for students struggling in addition to offering credit recovery courses.

**Important questions to consider in focus groups that have been raised by the analysis of student performance, demographic and perception data.**

- What instructional practices and interventions are in place to support student academic performance, specifically in math?
- Why have College and Career Indicators remained steady (even shown significant increase in AP participation and performance data) yet graduation rates have shown a decline in the past three years?
- What effective practices does REV utilize to increase student attendance and participation?

## Chapter 3: Self-Study Findings

### Category A: Organization for Student Learning: Vision and Purpose, Governance, Leadership, Staff, and Resources

#### *Criterion A1: Vision and Purpose*

Since our last WASC visit, Redlands East Valley has gone through extensive administrative changes. We now have a new principal and three new assistant principals. REV has maintained high expectations and accountability for staff and students and we feel we are moving in the right direction with our goals. Our school wide student learner goals were created to reflect the tenets of the [REVWAY](#), and as a staff we revisit the goals every accreditation cycle to make certain that they are in line with our mission and standards. REV provides access to the schoolwide learner goals to students and parents through its [website](#) and student handbook, detailing academic and behavioral expectations. On the first Friday of the school year, the whole school participates in lessons about the tenets of REVWAY. Staff engage in weekly meetings to align subject area goals with the school mission. The Mission of Redlands East Valley High School is to create a respectful, inclusive, 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.

Redlands East Valley promotes inclusivity and equity within core subjects, electives and extracurricular programs. A collaboration model is used to help students with IEPs in core classes. English and Math SAI classes have full time content instructors as well as a Special Education teacher, allowing both to present lessons and work together to promote student success. Science and social studies classes have paraprofessionals to help with accommodations that any student's IEP requires. Students with Disabilities are mainstreamed in PE, Link Crew and some electives. The development of an alternative diploma for students with moderate to severe special needs further supports equity. REV has a full time ELD teacher that works with all levels of students facing language barriers. The robust master schedule caters to diverse student interests and educational goals, featuring [A-G requirements](#), Advanced Placement (AP) courses, Career Technical Education (CTE) courses, Regional Occupational Program ([ROP](#)) pathways, Dual Enrollment opportunities, and an array of electives. The [career center](#) supports college planning, while regular counseling check-ins help ensure students remain on track for graduation. All students are provided a Chromebook (and a hot spot if needed) for school as well as access to all necessary class materials such as textbooks and online resources, as guaranteed by the Williams Act.

REV communicates its vision and schoolwide learner goals to all stakeholders through various channels, including the School Site Council, PTSA, and school events like [Becoming A Wildcat](#) Day, Back to School Night, Athletics Night, Club Fair, and Link Crew freshman orientation and check-ins. These events foster community engagement and understanding of academic expectations such as A-G graduation requirements, athletic eligibility and extra curricular opportunities. Communication platforms like the Aeries portal, ParentSquare, and Google Classroom provide updates on academic progress. Counselors support families through individual meetings and classroom visits, [emphasizing pathways to graduation](#). Counselors also meet with middle schoolers to help them with their transition into high school. The school's marquee, daily bulletin, social media, grade level Google Classrooms, and [REVWEEK](#) videos keep students informed of campus updates.

#### **Criterion A2: Governance**

REV's mission statement is in direct alignment with [Redlands Unified School District's mission statement](#). The governance model is clearly outlined through Board Policies and Administrative

Regulations, [accessible on both the school and district websites](#). At the start of the school year, staff are informed about the specific responsibilities and departments each administrator manages. Additionally, an administrative secretary maintains a digital [HUB](#) with quick links to essential school and district documents for staff use. Staff members are also assigned district-mandated Keenan Safe Schools and [Department of Justice training sessions](#) to stay informed on updates to state and federal laws that influence district policies. The Redlands Unified School District [Board of Education](#) is made up of 5 members of the community. They meet twice a month on the second and fourth Tuesday. Board meetings are open to the public and streamed live online. The school board, in conjunction with district administration, sets policies, expectations and approves curriculum in alignment with the state of California and the Common Core standards. They also are in partnership with the Regional Occupational Program (Colton-Yucaipa-Redlands) to offer courses that prepare students in future career paths, such as aviation, culinary skills, auto maintenance, video production and video game design.

### **Criterion A3: Leadership for Learning**

The school's leadership, faculty, and staff assess student learning through staff meetings, department chair meetings and content team collaboration. Data is collected from a wide range of sources, including our D/F rates, district-written [benchmarks](#), [Kelvin](#) surveys, and 5-Star. The data gathered is analyzed by the teams listed above and informs our course of action to better address our students' needs and schoolwide learner goals.

The [bell schedule](#) has been changed to allow for these weekly collaborations. These meetings are with either the entire department, content specific groups or special groups like AVID. Through these meetings, staff and leadership determine strategies and actions through best practices, sharing assessment data, and staff development as needed.

Administration and faculty leadership demonstrate shared decision-making through various groups. Faculty have a voice in decision-making by being a part of the School Site Council, safety team, equity team, PTSA, AVID team, graduation committee and department chair staff. Staff, counselors and administrators have input with student IEPs, 504s and class placements; all with the goal of giving students the best possible route to being successful. Department chairs along with administration and classified staff regularly participate on interview panels for new hires.

The School Site Council, consisting of parents, teachers, administrators, and classified staff, meets regularly to allocate funds that support the goals of Redlands East Valley High School. The School Site Council develops the School Plan for Student Achievement ([SPSA](#)) by analyzing disaggregated student achievement data to identify key learner needs and align academic and school climate goals with district [LCAP goals](#). The SPSA outlines goals, actions, timelines, and expenditures to address these needs effectively. REV's school wide action plan includes two main goals, one focusing on student engagement and the other on academic achievement. The first goal includes funding for [Link Crew](#), VAPA, [AVID](#), CTE and academic teams such as Mock Trial and Academic Decathlon. These programs help students engage in school culture and activities which leads to increased attendance. Site funds are also used for school-wide AVID faculty professional development, and district LCAP funds pay for AP/SAT/ACT tests to help increase students' participation and preparation for post-secondary goals. The second goal is focused on academic achievement, this includes focusing on implementing state standards in core subjects, creating tier two and three academic support like tutoring and online programs. This goal is also focused on helping our EL students with their reclassification status. Finally, the goal is designed to supplement AP programs with textbooks and additional curricular resources.

**Criterion A4: Qualified Staff and Professional Development**

The leadership at REV ensures that all staff members are highly qualified and prepared to meet the diverse needs of our students. REV has an instructional focus for best practices centered on [rigor, support and engagement](#). Administrators utilize Progress Adviser to monitor instructional practices in these categories and ensure that instructional time is being used effectively. Our CTE and Visual and Performing Arts (VAPA) teachers bring industry experience to their classrooms, further enriching the educational experience.

Staff evaluations are conducted systematically, with permanent staff evaluated every two and five years, while probationary staff receive annual evaluations. This evaluation process is designed to promote professional growth, ensuring that our educators are continually developing their skills and pedagogical approaches. In addition, staff are encouraged to attend conferences. For instance, select math teachers attend the California Mathematical Conference (CMC) to learn and implement modern teaching strategies that directly impact student engagement and understanding.

Professional development at our school is strong and varied, providing staff with the tools they need to enhance their teaching practices. All staff engage in regular training sessions, including the AVID Summer Institute for various teachers and AP Summer Institute for AP teachers. Additionally, REV hosts professional learning opportunities with guest instructors and hold a whole-site professional development day each November. Our commitment to ongoing learning extends to collaboration meetings within each department, fostering a culture of sharing best practices and addressing instructional challenges.

Administration schedules training based on district needs, many of which in 2024-25 are mandated Department of Justice trainings. Some trainings have also been dedicated to [AVID strategies](#) (increasing WICOR and the use of essential questions), or data discussion about our test scores or survey responses. [Monthly and weekly staff meetings](#) provide platforms for discussing student performance and reflecting on benchmarks in math, science, and english. The insights gained from these discussions guide our instructional strategies and help us tailor our approaches to meet the specific needs of our students.

**Criterion A5: Resources**

The leadership at REV is actively involved in resource planning and allocation decisions that align with the needs of students and personnel. Regular department and department chair meetings facilitate collaboration among staff, ensuring that resource allocation is strategically aligned with our schoolwide action plan and the LCAP. Representation of staff on the School Site Council and PTSA fosters a collaborative approach to decision-making, while our student representatives on the LCAP committee and student trustee on the Board of Education ensure that student voices are included in district resource planning discussions. This engagement promotes accountability and responsiveness to student needs.

Transparent district and school procedures are established to develop an annual budget, conduct audits, and follow quality accounting practices. Budget meetings and Site Council meetings are open to non-voting members, including parents and staff, ensuring transparency in financial decision-making. Additionally, all clubs on campus follow a structured process for reviewing and approving purchase orders through the ASB. Inventory checks are conducted every summer against the master schedule, enabling us to verify resources and instructional materials are adequate for every student. If supplemental texts are needed, the site promptly provides them, ensuring all students have the necessary materials for their educational success.

We have implemented effective policies and procedures for acquiring and maintaining instructional materials and equipment. Each student is provided with a 1:1 device to facilitate digital learning, and hot spots are available for those who require internet access. Our site tech renews and checks Newline boards

every summer, ensuring that technology remains functional and up-to-date. Moreover, our full-time maintenance technician and custodial team conduct regular rounds to maintain clean and well-kept facilities, contributing to a positive learning environment. We also have a work order system in place to address ongoing needs promptly.

One of the most recent additions to our campus is the [Wildcat Sanctuary](#). It was built in conjunction with the San Bernardino County Cal-Hope grant for SEL. The goal of the Sanctuary is to give students a place to go for mental health support. It is staffed with on-site counselors who are there to provide the necessary guidance to students and get them back to class. The Sanctuary hosts group sessions, therapy dogs and one-on-one counseling to any student who is struggling with mental health issues. It is open everyday and maintains a full-time secretary.

