

QUESTION #5: SCOPE AND PLAN LAYOUT CONSISTENCY AND COST EFFECTIVENESS (0-3 POINTS) (No response required)

QUESTION #6: USE OF CALIFORNIA CONSERVATION CORPS (CCC) OR CERTIFIED LOCAL COMMUNITY CONSERVATION CORPS (CALCC) (0 OR -5 POINTS)

Step 1: Corps Consultation

Please select one of the following:

- Applicant has consulted with the CCC and CALCC (or Tribal Corps, if applicable). Provide documentation below. (0 points)
- Applicant has NOT consulted with the CCC and CALCC (or Tribal Corps, if applicable). (-5 points)
- Applicant is not requesting construction funds from the ATP, so Corps consultation is not required. (0 points)

Attach submittal email, response email, and any attachment(s) from the CCC here:

Attached

Attach submittal email, response email, and any attachment(s) from the CALCC here:

Attach submittal email, response email, and any attachment(s) from the Tribal Corps (If applicable) here:

Not applicable

Step 2: Use of Corps

The applicant has coordinated with the CCC AND CALCC, or Tribal Corps if applicable, and determined the following:

- No corps can participate in the project (0 points)
- The applicant intends to utilize the CCC, CALCC, or the Tribal Corps for the project (0 points)
- At the time that the application was submitted, the applicant had not received a response from the Corps (0 points)
- The CCC, CALCC, and/or Tribal Corps can participate in the project, but the applicant intends not to use the Corps (-5 points)
- Applicant did not request corps participation (-5 points)

QUESTION #7 APPLICANT'S PERFORMANCE ON PAST ATP FUNDED PROJECTS (0 TO -10 Points): (no response required)

Part C: Application Attachments

Attachment A: Application Signature Page

Attachment B: Engineer's Checklist

Attachment C: Project Location Map

Attachment D: Project Layouts/Plans Showing Existing and Proposed Conditions

Attachment E: Photos of Existing Conditions

Attachment F: Project Estimate

Attachment G: Non-Infrastructure Work Plan Not applicable

Attachment H: Plan Scope of Work Not applicable

Attachment I: Letters of Support and Support Documentation

Attachment J: State-Only Funding Request

Attachment K: Additional Attachments – Student Travel Patterns and Barriers to Walking



