

Redlands East Valley High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Redlands East Valley High School
Street	31000 East Colton Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	Redlands, CA 92374
Principal	John Maloney
E-mail Address	john_maloney@redlands.k12.ca.us
Web Site	http://rev.redlandsusd.net/
CDS Code	36-67843-3630779

District Contact Information	
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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

REVHS staff and students created Schoolwide Accepted Goals for all students. They are:

1. Learning and Thinking Skills; utilize basic skills, problem solving, technology, and creativity to demonstrate mastery in core subject areas. Work independently to produce quality standards based projects to show mastery, and locate and evaluate information utilizing multiple resources in order to distinguish between opinion, fact, and propaganda to make informed decisions.
2. Communication Skills: Actively engage in meaningful learning through speaking listening, writing, and reading. Articulate thoughts using oral, written , non-verbal, and technological skills in a variety of forms and contexts. Work independently and collaboratively to share and interpret information, draw conclusions, and make presentations.
3. Life and Career Skills: Identify goals, skills, and interests related to careers and post secondary opportunities. Actively participate in school and community while exhibiting social, ethical, and behavioral maturity by taking responsibility for individual actions. Learn and work effectively in diverse teams with an emphasis on mutual respect.

School Description: Redlands East Valley High School opened on September 9, 1997. "REVHS" is a comprehensive public high school serving the students of the Redlands Unified School District. The student body consists of grades 9 to 12 and has approximately 2300 male and female students. Four administrators supervise the staff of 121 certificated including five counselors, one school psychologist, five ROP teachers, one librarian, and the following part-time positions: athletic director, career center coordinator and activities director. Emphasis is placed on critical thinking, competition, cooperation and participation. All students complete a four year plan with their counselor to plan a course of instruction with an emphasis on completing the University of California A-G requirements. The staff recognizes the student body and community consists of a wide range of ethnic groups and sees this as an area of strength. From our uniqueness grows a healthy attitude on which to promote a belief in service, commitment and respect. The pride within REVHS grows as the staff, students, parents, and community find success in each accomplishment. Designed and built at a cost of 40 million dollars, REVHS is an ultra modern, high-tech school planned to facilitate positive and effective communication. Campus design reduces the distances between classrooms. A second story walkway allows students access to classrooms in the building next door. An in-house television system can broadcast into 150 locations. A voice intercom system can be used for both interior and exterior communication. Each teacher has a telephone with a voice mail message system in the classroom. Each classroom has access to the Internet. All staff has access to Microsoft Word, Aeries classroom management system, grade keeping program, and the worldwide Internet. In the spring of 2009 we opened Parent Portal which allows parents to access their student's non-confidential records, send and receive messages, and obtain school information from their computers at home or work. REV has participated in the statewide testing program. Results are made available to staff, students and parents. The Career Center offers a personality assessment for freshmen and an Interest Inventory Test for sophomores. Juniors take the ASVAB test. In addition to Advanced Placement, and participation in STAR testing, which are the statewide adopted standards tests given in grades 9 through 11. The Career Center uses a Myers/Briggs Temperament Sorter with freshman. Sophomores complete GIS Career Decision-Making Program, an interest inventory assessment, in their English 10 class. Juniors take the ASVAB test and complete an interest inventory. Seniors present their senior portfolio to a business person and participate in mock interviews. REVHS eleventh grade students also participate in the CASSP assessment program.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	604
Grade 10	552
Grade 11	521
Grade 12	481
Total Enrollment	2,158