REV's facilities are designed to support student achievement and the educational program. Safety measures are in place, including a single point of entry, the RAPTOR system for visitor check-in, and regular security patrols throughout the site and after-school activities. Procedures for safe and secure lockdowns are reviewed regularly, and a safety committee monitors compliance with safety protocols. Aeries is utilized for attendance tracking, while the 5-Star system monitors student movement, ensuring the safety and well-being of our students. The presence of safety officers and ongoing collaboration with our safety committee further enhances our commitment to maintaining a secure environment conducive to learning.

### **Category A Strengths and Weaknesses**

#### Areas of Strength

- REV supports diverse learning needs through collaboration between Special Education and core teachers, mainstreaming students with disabilities, and tailored programs for ELD students, ensuring equitable access to education.
- REV keeps stakeholders informed through platforms like Aeries, ParentSquare, and school events (e.g., Back to School Night, Link Crew), promoting transparency and community involvement.
- REV prioritizes staff growth with regular evaluations, mentorship, and professional development programs like AVID and AP Institutes, ensuring teachers are well-prepared to support students.

#### Areas of Growth

- The extensive administrative changes, including a new principal and three new assistant principals, may disrupt continuity, consistency in leadership, and long-term goal implementation.
- Professional development training to help increase effective teaching strategies to meet students' learning needs as well as to know day-to-day school practices/procedures is needed.

## Category B: Curriculum

### ***Criterion B1. Rigorous and Relevant Standards-Based Curriculum***

Redlands East Valley content areas follow the current Common Core State Standards (CCSS), state frameworks, AP audit-approved syllabi, and other related official standards (e.g. CTE and CA Model Library Standards). Curriculum is vetted by district committees with representation from each school and is selected to not only fulfill graduation requirements but also to align with school-wide learner goals and the district graduate profile, thereby equipping students for success in both college and their future careers. Science and world languages (Spanish and French) have recently adopted textbooks that align with the state frameworks. ELA, math, and science revise their respective scope and sequences as needed to ensure the standards are being taught thoroughly at each level. Math follows an integrated model, while science follows a traditional pathway with partial integration of other science subjects for students to gain exposure to all NGSS standards regardless of their course pathway. Visual and Performing Arts programs follow state standards with performance-based feedback, while social studies adopted a new curriculum in alignment with the revised state framework in 2020 (note: the curriculum for Economics and Government has remained unchanged since 2016), which emphasizes rigorous, real-world application of concepts.

The school offers a diverse selection of Advanced Placement (AP) and Honors courses across all subject areas, with each AP class adhering to the comprehensive course and exam descriptions established by the College Board. Any student can register for Advanced Placement/Honors classes. Additionally, RUSD pays the exam registration fee for all students enrolled in an AP course, further providing open access to all students to our most rigorous curriculum.

All courses and programs at REV are designed to be rigorous, relevant, and accessible to every student, including those with special needs and English Learners. The inclusion model implemented in 2021 ensures that Special Education students participate in co-taught core classes, providing equitable access to general education curricula. Designated instruction supports English Learner students in developing the necessary skills to pass the ELPAC test as well as succeed in academic coursework.

REV offers numerous Career Technical Education (CTE) and Regional Occupational Program (ROP) courses available to all students which align to post-secondary labor market demand, and which provide technical, academic and employability knowledge and skills. Many courses are articulated with local community colleges and partnerships. Through Crafton Hills College, REV also offers a robust variety of Dual Enrollment (DE) course options and has the largest enrollment in DE courses among the district high schools. In addition, we offer a wide range of visual and performing arts classes to support students' career-ready skills in creative problem-solving, original design work, time management, and visual communication. Students in the Performing Arts program are acquiring industry-relevant skills, mastering music literacy, and exploring various musical styles. It should be noted that there remains a need to track progress of students' completion of a second year CTE pathway to help increase College and Career readiness.

The district-wide online credit and grade recovery program, offered through Imagine Learning (Edgenuity), runs during 0 and 7th periods, along with two sections during the school day. Students complete self-paced courses in class, where teachers provide support, and smaller special education classes offer additional help. A math teacher is required for math courses due to the course difficulty online. All courses align with Common Core State Standards and are regularly updated to stay relevant, helping students regain credits, improve grades, and maintain A-G eligibility.

In 2021, REV (all of RUSD) implemented a co-teaching inclusion model for Special Education students in core subjects. This model has led to a slight increase in CAASPP performance for Students with Disabilities over the past three years, though ongoing efforts are needed to achieve greater improvements.

Teacher-selected supplemental materials are used to support the scope and sequence/State Standards. In math, teachers face challenges with the alignment of the Walch (2015) textbook to Common Core standards. To bridge gaps, supplementary resources like Delta Math, Math Medic, Kuta Software, and Desmos activities are used within the RUSD Scope and Sequence, supporting differentiated instruction. To support students who need extra assistance, Math I has also added “Unit 0” to the Scope and Sequence to strengthen foundational skills, ensuring students are well-prepared for high school mathematics. The math department also has Summer Bridge courses for Math IHH and Math IIIH for students who wish to take a supplementary course before moving from a regular to an honors course the next year. This has helped those that wish to transition as scores for the “exceed standard” increased 3% for the 2024 CAASPP test.

REV prioritizes rigor, engagement, and support strategies across all subject areas. Administrators are currently using Progress Adviser to collect baseline data on the use of these strategies during drop-ins that will then be used by content teams to support instructional planning. Additionally, being an AVID demonstration school, teachers at REV employ the WICOR framework, (73% of staff trained), to improve writing, reading comprehension, and organizational skills which has helped increase ELA scores. Students develop essential skills like focused note-taking, computation, and critical analysis through AP courses and collaborative study groups. The focus on AVID strategies and WICOR has led REV to achieve recognition as a National Demonstration School, with revalidation in April 2024. REV maintains a Best Practices E-Binder which all teachers can access, reflecting our commitment to educational excellence.

Most of REV’s students demonstrate college and career readiness through A-G completion and AP test scores. Efforts to improve College and Career Indicators include expanding AP and Dual Enrollment course offerings, increasing CTE completion rates by encouraging students to complete both the Capstone and the Concentrator courses, and raising CCI awareness through 4-year academic plans. The ELA and counseling departments have collaborated to create a 4-year pathway guide to help students align course selection with post-secondary goals. Counselors also discuss pathways with students during middle school visits. AP teachers are undergoing training on updated rubrics and curricula, contributing to improved AP scores. Additionally, in response to the evolving needs of our students, REV has revised Career and Technical Education (CTE) pathways to better align with current market trends (note: Aviation replaced Mental Health in 2024-2025). While three years of math and science are not mandatory, they are strongly encouraged to boost academic proficiency and A-G completion. The English department is refining vertical articulation to create consistent learning experiences across all levels. Despite these efforts, gaps remain among subgroups, particularly Students with Disabilities, in achieving college and career preparedness.

Curriculum in RUSD is designed to create connections across subjects. For instance, English 10 and World History often coincide in their historical time periods, allowing students to explore overlapping standards and topics. Similarly, English 11 and U.S. History share a common historical narrative, where students engage with historical documents while discussing rhetoric in their English classes. The Arts and English departments collaborate by focusing on note-taking standards, while English and science work together on writing techniques and sharing effective notebook practices.

The science and math departments are also making strides in integration. For example, in Integrated Math I, students learn to solve for unknown variables in physics equations, and in Biology, they represent and

interpret data using various types of graphs. This cross-disciplinary approach not only enhances understanding but also reinforces mathematical concepts in real-world contexts. Writing has become a strong emphasis within the science curriculum, where students are taught to use the Claim, Evidence, Reasoning format for all lab reports and conclusions.

### **Criterion B2. Equity and Access to Curriculum**

The school demonstrates a commitment to equity and access to curriculum, ensuring that all students can engage with the full range of programs offered. The effectiveness of this approach is evidenced by the variety of initiatives and events designed to support students in their academic and career aspirations. Through comprehensive personal learning plans, each student receives personal assistance to meet the requirements for graduation and pursue their individual academic, personal, and career goals.

Counselors play a crucial role in this process, providing grade-level lessons that include four-year planning and post-secondary planning, ensuring that students are equipped with the knowledge and skills to make informed decisions about their futures. Starting in 8th grade, counselors meet with incoming students from feeder schools and host an event (Becoming a Wildcat) where students tour the campus and see clubs/CTE pathways. A similar event is held for parents of in-coming 9th graders as well. Freshman surveys and Link Crew programs help in welcoming new students and promoting a supportive transition into high school. The Crafton Hills College Orientation conducted in the spring serves as a resource for 12th grade students, familiarizing them with the college experience. Additional initiatives, such as AVID college visits, PSAT/SAT & FAFSA days, and the annual offering of the ASVAB, further demonstrate the school's dedication to preparing students for post-secondary success.

One of the pillars of the school's commitment to equity and access is the Options Fair (ROP) where students can interact with representatives from trade and technical schools, as well as military recruiters. This event provides students with a platform to explore diverse post-secondary options, reinforcing the notion that education extends beyond traditional academic routes. Furthermore, the RUSD College Options event allows students to self-guide through various community colleges in California, gaining insights into the programs available to them. The school also hosts a Week of Visits from universities that guarantee admission for qualifying REV students, ensuring that students are aware of their options and the criteria for success.

Students have additional access to our Career Center, which provides programs and services tailored to their career exploration. Students visit the Career Center each week to discuss their post-high school plans, whether they aim for military service, community college, four-year universities, technical schools, or obtaining work permits. They benefit from opportunities such as career shadowing, extensive career research resources, and professional visits from diverse workforce personnel. However, to enhance this experience, we recognize the need for more than one Career Center coordinator across the district.