SAN BERNARDINO
COUNTY

Department of Public Works

Project Location Map





SAN BERNARDINO
COUNTY

Department of Public Works

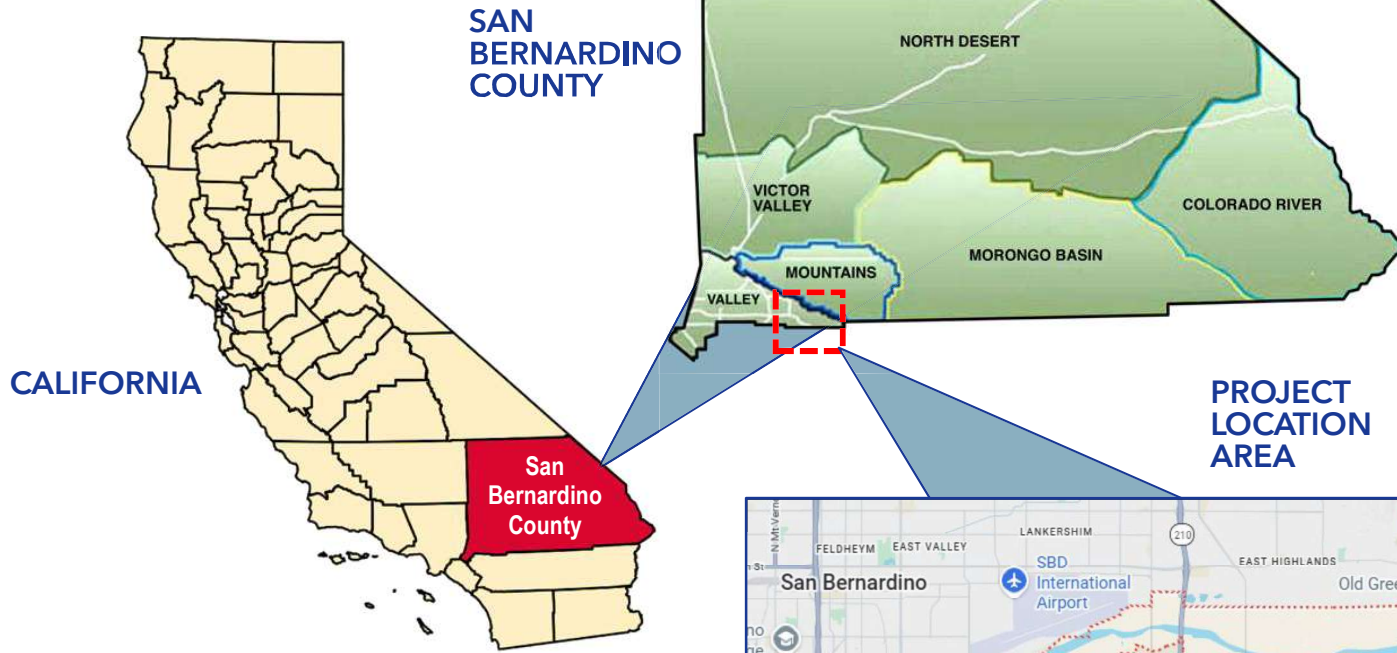
Project Location Map



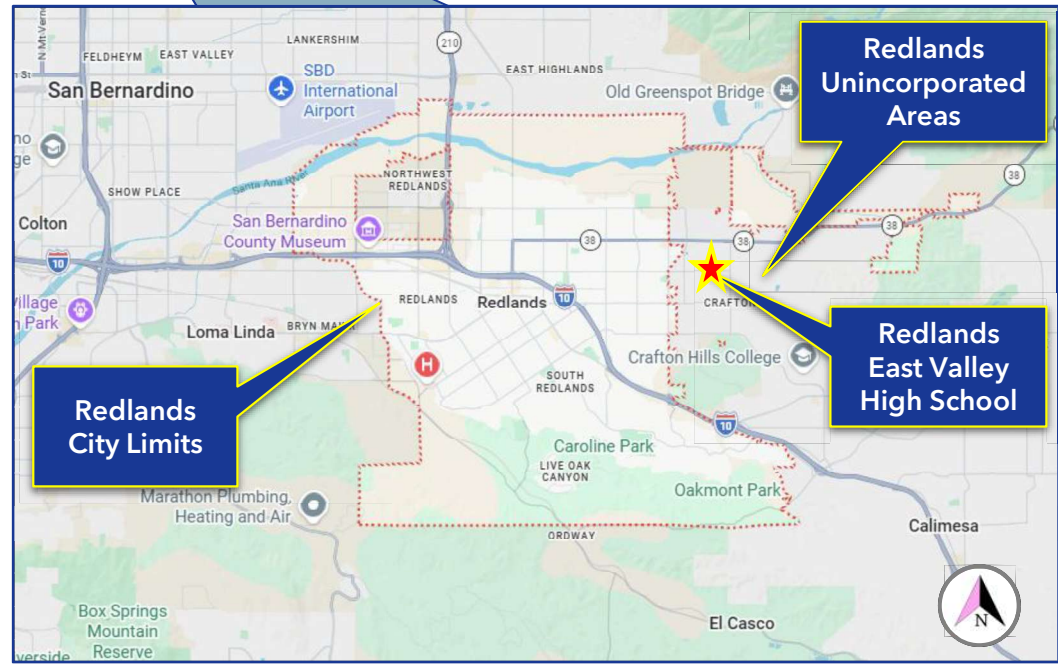


Project Location Map

The County of San Bernardino is the largest county in the United States by area, encompassing over 20,000 square miles and featuring a diverse landscape that includes urbanized areas, agricultural lands, the San Bernardino Mountains, and expansive desert regions extending to the Nevada state line.



