

Redlands East Valley High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Redlands East Valley High School
Street	31000 East Colton Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	909-389-2500
Principal	Shana Kamper
Email Address	shana_kamper@redlands.k12.ca.us
School Website	www.redlandsusd.net/rev
Grade Span	9-12
County-District-School (CDS) Code	36-67843-3630779

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Redlands East Valley High School (REVHS) opened its doors in 1997 as the second comprehensive high school in Redlands, California. Redlands East Valley (REVHS) was designed to accommodate the increased student population of Redlands, Mentone, and East Highlands and started with 2,059 students. REVHS was built to be on the cutting edge of technology, and it remains one of the most advanced schools in the Inland Empire. The district educational system includes a K-12 program, Alternative Education and Adult Education. The total district population is approximately 19,000 students and encompasses 147 square miles serving the communities of Redlands, Loma Linda, Mentone, Forest Falls, and portions of San Bernardino and Highland. School sites include four 9-12 high schools (three comprehensive high schools and one continuation high school), four middle schools, and sixteen elementary schools. REVHS has a current enrollment of 1,835 students. The staff at

2025-26 School Description and Mission Statement

Redlands East Valley High School includes 85 certificated staff, 65 classified staff, and 5 ROP teachers. REVHS provides students a comprehensive academic program along with a full complement of extra-curricular activities. The athletic, choral, instrumental, drama, newspaper, yearbook, student government, academic decathlon, and mock trial programs are active and thriving on campus. There are also 40 active clubs which include a variety of interest areas for students. In the spring of 2015, REVHS received the Gold Ribbon Award in recognition of the AVID program. Additionally, REV has been recognized as an AVID School of Distinction and received AVID National Demonstration School status in 2019 and 2024. In the spring of 2025, Redlands East Valley received its most recent six-year accreditation from the Western Association of Schools and Colleges (WASC).

The mission of Redlands East Valley High School is to create a respectful, tolerant, and academically challenging environment, to educate our diverse student population, and to prepare them to make positive and responsible life choices in a global and technological society. The school's core values are represented by the acronym REVWAY (R- Respectful; E-Ethical; V- Vocal; W-Wildcats; A- Accountable; Y- You), which was developed through a schoolwide collaborative process. The Student Learner Goals (SLGs), also developed through a collaborative process with the leadership team, focus groups, home groups, and student groups, were written to align with REVWAY as well as reflect the priorities of the State of California as represented in the District LCAP. The school has several committees (school culture, safety, equity, etc.) made up of teachers, students, and administrators that meet regularly to oversee the implementation and alignment of the school's goals, vision, core values and student outcomes.

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

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	526
Grade 10	477
Grade 11	409
Grade 12	433
Total Enrollment	1,845

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.1
Non-Binary	0.6
American Indian or Alaska Native	0.2
Asian	3.9
Black or African American	5.4
Filipino	1.2
Hispanic or Latino	55.2
Native Hawaiian or Pacific Islander	0.1
Two or More Races	4.3
White	27.5
English Learners	4.4
Foster Youth	0.5
Homeless	8.2
Socioeconomically Disadvantaged	61.2
Students with Disabilities	15.5

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	79.9	83.91	852.6	87.88	234405.2	84
Intern Credential Holders Properly Assigned	1.5	1.62	6.3	0.66	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	2.39	22.2	2.29	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4	4.2	31.8	3.28	11953.1	4.28
Unknown/Incomplete/NA	7.5	7.87	57.1	5.89	15831.9	5.67
Total Teaching Positions	95.2	100	970.2	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	73.8	79.98	850.2	87.12	231142.4	83.24
Intern Credential Holders Properly Assigned	1.9	2.07	7.5	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.9	6.43	34.3	3.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.6	3.92	30	3.08	11746.9	4.23
Unknown/Incomplete/NA	6.9	7.56	53.7	5.5	14303.8	5.15
Total Teaching Positions	92.3	100	975.9	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	73.2	79.98	844.4	86.83	230039.4	100
Intern Credential Holders Properly Assigned	3.2	3.56	10.5	1.09	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.4	0.44	22.6	2.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.3	2.55	24	2.47	12112.8	4.34
Unknown/Incomplete/NA	12.3	13.47	70.8	7.28	13705.8	4.91
Total Teaching Positions	91.5	100	972.4	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1.7	0.4
Misassignments	2.20	4.2	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.20	5.9	0.4

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0	0.4
Local Assignment Options	3.10	3.6	1.9
Total Out-of-Field Teachers	4.00	3.6	2.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.5	4	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives Pearson (2017) myPerspectives- American Literature Pearson (2017) Expository Reading and Writing Course (ERWC) 2nd Edition (2013)	0%
Mathematics	Mathematics I Integrated Pathway Walch Education (2013) Mathematics II Integrated Pathway Walch Education (2013) Mathematics III Integrated Pathway Walch Education (2013) Advanced Algebra Glencoe (2005) Pre-Calculus Prentice Hall (1999) Calculus Concepts and Applications Key Curriculum Press (2010)	0%
Science	Anatomy & Physiology: Walsh, Hole's Essentials of Anatomy & Physiology McGraw Hill (2020)	0%