The REV Library/Media Center serves as a vital resource for students, supporting their personal learning and future plans. Our full-time credentialed Teacher Librarian assists students in researching educational options and career paths, while the acquisition of materials is tailored to students' interests and needs, ensuring that resources are relevant and accessible. She collaborates with teachers on research projects, teaching students information literacy and research skills, helping students to gain these skills vital to success in today's information age.

Furthermore, the introduction of new Career and Technical Education (CTE) options and Fine Arts (funded by Prop 28) such as Photography and Dance reflects the school's responsiveness to student

interests and market trends, ensuring that students have access to a diverse array of educational choices. In English 12, the ERWC curriculum incorporates “Ready to Launch” lessons that connect career infographics to lesson planning. The “What’s Next?” module, taught during the second semester for seniors, further emphasizes planning for life after high school, reinforcing the idea that education is a stepping stone toward future success.

Course enrollment patterns reflect the school’s diverse student population, with open access policies ensuring that all students, regardless of background, can enroll in AP, Honors, and Dual Enrollment courses. Our commitment to inclusivity and representation has been recognized with a Bronze Award from the College Board for the past two years, showcasing our dedication to providing access to AP programs for diverse populations. To support underrepresented groups, the counseling department works proactively to identify and encourage students to take advantage of these advanced opportunities.

Real-world applications are integrated throughout the curriculum at REV. For example, Visual Arts students develop career-ready skills in Photoshop, time management, and project planning, while Performing Arts students gain hands-on experience in conducting, directing, and choreographing performances. CTE programs emphasize practical skills, such as obtaining food handler certifications in Culinary Arts or drone licenses in Aviation. Physics and Engineering students participate in Physics Day at Knott’s Berry Farm, applying classroom concepts to real-world scenarios. In our automotive repair Regional Occupational Program (ROP) class, students attend NHRA drag racing seminars to explore careers in mechanics. Guest speakers in our video game design class discuss pathways to entering that industry. Additionally, field trips to Valley College expose advanced auto students to real-life programs that enhance their skills. In science, physics and engineering students enjoy a unique learning experience during a Physics Day at Knott's Berry Farm, where they delve into the physics and engineering behind various rides. They utilize resources like pHet simulations, textbooks, and Gale Interactive activities, allowing them to incorporate real-world examples into their learning through claim, evidence, and reasoning.

In our school community, we believe that collaboration among parents, students, and staff is essential to empowering students to make informed choices that align with their interests and aspirations. This approach also fosters a sense of belonging and support within the school community, promoting mental and emotional well-being. Engagement in career exploration and preparation not only equips students with critical skills but also instills confidence in their ability to succeed in their chosen paths. The emphasis on personal learning plans ensures that each student receives the guidance they need, further contributing to their overall sense of security and motivation.

REV’s focus on collaboration with parents and students is rooted in various resources and initiatives that aim to enhance student engagement on campus. The AERIES Portal serves as a vital tool for students, parents, and teachers to monitor students’ grades and graduation progress, and aids them in making informed decisions about courses and electives for their post-secondary journey. Parent Square is used to make regular announcements via phone calls and email to keep families updated about school events and initiatives, ensuring that everyone stays informed and engaged. This tool ensures that messages are translated into parents’ primary languages, allowing them to engage with their child's education more fully. Google Classroom is utilized for each grade level as a central hub for parents and students to access information pertinent to their 4-year journey (ex. Class of 2026). Google Classroom is also used by most teachers, making resources and assignments easily accessible to both students and parents. Parent nights and workshops provide additional resources for families, ensuring they are well-informed about educational opportunities.

Celebrating student achievements is another cornerstone of our collaborative efforts. The Arts Gallery serves as a vibrant showcase for student artwork, inviting parents to join us in celebrating these accomplishments. Students also have opportunities to view their peers' artwork during lunch at various points throughout the year, fostering a sense of community and pride. Events such as the collaborative Evening of the Arts provide a platform for families to connect with the school and appreciate the creativity of our students in all visual and performing arts domains.

Further enhancing communication, our Evening of Excellence event focuses on recognizing students in the Regional Occupational Program (ROP), highlighting our commitment to career readiness. Back to School Night is another vital opportunity for collaboration, where parents and students visit classrooms to engage with teachers. Counselors play an active role in this collaborative environment, presenting to all grade levels and providing essential information that supports students' academic and personal development. We encourage parent participation through various groups, including the PTSA, School Site Council, and Safety Committee. These groups provide parents with a voice in school decision-making and initiatives, further strengthening our community ties.

Our dual enrollment programs and CTE/ROP showcases offer students pathways to explore their interests and career options. Workshops such as FAFSA sessions in the Career Center are instrumental in guiding families through crucial steps in preparing for college. Our SEB CalHope Team works diligently to foster a positive school culture, while the Honor Court Luncheon and Academic Ceremony events highlight student achievements and encourage a sense of community. Finally, the 8th into 9th Parent Night serves as a bridge for incoming students and their families, providing essential information about the transition to high school.

Perception data indicates that REV provides opportunities for students to succeed after high school and parent perception also supports that REV is effective in communication measures. Student perception shows that there is an increase in students' sense of belonging/culture, but this remains an area of focus at REV as data shows REV slightly behind the district average.

### **Category B Strengths and Growth Areas**

#### Areas of Strength:

- Teachers consistently adhere to the scope and sequence aligned with California State Standards, ensuring a cohesive and rigorous academic experience that supports student mastery of essential content.
- The school offers a wide range of advanced courses, including AP, honors, and dual enrollment programs. These options challenge students academically and provide opportunities to earn college credits while in high school, preparing them for post-secondary success.

#### Areas of Growth:

- CAASPP math scores have remained stagnant over the past three years, indicating a need for improved instructional support and resources. Teachers have expressed concerns that the current textbook does not align well with California Common Core State Standards or adequately support differentiated instruction.
- The school needs to continue to increase the percentage of students prepared for post-secondary goals through CTE pathway completion, AP courses, Dual Enrollment, and A-G completion across all student groups.

## Category C: Learning and Teaching

### Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

At Redlands East Valley High School, all students have access to a rigorous and equitable learning environment. [Counselors](#) work closely with students to develop personalized pathways, ensuring that every student is challenged and supported. Counselors also meet regularly with students to discuss academic goals, monitor progress, and provide personalized support. The curriculum for all core subjects is aligned with state standards, the master schedule includes a range of challenging courses, and teachers employ a variety of instructional strategies to enhance student engagement and learning.

A range of opportunities are available to all students seeking to engage in rigorous coursework. Core subjects like [math](#), [english](#), and [science](#) are grounded in state standards. A-G approved courses prepare students for college, and our curricula are aligned to support success on CAASPP/ELPAC/CAST assessments. The [benchmark assessments](#) are aligned with our curriculum and allow teachers to pinpoint areas where students may be struggling or excelling. Teachers meet regularly and collaboratively to discuss how they can adjust their teaching strategies, and provide targeted interventions for their students based on the assessment data. This data allows teachers to compare performance between their periods, as well as to the site and district averages. While the benchmarks are aligned with our curriculum, student performance on these assessments remains an area for improvement for all subjects since there is still a discrepancy between higher benchmark scores compared to CAASPP/CAST scores.

The open enrollment policy used in scheduling AP and Honors courses ensures that all students, regardless of their background, have access to rigorous college-level coursework. This commitment to inclusivity is further evidenced by the [Bronze Award](#) which was granted by the College Board in 2023 and 2024, recognizing the diversity of students participating in the AP program. All AP courses adhere to College Board-approved standards, ensuring consistency and clarity of expectations for high-level learners. In recent years, the school has seen an increase in the number of students taking and passing an AP exam. In 2024 the school had [a 13% increase](#) in the number of students passing AP exams with a score of 3 or better. This positive trend demonstrates the effectiveness of the open enrollment policy and the alignment of AP courses with College Board standards.

Teachers and staff are committed to providing equitable access to rigorous coursework for all students. To support the diverse needs of our learners, we offer tiered support services, including specialized programs for Students with Disabilities. Inclusion classes ensure that students with mild-moderate disabilities have access to challenging yet supportive learning opportunities. For moderate to severely disabled students, a specialized diploma track was implemented in 2024-2025 to provide tailored support and pathways to success.

[Dual Enrollment](#) at REV is very robust. Courses allow students to earn college credit while still in high school and support a seamless transition to higher education. Counselors work with interested students to guide them through the [enrollment process](#) and address any questions or concerns. REV also offers a variety of multi level [Career Technical Education \(CTE\) pathways](#) that provide students with hands-on learning experiences and opportunities to earn industry certifications. For example, in our culinary arts program, students can obtain a food handler's certification, while aviation students can earn a drone license. The video production program equips students with essential skills for entry-level jobs, such as resume writing and interviewing. Students in this program have access to state-of-the-art equipment, including access to a sound studio and 4K cameras. These students participate in real-world projects like producing the weekly REV-Week video that focuses on site-related current events and school culture.

Teachers are encouraged to project this video for students each Friday at the beginning of second period. Other CTE pathways include automotive technology, video game design, athletic training, and engineering and design. These programs offer students the opportunity to develop skills in a variety of technical fields, preparing them for future careers or higher education.

Through structured academic planning, students receive personalized support to achieve their goals. [Counselors work closely with students](#) to develop personalized educational pathways during each of their academic years. [Freshmen](#) students meet with counselors to create a [four-year plan](#). As [sophomores](#), students meet with counselors to make adjustments as needed, while [juniors](#) and [seniors](#) receive one-on-one guidance to ensure they are on track for graduation.