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	7
American Indian or Alaska Native	0.6
Asian	4.1
Filipino	1.2
Hispanic or Latino	46.4
Native Hawaiian or Pacific Islander	0.5
White	36.7
Two or More Races	3.2
Socioeconomically Disadvantaged	51.4
English Learners	4.7
Students with Disabilities	11.3
Foster Youth	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	89.5	90	85	17
Without Full Credential	2	1	1	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives Pearson (2017) myPerspectives- American Literature Pearson (2017)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Mathematics I Integrated Pathway Walch Education (2013) Mathematics II Integrated Pathway Walch Education (2013) Mathematics III Integrated Pathway Walch Education (2013) Advanced Algebra Glencoe (2005) Pre-Calculus Prentice Hall (1999) Calculus Concepts and Applications Key Curriculum Press (1998)	Yes	0%
Science	California Glencoe Biology Glencoe (2006) Chemistry: Matter of Change, CA Edition Glencoe (2007) Earth Science Prentice Hall (2006) Conceptual Physics Prentice Hall (2006)	Yes	0%
History-Social Science	Modern World HistoryMcDougal Littell (2006)The AmericansMcDougal Littell (2006)Civics in PracticeHolt, Rinehart and Winston (2007)Principles of EconomicsThomson-Southwesters (2006)Principles in ActionPrentice Hall (2007)Government in AmericaPrentice Hall (2006)American Government Readings and CasesLongman (2005) Government by the PeoplePrenticeHall (2000) Psychology - Principles in Practice Holt, Rinehart and Winston (1998)World Geography McDougalLittell (2003)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Latin, Course 1 Ecce Romani IACambridge / Longman (1998/1995)Latin, Course 2 / Ecce Romani IACambridge / Longman (2000/1995)Latin, Course 3 / Ecce Romani IBCambridge / Longman (2000/1995)Latin, Course 3 / Ecce Romani IICambridge / Longman (2000/1995)French I, Bienvenue Glencoe/McGraw Hill (1998)French II, A bordGlencoe/McGraw Hill (1998)French III, En voyageGlencoe/McGraw Hill (1995)German I, Deutsch Naklar, 3rd EditionMcGraw Hill (1999)German II, German 2nd and 3rd YearsAmsco (1998)German III, German 2nd and 3rd YearsAmsco (1998)En Espanol IMcDougal Littell (2000)En Espanol 2McDougal Littell (2000)En Espanol 3 / Review - Spanish 3McDougal Littell / AMSCO (2000)Spanish 2.1, Pasos Y PuentesScott Foresman (1992)	Yes	0%
Health	Health Holt, Rinehart and Winston (1999)	Yes	0%
Visual and Performing Arts	See Above		0%
Science Laboratory Equipment (grades 9-12)	See Above		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Inspected monthly
Interior: Interior Surfaces	X			Inspected monthly
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Inspected monthly
Electrical: Electrical	X			Inspected monthly
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Inspected monthly
Safety: Fire Safety, Hazardous Materials	X			Inspected monthly
Structural: Structural Damage, Roofs	X			Inspected monthly
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Inspected monthly

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	64	74	53	59	44	48
Mathematics	33	43	40	44	34	36

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	510	501	98.2	74.0
Male	11	256	251	98.0	70.1
Female	11	254	250	98.4	78.0
Black or African American	11	30	30	100.0	56.7
Asian	11	23	23	100.0	87.0
Hispanic or Latino	11	235	230	97.9	68.7
White	11	195	192	98.5	80.2
Socioeconomically Disadvantaged	11	241	237	98.3	64.1
English Learners	11	21	19	90.5	21.1
Students with Disabilities	11	56	55	98.2	25.4

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	510	500	98.0	42.8
Male	11	256	251	98.0	43.4
Female	11	254	249	98.0	42.2
Black or African American	11	30	30	100.0	30.0
Asian	11	23	23	100.0	65.2
Hispanic or Latino	11	235	229	97.5	31.9
White	11	195	192	98.5	52.6
Socioeconomically Disadvantaged	11	241	236	97.9	30.2
English Learners	11	21	19	90.5	5.3
Students with Disabilities	11	56	54	96.4	9.4

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	71	70	60	72	71	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	533	498	93.4	60.0
Male	277	257	92.8	65.0
Female	256	241	94.1	54.8
Black or African American	39	35	89.7	57.1
Asian	17	17	100.0	94.1
Hispanic or Latino	250	237	94.8	50.6
White	196	184	93.9	70.1
Two or More Races	16	13	81.3	61.5
Socioeconomically Disadvantaged	286	265	92.7	53.2
English Learners	28	26	92.9	19.2
Students with Disabilities	65	46	70.8	21.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)