	<p>Anatomy & Physiology: Essentials of Human Anatomy & Physiology McGraw Hill (2021)</p> <p>Biology Pearson (2020)</p> <p>Modern Chemistry HMH (2017)</p> <p>Environmental Science: Sustaining Your World National Geographic / Cengage (2017)</p> <p>Earth Science Inspire:Earth Science (2020)</p> <p>Physics: Hewett, Conceptual Physics Savvas (2021)</p> <p>Physics H Physics HMH (2017)</p>	
History-Social Science	<p>United States History, Geography, Continuity, and Change McGraw Hill (2019)</p> <p>World History, Culture, and Geography: The Modern World (2019)</p> <p>American Government Pearson (2019)</p> <p>Economic Principals in Action Pearson (2019)</p>	0%
Foreign Language	<p>Latin: Latin for the New Millennium Course 1 -4 Bolchazy Carducci (2022)</p> <p>French: Chemins Course 1-3 Vista Higher Learning (2023)</p> <p>AP French: Themes Vista Higher Learning (2022)</p> <p>Spanish: Encuentros Course 1-3 Vista Higher Learning (2022)</p> <p>AP Spanish: Temas Vista Higher Learning 2020</p> <p>Spanish for Native Speakers: El Espanol Para Nosotros McGraw Hill (2014)</p> <p>Spanish 2.1, Pasos Y Puentes Scott Foresman (1992)</p>	0%
Health		0%

Visual and Performing Arts	N/A	0%
Science Laboratory Equipment (grades 9-12)	See Above	0%

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

School Facility Conditions and Planned Improvements

Description of the safety, cleanliness, and adequacy of the school facility:

Safety: An assistant principal works with the custodial staff to ensure a clean and safe school. The school has an amicable relationship with District maintenance and operations, and repairs are completed in a timely manner. New fencing for the fire lane and additional surveillance cameras were funded by Measure "J" in 2008.

Cleanliness: The governing board has adopted cleaning standards. An assistant principal works daily with the custodial staff to develop cleaning schedules. Restrooms are maintained daily, monitored and cleaned up to three times during the school day, and thoroughly cleaned and stocked at the end of each day.

Adequacy: The 245,000 square foot facility is composed of eleven buildings (five of which are two-stories) and has a capacity for 2,600 students and 86 classrooms. Athletic facilities include eight basketball courts, a track/football/soccer field, two baseball fields, two softball fields, eight tennis courts, and a swimming/water polo pool. Phases I and II of a new stadium are complete. Technology is built around a campus-wide fiber optic backbone, and classrooms are equipped with an interactive smart board. CTE classrooms have modern equipment. The auditorium seats 433, and the library/media center seats 130 and recently underwent a major renovation to include a maker space and upgraded technology.

Description of any planned or recently completed facility improvements:

The west parking lot was upgraded in 2024 to include more handicap spaces and ADA compliant paths of travel to the gym and stadium.

In 2024, Measure "D" was passed, which is funding a pool renovation to be completed in early 2026, along with future projects for the stadium (ticket booth, snack bar, etc.).

Nine new relocatable classrooms were added in the summer of 2006.

Year and month of the most recent FIT report

July 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	62	61	50	50	47	48
Mathematics (grades 3-8 and 11)	35	41	37	37	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	369	359	97.29	2.71	60.72
Female	161	157	97.52	2.48	66.24
Male	204	198	97.06	2.94	55.56
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	70.59
Black or African American	20	19	95.00	5.00	42.11
Filipino	--	--	--	--	--
Hispanic or Latino	199	195	97.99	2.01	53.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	26	89.66	10.34	76.92
White	99	97	97.98	2.02	71.13
English Learners	15	15	100.00	0.00	20.00
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	64.29
Military	--	--	--	--	--
Socioeconomically Disadvantaged	225	218	96.89	3.11	50.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	67	61	91.04	8.96	18.03

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	369	358	97.02	2.98	41.34
Female	161	157	97.52	2.48	37.58
Male	204	197	96.57	3.43	43.65
American Indian or Alaska Native	--	--	--	--	--
Asian	17	16	94.12	5.88	75.00
Black or African American	20	19	95.00	5.00	21.05
Filipino	--	--	--	--	--
Hispanic or Latino	199	194	97.49	2.51	32.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	29	27	93.10	6.90	66.67
White	99	97	97.98	2.02	48.45
English Learners	15	15	100.00	0.00	20.00
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	50.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	225	218	96.89	3.11	30.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	67	61	91.04	8.96	3.28