All students at REV have access to a [variety of supports](#) to help them navigate the college search, application, and [financial aid](#) process. Counselors give grade level presentations to prepare students for choosing and applying to post-secondary institutions. Our [Career Center](#) teacher provides a variety of workshops focused on preparing and submitting the applications as well as navigating the FAFSA application process. A workshop is also available to parents to help them guide their students. Community College partners come on site to provide financial aid guidance once the FAFSA window opens. Lastly, our district has developed relationships with five partner colleges which provide free applications to our students, guaranteed admission and guaranteed scholarships to students that meet eligibility, and on-the-spot admission.

Teachers communicate learning expectations to students by posting learning objectives and A-G requirements in their classrooms. Teachers utilize effective instructional strategies, such as AVID's [WICOR framework](#), to engage students in meaningful work. Across all subjects, including AVID, Essential Questions are displayed to guide students through relevant content and objectives for each lesson. Our [school-wide implementation of WICOR](#) strategies (Writing, Inquiry, Collaboration, Organization & Reading) also promotes critical thinking, effective communication, and independent learning. By aligning curriculum with state standards and district expectations, REV ensures that all students have the opportunity to develop the knowledge and skills necessary for college and career success.

Our state-of-the-art library offers a variety of [resources and technologies](#) to support student learning and creativity. The library's 2020 redesign created a modular, accessible, and student-focused space, featuring interactive boards, podcast studios, video cameras and green screens, and a [maker space](#) equipped with 3D printers, 3D scanners, and other innovative tools. By providing opportunities for hands-on learning and digital exploration, the library empowers students to become active creators and critical thinkers. REV's library is open before, during, and after school. The library previously offered extended hours with additional student support, funded by LCAP funds. While this program was discontinued due to funding reductions, the library remains a valuable resource for all students, providing access to technology, books, and other materials.

REV is committed to providing rigorous and equitable learning opportunities for all students. Through a comprehensive curriculum aligned with state standards, students engage in challenging and relevant work that prepares them for college and career readiness. The school's focus on personalized academic planning and a variety of course offerings, including AP, Honors, visual and performing arts, and CTE, ensures that all students have access to rigorous and relevant learning experiences. While progress has been made in increasing access to advanced coursework, efforts to further improve college and career readiness, as indicated by the College/Career Indicator (CCI) rate, remain an area of growth. REV is aware of the decline in graduation rate, making the analysis of effective teaching strategies and supports pertinent to student long-term success a priority.

**Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources**

Teachers at Redlands East Valley High utilize a diverse array of evidence-based instructional methodologies to engage students and promote student agency, addressing the question of how teachers facilitate learning. These strategies reflect a commitment to student-centered learning, differentiation, and student empowerment across all departments.

REV is focused on streamlining [best practices](#) for both engagement and support for students across all subject areas. Additionally, being an AVID Demonstration School, a large majority of teachers implement AVID strategies. The AVID coordinator provides [training and support](#) to all teachers. These strategies include focused note taking, and continual training on how to [implement WICOR](#) in classrooms. [Essential Questions](#) are used across most subjects to guide students through relevant content and foster critical thinking, but teachers having students reflect on Essential Questions is an area of growth. The AVID counselors collaborate with elective teachers to ensure that students' schedules align with their individual needs and goals. Subjects such as social science and world languages lack a defined scope and sequence. Teachers in these subjects adhere to the respective California Framework and pace instruction based on the textbook, if applicable. For instance, our Spanish department adheres to a textbook-based curriculum. Our AP courses align with College Board standards with approved syllabi. The Visual and Performing Arts (VAPA) programs integrate relevant content standards into their curriculum, providing students with a [structured approach](#) to creative learning. To monitor teacher progress on implementation of these practices, administrators utilize [Progress Adviser](#) to document instruction observed related to rigor, support and engagement during informal classroom visits.

Teachers at REV employ a range of evidence-based instructional methodologies, including data-driven instruction, mentorship programs, and online credit recovery tools, to enhance student learning and foster student agency. The school's content area teams meet routinely to analyze data from multiple sources, including common benchmark assessments, which were developed by teacher teams facilitated by the district office and are administered 2-3 times per year in math, English and science classes. These assessments drive instruction and re-teaching if needed. A Teacher-On-Assignment (TOA) program allowed our instructors for many years to receive mentorship and assistance regarding their instruction and professional practice. TOAs were funded by our district office, but have since been discontinued due to funding reductions. The district office adopted the Edgenuity program, an online credit recovery program that allows students to recuperate credits before and after school with minimal impact on their regular schedule. Our Edgenuity lead is given a prep period to manage the program and monitor student progress.

New educators go through a week-long orientation program that allows teachers to receive mentorship from other teachers across the district. The district also offers Induction coaching for all first and second year teachers from a designated master teacher. These new teachers receive feedback on lessons and professional practice. This is in addition to professional development opportunities that are available to our staff such as AVID training or AP Summer Institutes for AP teachers. Our district also offers summer and winter professional development opportunities for all staff to improve their practice.

Across multiple departments, including [science](#) and English Language Arts (ELA), teachers incorporate graphic organizers and thinking maps to facilitate learning. These tools help students organize their thoughts, make connections between concepts, and promote critical thinking. In most science classes and in some math classes, [interactive notebooks](#) are used along with [focused notes](#) and summaries, while ELA leverages thinking maps and one-pagers to help students summarize key content. These strategies encourage students to visually organize their learning, promoting deeper understanding. Additionally, staff has been trained on how to identify Depth of Knowledge (DOK) levels and implement different

levels of DOKs in their courses. To prioritize this, during administrative walkthroughs, there is a section dedicated to assessing the DOK level of instruction. This helps ensure that teachers are accountable for delivering instruction across various cognitive levels. However, teachers still need further professional development on how to implement DOK levels 3-4 as scores on Math CAASPP and CAST continue to need improvement.

Although campus-wide strategies at REV provide support for struggling students, there remains a need for school-wide initiatives that offer assistance outside the classroom for the courses in which students are currently enrolled.

### **Math Department**

To enhance math instruction and student engagement, teachers utilize a variety of digital tools and strategies. Online platforms like Delta Math provide interactive lessons, practice problems, and video tutorials, allowing students to learn at their own pace and receive immediate feedback. Math Medic, another innovative tool, incorporates group work, self-assessment, and [focused note-taking](#) to foster student agency. By providing access to answers and online resources, teachers empower students to take responsibility for their learning. To ensure academic integrity and monitor student progress, GoGuardian is used to supervise online assessments.

### **Science Department**

Science teachers incorporate a range of instructional strategies, including the use of [thinking maps](#), focus notes, and inquiry-based labs, especially in AP and Honors courses. Labs often integrate [claim, evidence, and reasoning frameworks](#), which align with the CAST test and improve students' scientific writing abilities. These inquiry labs promote student autonomy by allowing students to explore variables and test their own hypotheses. This has led to an increase in overall CAST test scores for science for 2023-24 as students have gained more access/practice similar to the test.

### **English Language Arts (ELA) Department**

ELA teachers utilize varied instructional methods to accommodate diverse learners, particularly English Language Learners (ELL) and struggling students. Strategies include word banks, translational dictionaries, sentence frames, and vocabulary definitions. ELA also places an emphasis on higher Depth of Knowledge (DOK) level lessons to promote critical thinking, with a growing focus on project-based learning. Teachers use philosophical chairs and Socratic seminars to foster student discussion and encourage them to cite evidence in their responses, helping students develop argumentative skills and engage in deeper conversations. These strategies have been effective in engaging students in deeper learning, as evidenced by recent CAASPP English Language Arts/Literacy assessments that have shown an increase in student performance. Factors such as student disengagement, technology distractions, and decreased parental involvement continue to be challenges.

### **Social Science Department**

Social science teachers employ a variety of instructional methods to engage students and promote critical thinking. Lectures, discussions, and project-based learning provide opportunities for students to analyze primary and secondary sources, conduct research, and present their findings. The use of digital tools, such as Edpuzzle, enhances student engagement. By incorporating a range of instructional strategies, social studies teachers cater to different learning styles and promote an engaging learning environment.

### **World Language Department**

World language teachers use scaffolding of content to support language acquisition for learners of all levels. This includes diversified strategies to engage students with varying skill levels and in various modalities. Such strategies include the use of realia, flashcards, and comprehensible input to create engaging and meaningful learning experiences. Technology tools, such as Vista Higher Learning,

Kahoot!, online library databases, and G-Suite, are integrated to enhance student learning and practice. To further support student learning, world language teachers incorporate daily warm-up activities, essential questions, and guided notes to provide structure and focus.

### **VAPA**

The arts programs at REV foster creativity and student agency. Students are encouraged to explore their passions through a variety of artistic endeavors, such as theater, band, choir, dance, and visual arts. Honors Theatre Arts students have the opportunity to take on leadership roles in producing, directing and acting in their own shows. Band and choir students demonstrate their talents through performances, while visual arts students showcase their work in exhibits, where their pieces, ranging from digital art to ceramics, are displayed for the school community to appreciate.

### **Special Education**

Special education teachers differentiate instruction to meet the unique needs of each student, as outlined in their Individualized Education Program (IEP). Accommodations such as preferred seating, extended time, text-to-speech, graphic organizers, and cloze notes are provided to ensure accessibility and support student learning. The implementation of supported Inclusion classes has expanded access to general education coursework for students with disabilities. However, many students in Specialized Academic Instruction (SAI) continue to struggle with grade-level content, resulting in lower assessment scores.

### **Project-Based Learning (PBL)**

Project-based learning is a common strategy across departments, particularly in AP and Honors science, visual arts, and computer science courses. In the arts, students participate in "Evening of the Arts," a collaborative project that connects visual and performing arts through shared themes. In this event, student artwork complements live music performances, fostering a sense of community and collaboration. In computer science, project-based learning focuses on skills tested on the AP exam, ensuring students' learning is both practical and aligned with their assessments.