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

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

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

CTE Course Sequences at Redlands East Valley High School

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

Arts and Communications:

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

Arts and Communications:

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

Business and Marketing:

- Business Education II
- Small Business Management

Home Economics Careers and Technology:

Students prepare foods using a variety of cooking methods. Food preparation and care of equipment are stressed, together with principles of good nutrition. Advanced students expand their cooking experiences to include regional cooking in the US, gourmet cooking with herbs and spices, international foods, and foods for entertaining. The courses include training in food management, cooking "from scratch," and shopping for food. Course Sequence: Foods I - Food II - Advanced Foods

Industrial Technology:

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

Engineering Technology:

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

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	501
% of pupils completing a CTE program and earning a high school diploma	97.8%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	58%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	96.56
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	43.8

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.1	37.2	23.5

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

We believe that one of the keys to the success of REVHS is that parents continue to play a critical role in their students' lives. They faithfully support the students in their activities. REVHS has an active PTSA, booster clubs for our athletic programs and extracurricular activities such as band, choir and drama. These organizations raise money, provide activities and experiences outside the classroom and work with site staff to improve the quality of education at REVHS. Parents also serve on our WASC Leadership Team and School Site Council.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	2.70	1.30	3.10	4.80	4.80	5.70	11.40	11.50	10.70
Graduation Rate	97.09	96.94	96.17	91.21	90.55	90.70	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	100	89	86
Black or African American	91	86	78
American Indian or Alaska Native	75	69	78
Asian	100	94	93
Filipino	100	96	93
Hispanic or Latino	100	86	83
Native Hawaiian/Pacific Islander	100	100	85
White	100	91	91
Two or More Races	100	96	89
Socioeconomically Disadvantaged	89	62	66
English Learners	53	35	54
Students with Disabilities	55	47	78

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.1	4.0	4.7	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.7	0.7	0.6	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Redlands East Valley High School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted in March of each school year and is reflective of the school's safety needs. The key components of Redlands East Valley High School's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. Due to budget cuts, we no longer have the services of a San Bernardino County Sheriff's School Clean Sweep Officer. The school safety plan is reviewed annually and staff is added or deleted based on hiring data. Jobs are assigned and the plan is distributed to all staff. The school holds two safety drills yearly and are on file with the District. The plan was last approved in February 2016 and reviewed with staff at the February staff meeting.

To ensure student safety before and after school, school security, and two administrators supervise the school grounds including the bus drop-off area, cafeteria, and buildings. During the school day all entrance areas to the school are locked with the exception of the front entrance, which is near the administration office. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitors pass.

REVHS has seven fulltime security members: one 12 month employee and five 10 month security members. The team must meet District hiring requirements including: CPR, POST training level II, on-going Clean Sweep training, and in-service on matters such as pepper spray and verbal judo. The security team is responsible for providing students an opportunity to attend school in an educational setting. The officers are uniformed and stand duty at all REV on-site and many off-site activities.

The District maintenance staff has indicated 100% of all toilets on school grounds are in working order during their last inspection done in the monthly.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	26	14	45	26	27	26	32	28	10	45	13
Mathematics	26	23	31	22	28	13	24	28	27	18	31	17
Science	28	14	19	29	27	14	24	22	28	5	26	21
Social Science	27	20	16	35	25	27	28	20	29	9	37	14

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	414
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	2	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	3	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,080.49	\$1,084.34	\$5,996.14	\$80,180.23
District	N/A	N/A	\$5,996.14	\$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	-0.5
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	5.6	5.7

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

Types of Services Funded (Fiscal Year 2015-16)

The district office staff, under the direction of the superintendent, financially supports REVHS. Funding was developed to purchase all of the thousands of items necessary to open a new high school. This included such things as tables, chairs, desks, computers, uniforms, equipment, books, computer programs, athletic equipment, office furniture plus supplies, science and technology equipment, just to name a few. Instructional supply monies were available to the principal and department chairpersons to purchase classroom/lab instructional supplies and materials to operate the instructional program for the 2006-2007 school year. The Fiscal Committee is an elected group of teachers who meet on a regular basis to administer the school budget of \$180,000. Their goal is to approve the expenditure of funds to provide the greatest educational benefit. The School Improvement Program Committee oversees \$190,000 in program improvements.