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	34.77	30.9	32.96	33.45	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	401	398	99.25	0.75	30.90
Female	195	193	98.97	1.03	30.57
Male	205	204	99.51	0.49	30.88
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	50.00
Black or African American	22	22	100.00	0.00	27.27
Filipino	--	--	--	--	--
Hispanic or Latino	221	219	99.10	0.90	22.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	36.84
White	113	112	99.12	0.88	42.86
English Learners	22	22	100.00	0.00	4.55
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	26.32
Military	--	--	--	--	--
Socioeconomically Disadvantaged	238	237	99.58	0.42	24.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	47	100.00	0.00	25.53

2024-25 Career Technical Education Programs

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

REVHS provides its own CTE classes in Engineering Design and Patient Care (athletic training). The Colton, Redlands, Yucaipa Regional Occupation Program (CRY-ROP) provides additional CTE pathways such as Food Services and Game Design. 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 Education 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 a high school campus in the evening.

2024-25 Career Technical Education Programs

CTE Course Sequences at Redlands East Valley High School:

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

- PLTW - Engineering Design
- Patient Care
- Design, Visual, and Media Arts
- Game Design and Integration
- Systems Diagnostics, Service, and Repair
- Operations
- Food Services and Hospitality

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	726
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	33.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	98.59
Graduates Who Completed All Courses Required for UC/CSU Admission	49.15

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	90%	89%	91%	89%	92%

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

One of the keys to student success at REVHS is parental involvement. REVHS has an active PTSA as well as booster clubs for our athletic programs and extracurricular activities such as band and choir. These organizations raise money, provide activities and experiences outside the classroom, and work with site staff to improve the quality of education at REVHS. Our athletic boosters raise money to provide additional support to athletic teams including tournament fees, equipment, uniforms, travel, and banquet costs. Choral and band boosters are instrumental in enhancing the performing arts extra-curricular program and raise money for competitions, travel expenses, uniforms, and equipment as needed. Parents also actively support ASB and the drama program with both time and resources. Parents serve on our SEB (social-emotional) team, School Site Council, equity team, and safety team. Additionally, REV parents have served on LCAP advisory committees throughout the district. Parents serving in these roles provide valuable insight to school staff through their work evaluating programs/policies, reviewing budgets, analyzing data, and monitoring state accountability and site based needs. The robust participation of our parent community enhances the educational experience for students and strengthens our community partnerships.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	6.2	5	1.6	9.9	5.8	2.6	8.2	8.9	8
Graduation Rate	92.2	89.8	92.4	86.2	90.8	92.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	446	412	92.4
Female	218	206	94.5
Male	226	204	90.3
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	22	22	100.0
Black or African American	22	16	72.7
Filipino	--	--	--
Hispanic or Latino	245	224	91.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	14	13	92.9
White	127	122	96.1
English Learners	37	31	83.8
Foster Youth	--	--	--
Homeless	62	57	91.9
Socioeconomically Disadvantaged	346	315	91.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	67	41	61.2

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1993	1936	538	27.8
Female	928	896	268	29.9
Male	1055	1030	266	25.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	77	75	12	16.0
Black or African American	122	112	39	34.8
Filipino	23	23	2	8.7
Hispanic or Latino	1102	1075	320	29.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	86	85	26	30.6
White	529	517	130	25.1
English Learners	100	90	30	33.3
Foster Youth	28	18	8	44.4
Homeless	162	160	56	35.0
Socioeconomically Disadvantaged	1264	1226	403	32.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	328	313	132	42.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.16	5.11	4.92	4.39	3.21	3.02	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.24	0	0	0.07	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.92	0.00
Female	3.45	0.00
Male	6.16	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.90	0.00
Black or African American	9.84	0.00
Filipino	4.35	0.00
Hispanic or Latino	5.08	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.30	0.00
White	3.02	0.00
English Learners	4.00	0.00
Foster Youth	17.86	0.00
Homeless	4.94	0.00
Socioeconomically Disadvantaged	5.93	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.37	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Redlands East Valley High School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is updated and adopted in the spring of each school year and is reflective of the school's safety needs. The plan will next be approved in the spring of 2026 by our School Site Council. The key components of Redlands East Valley High School's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. The school safety plan is reviewed annually before being distributed to all staff. The school holds five safety drills yearly (2 earthquake, 2 fire, and 1 lock down) that are on file with the District. The school's safety committee meets each quarter and consists of certificated and classified employees, one assistant principal, parents, and students. Information from the safety committee as well as suspension/expulsion reports and staff input/observations is used to make informed decisions regarding school protocols, rules, and consequences to ensure students are physically, socially, and emotionally safe at school.