### **Collaborative Learning and Peer Support**

Peer interactions are a crucial element of instruction. In VAPA (Visual and Performing Arts), students receive peer feedback and collaborate with more advanced students. In ELA, student discussions are encouraged through strategies like Socratic seminars, which promote dialogue and critical thinking. Physical Education (PE) also emphasizes cooperative learning and peer teaching, ensuring students learn not just from their instructors, but from each other as well. This may in part contribute to data that indicates decreases in chronic absenteeism in 2023-24.

### **Multiple Modalities and Student Support Tools**

Teachers across disciplines employ multiple modalities of instruction—reading, writing, speaking, and listening—to reach diverse learners. Tools such as sentence frames, visuals, and one-pagers are commonly used to help students organize their thinking and express their ideas clearly. These [support strategies drive staff training](#) and are utilized to increase student support for learning. These strategies are especially beneficial for students with IEPs (Individualized Education Programs), who benefit from differentiated instruction in both general education and specialized settings.

By incorporating a wide range of evidence-based instructional strategies, including graphic organizers, project-based learning, and peer collaboration, teachers ensure that all students are engaged, supported, and empowered to take ownership of their learning. Whether through self-assessment in math, inquiry-based labs in science, or cooperative learning in PE, these methodologies promote both content mastery and student agency, ensuring that students have the tools they need to succeed academically and develop the skills necessary for college and career readiness.

## Technology

Technology plays a pivotal role in enhancing student learning at REV. Teachers across disciplines utilize a variety of digital tools to engage students and facilitate instruction. Google Classroom serves as a central hub for assignments, announcements, and resources. Online platforms like Pear Deck, EdPuzzle, and Kahoot! are used for interactive lessons and quizzes. Math students benefit from tools like Delta Math, Desmos, and MathExcel, while science students utilize [LabQuest](#) tools and electrophoresis machines for data analysis and experimentation. In English courses, students employ digital tools such as Canva, Kami, and Quizziz to create and analyze content. Social studies teachers leverage platforms like WeVideo, Nearpod, and UpFront to foster critical thinking and digital literacy. World language classes utilize Vista Higher Learning and other online resources to enhance language acquisition. To ensure accountability and support student learning, teachers utilize tools like GoGuardian to monitor student activity and 5-Star to track participation in school activities. The REVHS Library/Media Center provides technology tools to all students. These include [research databases](#), video cameras and greenscreens, podcast studios, 3D Printers and other technologies for use in both personal and school related projects. By integrating technology into the curriculum, REV empowers students to become digital citizens and prepares them for success in the 21st century.

## Category C Strengths and Weaknesses

### Areas of Strength:

- Technology has seen a massive improvement with not just availability to students, but also how teachers are implementing technology in their classrooms.
- A range of opportunities are available to all students seeking to engage in rigorous coursework. The open enrollment policy ensures that all students, regardless of their background, have access to rigorous college-level coursework.
- Content teams meet monthly to analyze data and collaborate on instructional practices to impact student learning.

### Areas of Growth:

- Although the school has a clear instructional focus (rigor, support, engagement), professional development and teacher collaboration on how to best implement these strategies to impact student learning remains a need.
- Although a range of instructional methods and technology tools such as Delta Math and Math Medic are being utilized, math scores on the CAASPP have not demonstrated improvement. This suggests a potential need for targeted adjustments in instructional strategies, teacher training, or student engagement methods to address persistent challenges in math proficiency.
- While evidence-based instructional strategies and tools are being employed across various departments, there is no designated intervention or tutoring time explicitly offered for students requiring additional academic support.

## Category D: Assessments and Accountability

### Criterion D1: Reporting and Accountability Process

At Redlands East Valley High School, the use of assessment data is integral to driving meaningful changes in school programs, professional development activities, and resource allocation as part of a results-driven and continuous improvement process. The assessment process involves the administration of a variety of assessments, score reporting to parents, students, and the community, and the analysis of scores by staff to guide instruction and program needs.

Instruction in all core content departments is aligned with a scope and sequence ([ELA](#), [math](#), [science](#)) or textbook pacing guide (social studies, world languages) that ensures equitable student learning experiences. To evaluate performance and growth, students take a variety of formal and summative assessments throughout the year across content areas. These assessments identify student proficiency within the curriculum's scope and sequence as well as how well prepared our students are for college and career. In October and February, English, math, and science teachers administer [district benchmark assessments](#) to monitor the progress of students towards grade level proficiency and ensure that instruction is aligned with state standards. These assessments correspond to the scope and sequences and highlight student proficiency within standards bands. Students participate in CAASPP testing during their 11th grade year, and CAST testing their 12th grade year each Spring, with scores released in the Fall to stakeholders. These scores serve as a critical metric in assessing performance levels in key content areas. [Interim Assessment Blocks and Interim Comprehensive Assessments](#) are also encouraged, however, these assessments are not given by all teachers at REV as they are optional per the district.

Advanced Placement tests are free for all students enrolled in that course through district LCAP funding, and REV offers the exams during the [College Board time frame](#). AP teachers are [re-trained](#) by the College Board every five years and AP data is regularly analyzed both schoolwide and by individual teachers to refine instructional practices. REV also offers the PSAT and SAT twice during the year, also funded by district LCAP. Students must opt in to take the exam, and [teachers proctor the exam](#). This bridges the gap for any student that is financially burdened to take these exams.

The [bell schedule](#) has been built to incorporate 8 block days to allow students sufficient time to complete benchmark assessments. The bell schedule also allows for Monday collaboration so that teachers can meet within subject area teams to collaborate and discuss student scores and progress. Department meetings and subject area team meetings, held at minimum once a month, provide an opportunity to [analyze data from district benchmark assessments, CAASPP/CAST scores, AP scores and scope and sequence alignment](#). These meetings aim to identify instructional gaps and areas requiring reteaching or further elaboration to improve student learning. School-wide data meetings are held to further re-evaluate instructional practices to close existing gaps and ensure comprehensive coverage of all standards.

Departmental discussions are conducted to determine appropriate weighting for various grading categories, such as tests, quizzes, homework, and participation. This collaborative process reflects our ongoing goal to establish common grading and scoring rubrics, fostering uniformity in how student performance is measured. Some departments have a common [syllabus](#) or grading rubrics (science) but REV has identified a potential need to work towards norming grades for each subject to monitor growth, and performance levels. If REV implemented a more standardized grading rubric across courses, it would enable teachers to identify learning gaps more effectively and provide counselors with a clearer understanding of D/F rates to assess performance levels. While data is distributed and accessible, staff must prioritize breaking down the specifics of each standard to pinpoint performance gaps within departmental areas. It should be noted, all credit recovery classes ([Edgenuity](#)) all follow a grading scale

that was determined by teachers specific to each course and all RUSD credit recovery courses follow these grade breakdowns.

The [Aeries](#) platform serves as our central grading and communication system, providing real-time access for teachers, students, and parents to monitor academic progress. The expectation is that teachers update grades and scores every two weeks at minimum in addition to official grading periods that occur eight times annually and are reported through Aeries. Counselors use the official grading periods to identify students in need of additional support (D/F list) and to monitor student progress toward graduation.

All students who receive specialized educational support are assigned to a special education case carrier which adds an additional layer of support for determining performance levels and monitoring progress. Case carriers support general education teachers by distributing Individual Education Plans and supporting teachers with the implementation of accommodations and modifications. Assessment results and progress monitoring for special education students is shared annually with all relevant stakeholders.

Inclusion classes have been added to our master schedule in English, math, social sciences, and science over the past three years, supporting the diverse needs of students through a co-teaching model. The Inclusion program was introduced for 9th-grade classes during the 2022-2023 school year. In 2023-2024, it expanded to include 10th-grade classes, and in 2024-2025, the program was implemented for 11th-grade classes. 12th grade will be added in 2025-26. This approach ensures that students with necessary accommodations receive targeted support as outlined in their educational plans.

The School Site Council (SSC) is a vital component of our school's continuous improvement efforts, and is tasked with developing and monitoring the school's improvement plan through data-driven analysis of student performance. The SSC functions as a collaborative forum for discussing educational goals, resource allocation, and strategies to address student needs comprehensively. By incorporating diverse perspectives from the principal, teachers, parents, and classified staff members, the SSC fosters a supportive, inclusive, and equitable learning environment aimed at promoting academic success for all students. Meeting six times annually, the SSC reviews multiple metrics—such as standardized test scores, attendance records, and demographic data—to identify trends and areas for targeted improvement. Disaggregating this data allows the council to pinpoint specific student groups in need of additional support. Insights and findings are then compiled into reports shared with parents, teachers, and the broader school community, ensuring transparency and fostering collaborative decision-making. This inclusive approach enhances accountability and empowers stakeholders to participate in decision-making that contributes to the overall success of the student body.

The Redlands Unified School District utilizes Kelvin Education, a [data](#) collection platform that uses pulse surveys to gather perception feedback from stakeholders. This data guides the development of site-specific professional development (PD) and programs in response to the identified needs of students and staff. While not an assessment, the new implementation of [5-star](#) data has allowed REV to monitor student engagement by tracking [which programs students participate in](#), to help allocate resources where they will be most impactful.

The Counseling Department meets weekly with an administrator and Career Center teacher to review graduation data, data pertaining to FAFSA, college and career opportunities, survey data, and other opportunities available to students. Students [complete a survey](#) at the end of their senior year to inform staff about which programs helped them during high school and what their post-secondary plans are. This data has helped provide services through our [Career Center](#) that is catered to student interest and helps inform master schedule planning. In addition, as a district, all counseling leads (a designated counselor) meet once a month to review data and programs, assess current practices, and plan future activities.

