

Reedley High School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Reedley High School
Street	740 W. North Avenue
City, State, Zip	Reedley, CA 93654
Phone Number	(559) 305-7100
Principal	John Ahlin
Email Address	ahlin-j@kcsd.com
School Website	rhs.kcsd.com
County-District-School (CDS) Code	10622651035310

2021-22 District Contact Information

District Name	Kings Canyon Joint Unified School District
Phone Number	559.305.7010
Superintendent	John Campbell
Email Address	guzman-j@kcsd.com
District Website Address	https://www.kcsd.com/

2021-22 School Overview

School Description

Reedley High School (RHS) was established in 1898. With 80 classrooms, a performing arts theater, and a host of athletic facilities – including a football stadium, aquatics complex, baseball and softball diamonds, and basketball gymnasium – the high school is a focal point for the communities of Reedley and the surrounding mountain areas.

The school serves approximately 1,800 students in grades nine through twelve and included a staff of 88 teachers. Reedley High School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience.

Mission Statement

Reedley High School will collaboratively empower students who will graduate as informed, ethical and respectful decision-makers. RHS staff will commit to a system of inquiry that guides immediate interventions. RHS students will demonstrate academic, technological, and individual achievements, which meet or exceed standards. The learning community will systematically structure academic, social, and safety networks which provide for individual learning needs, styles, and diverse backgrounds to build a PIRATE community.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	465
Grade 10	508
Grade 11	443
Grade 12	374
Total Enrollment	1,790

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	1.1
Black or African American	0.2
Filipino	1.2
Hispanic or Latino	87.1
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.9
White	9.2
English Learners	12.8
Foster Youth	0.6
Homeless	0.1
Socioeconomically Disadvantaged	81.5
Students with Disabilities	7.1

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

RHS provides high quality, current standards-aligned textbooks to all pupils enrolled. Other instructional materials used at the school including supplemental curriculum are made available to all pupils at RHS. All texts are SBE approved and adopted by the local board.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 1 EngageNY Grade 9 English Language Arts https://www.engageny.org/resource/grade-9-english-language-arts</p> <p>English 2 EngageNY Grade 10 English Language Arts https://www.engageny.org/resource/grade-10-english-language-arts</p> <p>English 3 EngageNY Grade 11 English Language Arts https://www.engageny.org/resource/grade-11-english-language-arts</p> <p>English A Steck-Vaughn: Edge A ,Intensive Intervention, Core Replacement, 2008 edition</p> <p>English B Steck-Vaughn: Edge B ,Intensive Intervention, Core Replacement, 2008 edition</p> <p>English F Steck-Vaughn: Edge Foundations, Intensive Intervention, Core Replacement, 2008 edition</p> <p>AP English Language Bedford, Freeman and Worth: The Language of Composition, 2011 Edition The Art of Voice, McGraw Hill, 2019 Edition</p> <p>English 12 Expository Reading and Writing Course For all "Not College Ready" or "Conditionally College Ready" 12th graders not exempt for CSU based on grade 11 EAP</p> <p>Bible as Literature</p>	Yes	0%

	<p>Schippe, Cullen, and Chuck Stetson. The Bible and its Influence BLP Publishing, 2006 edition The Bible (various versions)</p> <p>AP English Literature Bedford, Freeman and Worth: Literature and Composition, 2012 Edition</p>		
Mathematics	<p>Math 1/Math 1 E The Math Visions Project Secondary Math 1 http://www.mathematicsvisionproject.org/secondary-one-mathematics.html</p> <p>Math 2/Math 2 E The Math Visions Project Secondary Math 1 http://www.mathematicsvisionproject.org/secondary-mathematics-ii1.html</p> <p>Math 3/Math .E The Math Visions Project Secondary Math 2</p> <p>Calculus Textbook: Calculus Peoples Education Calculus: Single Variable 5E, 2009 edition</p>	Yes	0%
Science	<p>Environmental Science Textbook: High School Earth Science, Prentice Hall-California Earth Science, 2006 edition</p> <p>Biology Textbooks: Holt, Rinehart and Winston: Modern Biology, 2002 edition Holt, Rinehart and Winston: Modern Biology, 2006 edition Holt, Rinehart and Winston: Biology, 2007 edition</p> <p>AP Biology Textbook: Campbell and Reece: Biology, 2005 edition Pearson: Biological Science, 2011 edition</p> <p>Physics Textbook: Prentice Hall: Conceptual Physics, 2002 edition</p> <p>Sports Medicine Textbook: Delmar-Cengage Learning:</p>	Yes	0%