To ensure student safety before and after school, school security staff and administrators supervise the school grounds including the bus drop-off area, cafeteria, entry gate, and buildings. During the school day all entrance areas to the school are locked with the single point of entry being the front entrance. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitors pass. All visitors check in through the Raptor system where their ID is provided and scanned through the Megan's Law database. All staff members wear ID badges to identify themselves as employees.

REVHS has six full time safety officers (one 12-month employee and five 10-month employees) and three part-time campus monitors. The full-time safety officers must meet District hiring requirements including: CPR, POST training level II, on-going Clean Sweep training, and in-service training on matters such as pepper spray, verbal judo, and ProAct. The collective security team is responsible for providing students an opportunity to attend school in a safe educational setting. The officers are uniformed and stand duty at all REV on-site and many off-site activities. In the fall of 2018, a full-time School Resource Officer from the San Bernardino County Sheriff's office was added to the security team. The SRO provides additional resources and security to the REV campus and community.

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	46	25	26
Mathematics	22	39	27	14
Science	23	29	16	17
Social Science	21	36	26	13

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	59	20	30
Mathematics	24	33	26	18
Science	21	31	18	10
Social Science	20	43	24	11

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	373.2

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,122.15	\$2,692.27	\$9,429.88	\$103,560.03
District	N/A	N/A	\$10,404.68	\$105,673
Percent Difference - School Site and District	N/A	N/A	-9.8	-2.0
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-16.7	-0.2

Fiscal Year 2024-25 Types of Services Funded

The district office, under the direction of the Superintendent, financially supports REVHS. The school's general budget of \$151,000 is allocated by site administration with money designated to school operations and all departments. The School Site Council oversees \$191,000 in LCAP funds. The money allocated in the school plan is developed and approved by the Site Council in alignment with the district LCAP goals to support student engagement and achievement, including but not limited to increasing student attendance, increasing student participation in activities and events, increasing student performance on the CAASPP tests in ELA and math, and decreasing suspension rates. The site budget collectively provides funding for staff professional development, supplemental instructional material, additional hours for staff to provide tutoring/academic intervention, as well as all operational expenses for custodial and security needs. Prop 28 funds support extra-curricular activities and enhanced learning opportunities in the arts.

REVHS CTE pathways are supported through the district partnership with CRY-ROP. The Colton, Redlands, Yucaipa Regional Occupation Program (CRY-ROP) has implemented pathways at REVHS in the areas of:

- Design, Visual, and Media Arts
- Game Design and Integration

Fiscal Year 2024-25 Types of Services Funded

- Systems Diagnostics, Service, and Repair
- Operations
- Food Services and Hospitality

In addition, the school hosts two Redlands USD-based CTE programs in Engineering Design and Patient Care.

Many of the CTE pathway courses are also articulated with local community colleges allowing students to earn college credits as well as high school credit. Dual Enrollment college courses are also offered on campus during the school day for the opportunity to receive additional college credits. REVHS collaborates with local two and four-year institutions of higher education to maximize our students' awareness of post-secondary opportunities. The district maintains a guaranteed admissions agreement with the University of Redlands and the University of La Verne. The counseling and Career Center staff provide sequenced instruction to all students through their English classes at each grade level to increase students' access to self-awareness inventories, career research, college entrance requirements, testing requirements, financial aid, and all the details of the college application process. REVHS also implemented the Link Crew program to connect incoming students with the high school.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$63,332	\$62,783
Mid-Range Teacher Salary	\$100,688	\$97,783
Highest Teacher Salary	\$132,936	\$128,020
Average Principal Salary (Elementary)	\$164,336	\$160,224
Average Principal Salary (Middle)	\$175,641	\$166,992
Average Principal Salary (High)	\$190,691	\$180,971
Superintendent Salary	\$312,120	\$313,465
Percent of Budget for Teacher Salaries	32.19%	30.05%
Percent of Budget for Administrative Salaries	4.7%	5%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	21.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	3
English	6
Fine and Performing Arts	2
Foreign Language	3
Mathematics	4
Science	7
Social Science	9
Total AP Courses Offered	34

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

Professional Development

The Redlands East Valley High School staff is committed to continual professional growth. Both REVHS and the District have implemented professional development plans with a variety of offerings. REVHS has weekly collaboration time (*28 partial days) for 45 minutes on Monday afternoons. This time is used for professional development, data analysis, discussion of best instructional practices, department meetings, team meetings, instructional planning, and analysis of common benchmark assessments. Additionally, there are two full days of professional development designated for schoolwide data analysis and the yearly Instructional Focus. Through the evaluation process, teachers are encouraged to develop goals for professional improvement. First and second year teachers are expected to participate in the district-facilitated Induction program and are assigned experienced teachers as Induction coaches. New teachers also attend a week-long summer orientation coordinated by the district's Human Resources department and are provided on-site mentoring by a member of their department. Classroom paraprofessionals and office clerical staff receive district-led professional development several times per year in a partial-day model.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	30	30	30