To further ensure that the needs and gaps within the school environment are addressed, REV administers an [End-of-Year Staff Survey](#) to staff. This survey provides administrators with valuable feedback to identify areas of strength, teacher needs, and gaps in the overall school environment. By using these data-driven approaches, REV demonstrates a commitment to continuous improvement, informed decision-making, and the strategic allocation of resources to support student achievement and professional growth.

The Redlands Unified School District demonstrates a commitment to assessing and improving educational programs and leadership expectations to foster students' academic growth. The Board of Education has established governance priorities that include "Academic Achievement for All Students" and "Fiscal Responsibility and Well Managed Resources." Each year all district administrators participate in a two-day Advance where they analyze data and solidify annual priorities with the Superintendent and his Cabinet. Additionally, RUSD's Educational Services Department oversees various programs aimed at supporting student achievement, such as Behavioral and Mental Health Services, Categorical Programs, Curriculum & Instruction, Diversity and Equity, and the Expanded Learning Opportunity Program (ELOP). Each high school's [course directory](#) is developed by the district and site through collaborative efforts involving administration, teachers, and other staff members. New textbooks are vetted by site and district teams, and are adopted in cycles that are subsequently approved by the Board. They specify the curriculum to be used in each course, the number of credits it offers, and whether it meets graduation requirements. These priorities indicate a district-wide focus on evaluating and enhancing educational programs to support all student success.

### **Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress**

At Redlands East Valley High School, teachers actively monitor and assess all students' growth and progress to ensure alignment with the schoolwide Student Learner Goals, graduate profile, academic standards, and college and career readiness expectations. Teachers use formative and summative assessment analysis to guide, modify, and adjust their curricular and instructional approaches to best meet students' learning needs. Monday Collaboration sessions provide dedicated time for teachers to meet in [Content Area Teams](#), where they identify gaps in student mastery of academic standards and develop targeted strategies for reteaching and intervention. This collaborative approach allows for a continuous cycle of assessment, reflection, and instructional adjustment.

All departments utilize Aeries and Google Classroom to consistently track and monitor student grades, providing an up-to-date view of student progress which maintains transparency for students, parents, and stakeholders. Assessment data is leveraged to identify areas that require reteaching or additional support, ensuring that instructional gaps are addressed in a timely manner. [Benchmark assessment](#) data ([ELA](#), [math](#) and science), is used to [assess student growth](#), implement targeted modifications, and close achievement gaps. Similarly, CAASPP data is used to identify and address focal areas that can improve, and teachers collaborate on [best practices](#) for student support. However, REV needs a standardized report (for [math](#), English, and [science](#)) that departments can utilize to analyze benchmark data to further identify areas of student need, and potentially more staff training on how to implement effective teaching strategies specific to these subjects and benchmark results.

The Math Department maintains up-to-date grades and utilizes the "scores by assignment" feature to keep parents informed of student progress on a daily basis, fostering transparency and preventing surprises. This clarity supports both student accountability and parental engagement. [Data from CAASPP](#) assessments has informed department focus areas, such as efforts to improve word problem comprehension. Math III integrates AVID strategies ([focus notes/WICOR](#)) to foster deeper critical

thinking and engagement. Additionally, the department incentivizes increased CAASPP performance through extra credit opportunities on final exams by retroactively changing grades once CAASPP scores are released based on student's individual performance. However, there still remains a lack of growth in math CAASPP scores.

In English, [CAASPP scores](#) revealed a deficiency in informational writing. In response, the department implemented targeted instructional changes to address this need, ensuring a renewed focus on improving informational writing skills. The annual release of CAASPP scores provides critical data to inform all departmental focus areas for the upcoming school year.

In the science department, each benchmark question in [biology, environmental science](#), and [physics](#) courses is aligned with specific standards, allowing teachers to pinpoint student weaknesses more accurately. However, analysis of this data is still a new process for these science courses (benchmarks were introduced in 2023-24) and 2024-25 is the first year of implementation for chemistry and physics courses. Data collected helps to identify any disparities among subject areas in NGSS standards and prepare students with familiar questions to the CAST exam. It should be noted, REV saw a significant increase in [CAST scores](#) for the 2023-24 school year.

The social studies Department uses curriculum-based test data to revisit and reinforce concepts that require further study, ensuring that students build a comprehensive understanding of key historical themes and standards over time. By spiraling back to essential topics, teachers can strengthen students' retention and application of content knowledge.

The arts, engineering, and science departments emphasize project-based instruction and assessments to measure student achievement in applied, hands-on contexts. Through these projects, students demonstrate their learning, creativity, and problem-solving abilities in authentic scenarios. Teachers use formative checkpoints and summative evaluations throughout project cycles to monitor student progress, provide constructive feedback, and adapt instruction to meet evolving student needs.

For Special Education, Triennial Re-Evaluations are conducted at least every 3 years for students with an Individualized Education Program (IEP) to determine/redetermine Special Education eligibility, goals, services, accommodations/modifications/supports, etc. within the least restrictive environment (LRE) that is needed for the individualized student to have access to a free and appropriate public education (FAPE). Annual/Plan Review IEP meetings are held once a year to discuss progress on goals, adjust services, and address any educational concerns relayed by members of the IEP team. Amendment IEP meetings can be called at any time to discuss concerns related to the individual student's educational needs, and adjustments to the IEP can be made in order to address those concerns.

At Redlands East Valley High School, teachers provide timely, specific, and descriptive feedback to support students in achieving their individual learning goals. This feedback process plays a vital role in helping students understand their strengths, areas for improvement, and strategies to reach proficiency. Teachers use a variety of methods, including written comments, rubrics, one-on-one conferences, [interactive notebooks](#) and digital feedback through platforms such as Aeries and Google Classroom, to ensure students receive meaningful and actionable feedback.

Feedback is not a one-way process; student input and dialogue are highly valued and actively sought to monitor progress and gauge the relevance and impact of learning experiences. Teachers regularly engage students in reflective practices, such as peer reviews, self-assessments, and surveys, which enable students to express their understanding of concepts, learning preferences, and areas where they need additional support. This reciprocal exchange helps teachers adapt their instruction and ensures learning remains meaningful and tailored to students' needs.

Classroom discussions, student-led conferences, and group feedback sessions further enhance this feedback loop. These practices provide a platform for students to voice their insights on instructional methods, learning activities, and assessment approaches. By incorporating student feedback, teachers continuously refine their teaching practices to maximize engagement and effectiveness, fostering an environment that prepares students for college and careers.

Regular grade monitoring plays a crucial role in identifying students at risk of academic challenges early, enabling timely interventions. For instance, programs like AVID, performing arts, and athletics require grade checks, ensuring that coaches and teachers track student progress and step in when a student's GPA nears ineligibility. This proactive strategy cultivates a supportive and accountable environment. Additionally, teachers use ongoing assessments and formative feedback to track and monitor student progress. This data-driven approach enables timely intervention and differentiated support, allowing each student to stay on track toward achieving both academic standards and personal learning goals. Through this commitment to responsive feedback and collaborative dialogue, REV maintains a culture of continuous improvement and student-centered learning.

The ongoing process of analyzing student achievement data, coupled with collaborative planning and responsive instruction, exemplifies Redlands East Valley's commitment to promoting academic growth and ensuring every student's success.

### **Category D Strengths and Weaknesses**

#### Areas of Strength:

- REV effectively monitors student progress via a variety of formal, informal, authentic, formative, and summative assessments and adjusts instruction to support student success. Data gathered is shared with all educational partners.
- Implementation of benchmarks for science has seen a significant increase in CAST scores.

#### Areas of Growth:

- There needs to be more standardized formats on benchmark/CASSPP analysis to target specific supports (instructional practice trainings/tutoring).
- More teacher collaboration time is needed that is specific to analyzing achievement disparities both within departments and school-wide.
- While REV has pushed to have a schoolwide approach to [support in the classroom](#), REV needs to continue developing school-wide systematic interventions and instructional modifications for all students based on formative and summative data measures to better guide instruction and differentiate student support strategies.

## Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

### Criterion E1: Family and Community Involvement

At Redlands East Valley, we recognize that [family](#) and community involvement is essential for fostering student success. We place a strong emphasis on family engagement, believing that when families are actively involved in their children's education, students are more likely to perform well academically, develop positive attitudes toward learning, and demonstrate better behavior.

Here at REV we maintain open lines of communication with families through multiple platforms, including our [Redlands East Valley High School](#) website, on-campus marquee, newsletters, Parentsquare, Aeries Parent Portal, and social media. Regular updates about school events, academic progress, and important news are shared to ensure that families are informed and involved in their child's education. Parent [survey data](#) indicates that communication is a school strength.

To facilitate meaningful family involvement, we offer a variety of opportunities for engagement, one of those opportunities being Back to School Night (BTSN). BTSN is a key opportunity for educators to build strong connections with families and establish a partnership for student success early in the school year. Additional opportunities to engage with the school and contribute to the decision-making process include participating in PTSA, School Site Council, the Safety Committee, the Equity Team, the SEB team, and booster clubs. At the district level, parents are encouraged to participate in [LCAP meetings](#) (REV currently has three parents on the district LCAP committee), which in turn influences REV's [SPSA](#), the [African American Advisory Council](#), and the District English Learner Advisory Committee (DELAC) as well as voice their opinions at [board meetings](#).

[Eighth Into Ninth Grade Registration Week](#) is an informative series of events at Redlands East Valley High School where eighth graders are brought to campus to begin their transition into high school. During the "[Becoming a Wildcat](#)" day, [LINK CREW](#) and [ASB](#) set up informational booths to help new students familiarize themselves with various aspects of high school life, including clubs, visual and performing arts programs, CTE-ROP pathways, [REV athletics](#), and campus resources. In addition, counselors do a presentation on course options and the registration process. In the evening, this same information is presented to parents, including important information about the academic programs, course selections, and graduation requirements. Parents also have an opportunity to learn more about clubs, programs and PTSA. These presentations help families make informed decisions about class choices and ensure students are prepared for the challenges of high school academics.