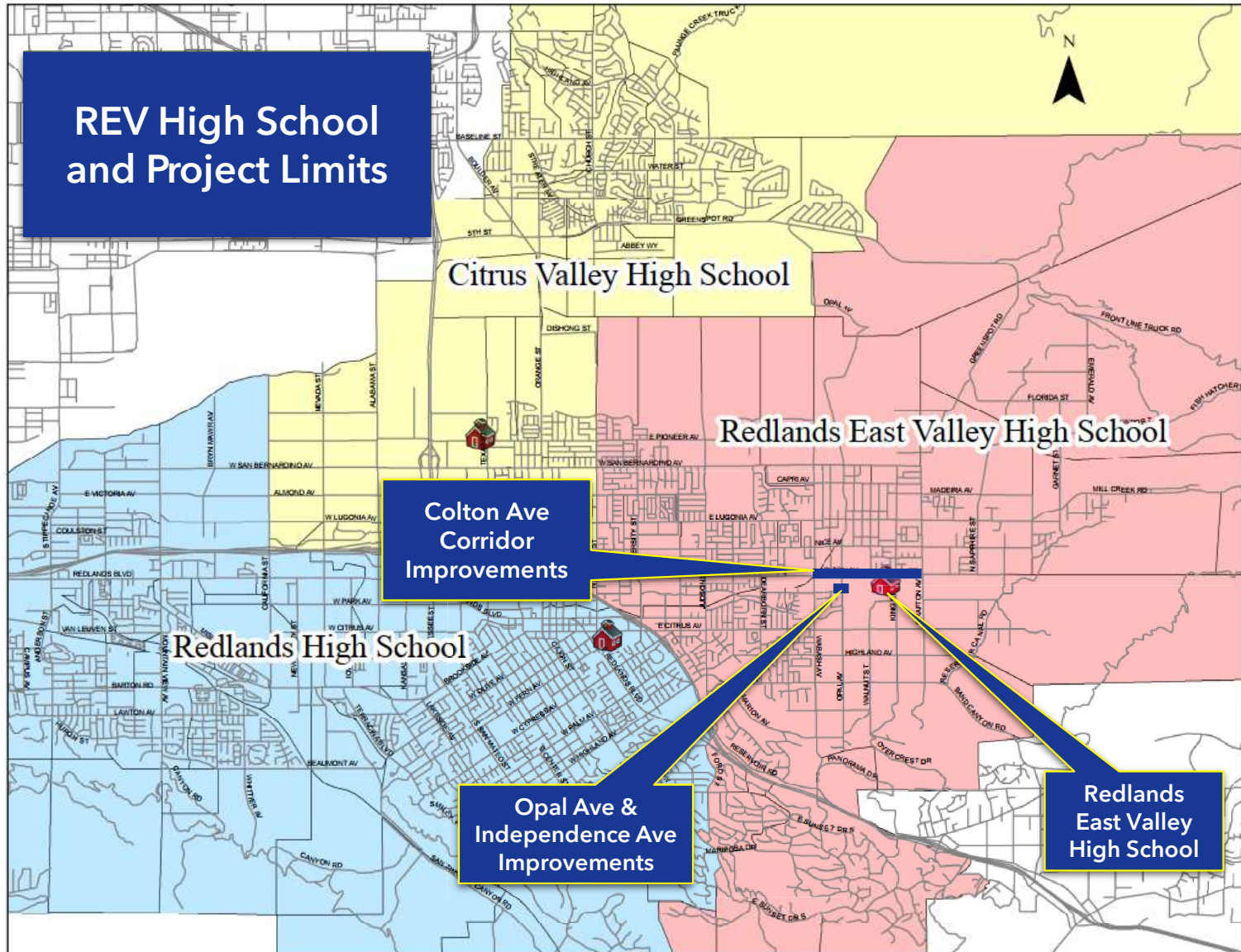
A significant portion of the County is unincorporated, where the County is responsible for providing transportation infrastructure and services. The Project is located within an unincorporated community near Redlands East Valley High School and will improve safety and multimodal connectivity along key corridors, including Colton Avenue and Opal Avenue, as well as adjacent neighborhood streets that are critical routes for students walking and biking to school.





Redlands East Valley High School Enrollment Area Map and Proposed Project Limits

REV Enrollment Area Map



SCHOOL DOCUMENTATION
ATP Cycle 8 Application – Redlands East Valley High School
Redlands East Valley High School Safe Routes to School Project
Unincorporated Area near Redlands, CA

Statement of Support

Formal Letters of Support for this application have been signed by Redlands Unified School District (RUSD) Superintendent Juan J. Cabral and Redlands East Valley High School (REVHS) Principal Shana Kamper and are included as an attachment to this application below. These letters express full endorsement of this ATP Cycle 8 application and the Project's goals.

Attachments

School Location, Proposed Project Limits, and Enrollment Area Map
REVHS School Accountability Report Card
REVHS Support Letter
RUSD Support Letter

*Prepared by San Bernardino County Department of Public Works | ATP Cycle 8 Application |
Redlands East Valley High School*

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.