Summary of Strengths

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

- The staff is strongly committed to developing an outstanding school. They are interested in every facet of student life, curriculum/instructional improvement and school management.
- The District Office, and especially the superintendent, are very supportive of REVHS and its success. Every effort is being made to provide the resources necessary to implement and sustain a top program. Both the old and new elements of the community have supported REVHS in its formative years. The blend of energy, involvement, resources, interests, and commitment has contributed greatly to the sense of family and acceptance.
- Graduation requirements are 225 credits for the class of 2016.
- WASC reviewed the school in March of 2013. REV was granted a six year clear with a one day visit in the 2015 -2016 school year. In April 2016 the 1 day review was held on site.
- Lastly, the greatest accolades must go to the student body, where they are welcomed with a new set of expectations and a vision for the future. Areas of exceptional performance include science, English, foreign language, social studies, math, ESL, English and the Career Center.

Critical Needs

Our Critical Needs are outlined in the WASC action plans created by the school in 2013. They include the implementation of Common Core State Standards as adopted by the RUSD Board of Trustees.

CST scores have been replaced with a new system of accountability. This system tests all eleventh grade students in math and ELA. REV set the goal of raising scores by 10% in both areas and successfully did so.

Three Year Student Objectives

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

- Increase student attendance, especially freshmen, by a minimum of 2%.
- Update curriculum in English, math, science, social studies, art and independent study.
- Involve students not currently involved/connected in co-curricular activities.

- Weekly collaboration for all teachers built in the schedule/intervention embedded within the school day.
- Continue progress in the Digital Art Program

State Award and Intervention Programs include a California Gold Ribbon for the AVID program.

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Career Technical Education Programs

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

REVHS provides its own CTE classes including Foods, Auto Shop, Technology, and Business. The Colton, Redlands, Yucaipa Regional Occupation Program (CRY-ROP) provides other avenues of CTE such as Retailing, Small Business, Medical Careers, Fashion, and Child Care. REVHS collaborates with local two and four-year institutions of higher education to maximize our students' awareness of post-secondary opportunities. A Tech Prep mini-grant, awarded through the Inland Empire Tech Prep Consortium, finances an annual district-wide college fair held on the RHS campus in the evening, as well as a community career opportunity fair held at REVHS during the day in the spring semester. Career-technical courses in foods, auto shop, small business management, medical terminology, and child development are articulated with local community college courses; this allows students completing those courses to earn college credits as well as high school credit for those courses. The counseling and career center staff provide sequenced instruction to all students through their English classes at each grade level to increase students' access to self-awareness inventories, career research, college entrance requirements, testing requirements, financial aid, and all the details of the college application process. REVHS also implemented the Link Crew program as a means to connect incoming students with the high school and see themselves as a part of the whole. We expect a decrease in the number of D's and F's as well as the number of suspensions and expulsions.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,473	\$45,092
Mid-Range Teacher Salary	\$76,873	\$71,627
Highest Teacher Salary	\$96,912	\$93,288
Average Principal Salary (Elementary)	\$118,476	\$115,631
Average Principal Salary (Middle)	\$127,244	\$120,915
Average Principal Salary (High)	\$138,146	\$132,029
Superintendent Salary	\$184,914	\$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	10	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	6	N/A
Science	8	N/A
Social Science	18	N/A
All courses	45	25.90

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

Professional Development is a priority at REVHS. Over the last three years REVHS has engaged in the WASC process to improve the educational process at school. REV must implement the Common Core State Standards and provide all stakeholders a means to communicate and understand what CCSS are designed to accomplish. CCSS have been adopted by 47 of the United States. California and the Redlands Unified have adopted the CCSS and are in the process of implementing the curriculum and providing training for teachers to change instruction. REVHS diligently presents the RUSD professional development program based on implementing Common Core. This includes Depth of Knowledge (DOK) as well as site programs such as Thinking Map Training. REV also is pursuing recognition as an AVID demonstration school.