Within our athletic programs, REV highlights exceptional student athletes through the Athlete of the Month program. This allows our school leadership to develop rapport with students, staff, families, and the community by recognizing individual athletic achievements while honoring the diverse identities and contributions of each student, fostering a sense of pride and inclusivity.

District LCAP funds pay for all students to have an ASB card, allowing free admission to sports and school events, fostering an inclusive school culture by ensuring that financial barriers do not prevent any student from participating in school activities. By making these events accessible to all, the school promotes a culture of inclusivity where students from diverse backgrounds can connect. [5-Star data](#) allows REV to track progress on student participation. REV's recently completed [football stadium](#) aims to have more parents and community members attending sports events.

The diverse range of clubs at Redlands East Valley, including the Asian Student Union, Black Student Union, Christian Club, French Club, MEChA, Pacific Culture Club, and Spanish Club, reflect REV's commitment to valuing and celebrating the rich cultures of both students and adults. These clubs provide platforms for students to explore and share their cultural identities, fostering an environment of inclusivity and respect. Through a variety of learning opportunities—such as cultural celebrations, community service projects, guest speaker events, and educational discussions—these clubs not only deepen students' understanding of different cultural perspectives but also promote unity and collaboration across diverse groups. By offering resources, events, and materials that represent a wide array of cultures, the school empowers students to connect with their heritage and one another, supporting the development of a culturally competent and inclusive school community. REV's encouragement of these clubs illustrates a deliberate effort to create spaces where all students feel seen, heard, and valued for their unique backgrounds.

Redlands East Valley also has a number of clubs that serve the community and partner with local non-profit organizations. Clubs such as Interact Club and Key Club give REV students the opportunity to help the community by volunteering their time for various service projects, such as organizing food drives, all while promoting kindness and civic responsibility. [Kiwanis](#) and [Optimist Club](#) also offer volunteer opportunities for students. In addition, REV has student representatives that attend Rotary Club and Optimist Club meetings every month and a student trustee serves on the RUSD Board of Education. These partnerships expand learning opportunities and help students connect with their local community.

The [REV PTSA](#) is an active and integral part of our school community. The PTSA organizes various events, fundraisers, and activities that foster school spirit and helps build a strong sense of community. Parents are encouraged to join the PTSA and participate in decision-making processes regarding school activities and priorities.

In addition to family involvement, the district is in partnership with the University of Redlands, the University of La Verne, Grand Canyon University, Cal Baptist University, and Azusa Pacific University; students who meet entrance criteria are [guaranteed admission](#) and a minimum amount of grant money.

## **Criterion E2: School Culture and Environment**

REV prioritizes creating a safe, welcoming, and supportive environment for all students. School culture at REV is built on a foundation that is called [REVWAY](#) (Respectful, Ethical, Vocal, Wildcat, Accountable, You). These values are reinforced through our policies, practices, and daily interactions. Redlands East Valley has clear, consistent expectations for student behavior that are communicated and reinforced throughout the school year. These expectations are aligned with REV's core values of respect, responsibility, and integrity, and are supported by positive reinforcement systems that celebrate student achievements. The REVWAY was implemented in the fall of 2017. Staff engages students with [REVWAY Day Lessons](#) at the start of the school year and sets a positive tone for the entire Redlands East Valley High School community by emphasizing core values such as respect, ethical behavior, accountability, and inclusivity. By reinforcing these principles early on, the lessons create an atmosphere of trust, respect, equity, and professionalism, ensuring that students, staff, and families work together toward a supportive and collaborative environment throughout the year. However, more [data](#) is needed by staff to determine the effectiveness of REVWAY regarding school culture.

Redlands East Valley High School demonstrates a strong culture of caring, concern, and high expectations for all students by offering a variety of programs designed to support both academic and social-emotional growth. The [Mental Health Fair](#) provides students with resources and information on mental wellness, promoting awareness and reducing stigma. The [Wildcat Sanctuary](#), developed through a CALHope grant

and facilitated by the site counseling team, offers a safe space where students can focus on mental health, fostering emotional well-being in a nurturing environment. REV is a San Bernardino County CALHope focal school and has been recognized for its pioneering approach to supporting social-emotional needs at the high school level. Redlands East Valley also has an Equity Committee and SEB CalHope Team that each meet monthly with district support to ensure that any areas of inequity are addressed.

In addition to daily support provided in the Wildcat Sanctuary, therapy dogs provide a calming presence at various times throughout the year, helping to alleviate stress and anxiety, while group sessions led by a counselor offer students opportunities to connect, share, and receive guidance in a supportive setting. These programs reflect the school's commitment to honoring the individual differences and unique needs of each student, ensuring they feel supported and valued as they grow and learn. By prioritizing both emotional and academic needs, Redlands East Valley creates an environment where all students can thrive, feel respected, and achieve their full potential.

All students receive [free breakfast and lunch](#), promoting a healthy school environment and ensuring that all students have access to food regardless of their economic status, avoiding stigmatizing those who would otherwise qualify to receive free lunch. Recognizing the diversity of our student population, REV also provides language support services for students who speak languages other than English. In addition, the ELL Coordinator sends a monthly [Newsletter](#) to staff that includes tips and strategies to implement to support our EL students.

Redlands East Valley's [5-Star School Wide Participation](#) effectively tracks and recognizes student involvement in both curricular and co-curricular activities, showcasing a high level of engagement across various areas. The program assigns points for participation in activities such as academic clubs, sports, community service, leadership roles, and attendance at school events, encouraging students to take an active role in their education and school community. By tracking and rewarding involvement, the 5-Star Program motivates students to engage in diverse opportunities that enhance their academic experience, leadership skills, and personal growth. This system not only celebrates individual achievements but also highlights the importance of being well-rounded and contributing to a vibrant school culture. Additionally, students earn points by attending events which can be used to purchase REV apparel. Redlands East Valley is collecting baseline data in 2024-25 and currently proudly boasts an 88% participation rate across its student body.

REV offers [digital citizenship](#) resources to support internet and digital safety on campus, and on district owned devices students are instructed to follow the Acceptable Use Policy (A.U.P.). Students and parents sign to agree to the A.U.P. upon enrollment. The teacher librarian collaborates with classroom teachers to teach a digital citizenship program called SIFT (Stop, Investigate, Find, and Trace) to teach internet evaluation. While digital citizenship lessons are made available to teachers as options during Digital Citizenship week, most [teachers reported](#) having insufficient time to include the digital citizenship program into their lessons.

In the classroom, most teachers utilize Go-Guardian to supervise students' digital use during class time. This keeps students on task and also allows teachers to report misconduct. Beyond the classroom, the district uses Gaggle to monitor what is being typed and searched by students. Any potential misuse of technology (images, websites, Google searches, etc.) is flagged for review by both district personnel and school administration. Once the severity is determined, administrators and/or counselors follow up with students to ensure that students are safe. In addition the use of Iboss allows the district to record and control which websites and videos can be accessed by district owned devices. Teachers are able to request that a website be screened and added to the allow list as needed.

The safety and security of campus at REV is of utmost priority. REV has implemented measures such as secure entry points, monitoring systems, and regular drills to ensure preparedness in the event of emergencies. The school works closely with local law enforcement and safety experts to maintain a safe environment for all, which includes a full time on campus School Resource Officer. The Safety Team at REV ensures a secure, orderly, and proactive environment for staff, students, and visitors in times of emergency while implementing safety protocols, running and overseeing disaster drills, and practicing critical alert drills. In addition, REV has protocols in place for addressing bullying incidents and supporting affected students. [See Something/Say Something posters](#) are in place to promote a culture of awareness while giving students the accessibility of reporting suspicious activity. Posters are hung in every classroom and on building entry doors. Furthermore, mandated micro-trainings take place each month during staff meetings to be in [compliance with Title IX](#). Micro-trainings ensure that staff is trained on school expectations, district standards, and the law.

REV uses the [Hall Passes | 5-Star Students](#) which increases accountability for student restroom use through student sign outs. Data is collected and monitored for excessive use, especially repeated use that extends beyond the typical 8 minute restroom window. 5-Star passes also monitor student whereabouts for other areas on campus such as the Counseling Center, Wildcat Sanctuary, health office, etc. In the 2022-2023, a [new tardy policy was developed](#) and implemented schoolwide. Students with 20 or more tardies are placed on a “no-go” list that prevents them from attending after school activities and are assigned after school intervention. Students must attend Saturday School or do community service in order to be removed from the list. Students who cannot attend after school intervention are given the option to attend on a Saturday instead.

#### **Criterion E3/E4: Multi-tiered Personal, Social-emotional, and Academic Support**

At Redlands East Valley, we recognize that student success is not solely determined by academic achievement but also by the personal, social-emotional, and behavioral well-being of each student. A variety of supports are in place to ensure all students can learn and feel supported.

The [Wildcat Sanctuary](#) addresses the diverse needs of our student body by implementing a Multi-Tiered System of Supports such as Tier-II group sessions that provide tailored academic, behavioral, and social-emotional support for all students. The goal of the Wildcat Sanctuary is to help students succeed academically and personally. By increasing student awareness of their stress levels and social-emotional health, we can educate them about the many resources available within our campus and district. Some of the services offered are [SEB CalHOPE group](#)/Tier II Group Sessions and therapy dogs. Services provided focus on various preventative strategies, activities, and choices students can make to sustain positive mental health. Data collected shows students’ symptoms decrease after visiting the Sanctuary but we will continue to refine the services provided based on identified student needs.

The [Student of the Month program](#) exemplifies how REV fosters connection with students, staff, families, and the broader community by recognizing and celebrating exemplary behavior and accomplishments. Each student’s recognition is tied to specific qualities that reflect the school's commitment to REVWAY. By selecting students who embody each of these values, the program not only highlights individual achievements, but also reinforces the importance of character and school community involvement. The program encourages students to see themselves as active participants in shaping a school culture rooted in mutual respect and shared responsibility. Additionally, by involving staff in the nomination and selection process, the Student of the Month program helps build stronger connections between the school and its community, ensuring that all members feel valued and invested in the success of every student. REV could benefit, however, if more staff participated in the program.

REV participates in the district Superintendent Awards ceremonies held six times each year. Two students are selected by the staff for each of the six events who embody academic excellence, the REVWAY, and leadership in one or more programs/clubs. Students are selected from a variety of programs representing the cross-section of the student population. REV has also incentivized students with perfect attendance/no tardies as well as students with no Ds or Fs through either a pizza lunch or 5-Star points over the past few years. Staff and administration annually reassess the strategies that work to incentivize student success.

The “UP Program” (Behavior Intervention) is a personalized educational program unique to REV that is an alternative to a county school or a non-public environment for students with identified emotional needs. The “UP Program” follows the guidelines of IEP’s and fosters a positive learning environment (academic and socially “SEL”). In the “UP Program” staff focuses on teaching life and social skills while helping students learn to regulate their emotions so when they graduate, they are positive members of society. To support foster and homeless youth, the school has two Academic Case Carriers (ACCs) who regularly check in with students and provide advocacy and resources to address barriers to learning.

Redlands East Valley is an AVID National Demonstration school, most recently revalidated in 2024 by AVID Center. The [AVID Program](#) ensures a high level of student involvement in both curricular and co-curricular activities that are aligned with schoolwide student learner goals, academic standards, and college and career readiness. Through AVID, students engage in rigorous academic coursework, develop essential study and organizational skills, and participate in activities that promote college preparedness, such as college visits, guest speakers, and workshops on career exploration. The program fosters a culture of high expectations, where students set personal and academic goals, while receiving guidance from a collaborative site team and a full staff of college tutors. By linking these activities to the school’s graduate profile, AVID empowers students to embrace their own agency in order to be prepared for success beyond high school, whether in higher education or the workforce. This comprehensive approach not only supports academic achievement but also encourages personal growth, leadership, and community involvement.

The [Career Center](#) organizes various events throughout the year to ensure post-secondary planning is accessible to all students. Resources and services include support for college applications, [military](#) ASVAB testing, on-the-spot college admissions, [FAFSA assistance](#), resume workshops, and more; all conveniently available on the Career Center website and through in-person services.

Teachers, counselors, and support staff meet [monthly](#) to review data, discuss students' progress (Aeries, D and F list), and adjust interventions as needed (updated IEP/504/place in [credit recovery](#)). These collaborative meetings ensure that students receive coordinated, holistic support across multiple areas of need. [Data](#) collected by seniors is analyzed by counselors and admin to help identify areas of strength, courses that students are interested in, and growth areas that are tailored to specific students at REV. One potential area for improvement is the need to survey students at all grade levels to find which areas are helping them succeed and which areas need improvement. While [Kelvin data](#) helps measure overall climate, there is a need to monitor what interventions help students succeed the most in their courses. The [student focus group survey](#) revealed REV provides adequate support for struggling students, there is a need to identify which specific interventions were most impactful.

Redlands East Valley believes firmly that student voice is essential and encourages students to take on leadership roles. The school offers a variety of student leadership opportunities that significantly contribute to students' personal growth and community connections. Through ASB, club, program (e.g. band) and sports leadership opportunities, students gain the confidence to voice their opinions and advocate for the needs of their peers. Service learning clubs give students the chance to connect with local organizations and issues, fostering a sense of responsibility and social awareness. These opportunities

empower students to advocate for themselves and their community, building valuable skills that prepare them to be active, thoughtful leaders in any environment.

### **Category E Strengths and Weaknesses**

#### Areas of Strength:

- Redlands East Valley High School offers diverse student support services, Tier 2 and Tier 3, such as the Student Wellness Center (Wildcat Sanctuary) that promote student well-being and mental health.
- Practices and policies promote a diverse, equitable and inclusive school culture such as open enrollment for honors, AP, inclusion, and dual enrollment classes. Career pathways offer opportunities for all students.
- REV is effective regarding communications between parent/student/teacher including Aeries/Google Classroom/ and Parental opportunities for engagement outside the classroom.
- The use of the 5-Star application, along with updated tardy policies, has led to improved attendance and engagement among students
- Collaboration between counseling/Career Center and tiered support systems creates a community-centered culture in tandem with college and career readiness.

#### Areas of Growth

- REV needs to continue to support and grow student and teacher buy-in of REVWAY.
- Continue monitoring 5-data to make informed decisions on school activities and events to incentivize student engagement.

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## Chapter 4: Summary List of Major Student Learner Needs

<i>Category</i>	<i>Strengths</i>	<i>Growth Areas</i>
A	<p>REV ensures transparency and fosters community involvement by keeping stakeholders informed through platforms such as Aeries and ParentSquare, as well as school events like Back to School Night and Link Crew. Parents and staff are involved in shared decision-making opportunities.</p> <p>Advanced academic opportunities, including AP courses, Dual Enrollment, and CRY-ROP programs, provide students with rigorous educational pathways to prepare them for future success.</p> <p>REV supports diverse learning needs through collaboration between Special Education and core teachers, mainstreaming students with disabilities, and tailored programs for ELD students, ensuring equitable access to education.</p>	<p>REV faces challenges in maintaining continuity due to extensive administrative changes, which may impact long-term goal implementation.</p> <p>Staff at REV needs continued professional development to enhance effective teaching strategies (and how to reach at-risk students more effectively) and provide better understanding of day-to-day school procedures.</p>
B	<p>The school provides a rigorous curriculum that is closely aligned with California State Standards to ensure high-quality instruction.</p> <p>Students benefit from a diverse range of advanced courses, including AP, Dual Enrollment, and Honors, which challenge them academically and prepare them for college.</p> <p>Professional development programs equip educators with higher-order thinking strategies, fostering dynamic and engaging classroom environments.</p>	<p>CAASPP math scores have remained stagnant, indicating a need for improved instructional support and alignment with standards.</p> <p>The school needs to continue to increase the percentage of students prepared for post-secondary goals through CTE pathway completion, AP courses, Dual Enrollment, and A-G completion across all student groups.</p>
C	<p>All students have access to a wide array of opportunities to engage in challenging coursework. The open enrollment policy ensures that rigorous college-level classes are available to everyone, regardless of their</p>	<p>There is a need to provide more support interventions/tutoring for struggling students to help increase CAASPP scores and graduation rates.</p>

	<p>background.</p> <p>Content teams meet monthly to analyze data and collaborate on instructional practices to impact student learning.</p>	<p>Although the school has a clear instructional focus (rigor, support, engagement) and has done training on WICOR strategies, more work is needed on how to best implement these strategies to impact student learning.</p>
D	<p>The school effectively uses CAASPP, CAST, and district benchmarks to monitor student progress and guide instructional strategies.</p> <p>Frequent formative and summative assessments are aligned with scope and sequence frameworks, ensuring consistent evaluation of learning objectives.</p> <p>The Visual and Performing Arts programs employ rigorous rubrics, which enhance consistency and rigor in assessments.</p>	<p>Departments need to standardize data analysis and reporting formats to identify specific areas for targeted support and intervention.</p> <p>REV should develop school-wide systematic interventions and instructional modifications that are informed by assessment data to better address student needs.</p>
E	<p>Tiered student support services, such as the Wildcat Sanctuary, are in place to promote mental health and overall well-being for all students.</p> <p>Inclusive practices, including open enrollment for Honors, AP, and Dual Enrollment courses, ensure equity and access to advanced educational opportunities.</p> <p>The use of the 5-Star application, along with updated tardy policies, has led to improved attendance and engagement among students.</p> <p>Collaboration between counseling/Career Center and tiered support systems creates a community-centered culture in tandem with college and career readiness.</p>	<p>REV needs to deepen the practice of the REVWAY tenets to positively impact school culture.</p> <p>With 5-star implementation being new to REV, the school must continue monitoring the data provided to make informed decisions on school activities and events to incentivize student engagement.</p>

***Provide a summary confirming the major student learner needs based on the School Profile and the Focus Group findings. Cite data/evidence that supports the identification of the major student learner needs.***

The tenets of REVWAY drive school culture yet changes in leadership and staff have impacted the full implementation of REVWAY over the past few years. To increase student engagement and sense of belonging, collaborative efforts to implement REVWAY schoolwide as well as use 5-Star data to tailor activities to student interests are needed to dynamically impact school culture.

Redlands East Valley High School must prioritize increasing support and interventions to improve student academic performance, in particular in math. Targeted efforts such as professional development for teachers in effective instructional strategies, data-driven analysis, and differentiated instruction will equip educators to better address gaps in student learning. Additionally, implementing structured intervention programs will provide personalized assistance to students who are struggling academically. These supports not only aim to improve math outcomes but also have the potential to positively impact the school's graduation rate, as improved performance in core academic areas is essential for keeping students on track to meet graduation requirements.

Teachers and staff are committed to providing equitable access to rigorous coursework for all students. There is a need, however, to increase the percentage of students who are considered college and career ready. This includes increasing completion rates within Career Technical Education (CTE) pathways, passing of AP exams, and participation in Dual Enrollment courses to better prepare students for college and career success.

## **Chapter 5: Schoolwide Action Plan**

[Redlands East Valley WASC 2025 Action Plan](#)

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