	<p>Introduction to Sports Medicine and Athletic Training 2nd edition, 2011 edition</p> <p>Human Anatomy Textbook: High School Human Anatomy and Physiology, Shier, Butler and Lewis, 2007 edition</p> <p>Chemistry Textbook: Chemistry—Connections To Our World, Prentice Hall, 2000 edition</p> <p>Agriculture Biology Textbook: The Science of Agriculture: A Biological Approach, Delmar Publishers, 2002 edition</p> <p>Conceptual Physics Textbook: Conceptual Physics, Prentice Hall, 2005 edition</p>		
History-Social Science	<p>World History Textbook: Impact California Social Studies, Culture and Geography, McGraw Hill, 2020 edition</p> <p>Government Textbook: Pearson: Magruder’s American Government, 2011 edition</p> <p>Economics Textbook: McDougal Littell: Economics Concepts and Choices, 2011 edition</p> <p>U.S. History Textbook: Impact California Social Studies, History and Geography, 2020 edition</p> <p>AP U.S. History Textbook: American Pageant, Houghton Mifflin, 2010 edition</p> <p>AP Government Textbook: Government in America, AP Edition, Prentice Hall 15 edition 2011</p> <p>Chicano/American History Textbook: The Mexican American Heritage, T.Q.S. Publications, 1994 edition</p> <p>AP Economics Textbook: Economics, 6th edition, McDougall Littell 2005 edition</p> <p>AP World History</p>	Yes	0%

	Textbook: The Earth and Its Peoples: A Global History, 3rd edition, McDougal Littell _2005 edition		
Foreign Language	<p>Spanish 1 Glencoe/McGraw Hill: Buen Viaje! Level 1, 2005/2008 edition</p> <p>Spanish 2 Glencoe/McGraw Hill : Buen Viaje! Level 1, 2005/2008 edition</p> <p>Spanish 3 Glencoe/McGraw Hill: Asi se dice Level 3, 2009/2012 edition</p> <p>Spanish 3H Glencoe/McGraw Hill: Asi se dice Level 4, 2009 edition</p> <p>Spanish 4 Pearson: Abriendo Pasos Gramatica, Abriendo Pasos Lectura, 2007 edition</p> <p>Spanish 1 Textbook: Spanish 1 for Native Speakers Glencoe/McGraw Hill: El espanol Para Nosostros Level 1, 2006 edition</p> <p>Spanish 2 for Native Speakers Glencoe/McGraw Hill: El espanol Para Nosostros Level 2, 2006 edition</p> <p>Spanish Language AP Pearson: Abriendo Pasos Gramatica, 2007 edition</p> <p>Spanish Literature AP Pearson: Abriendo Pasos Lectura, 2007 edition</p> <p>French 1 Textbook: Bon Voyage Level 1 , Glencoe/McGraw Hill, 2008 edition</p> <p>French 2 Textbook: Bon Voyage Level 2, Glencoe/McGraw Hill, 2008 edition</p> <p>French 3H Textbook: Bon Voyage Level 3, Glencoe/McGraw Hill, 2008 edition</p> <p>French 4 AP Textbook: Quant a moi, Holt McDougal, 2010 edition</p> <p>German 1 German 2 Textbook: Komm Mitt 1 Komm Mitt 2,</p>	Yes	0%

	Holt McDougal, 2006 edition German 3H German 4 AP Textbook: Handbuch der Deutschen Grammatik Graded German Reader, D.C., Heath and Company, 1993 edition		
Health	Glencoe Health 9th Edition 2005	Yes	0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	60 light microscopes 15 binocular microscopes 2 wet spirometers 1 human torso 1 real human skeleton 1 plastic human skeleton anatomical models 20 pan balances 20 triple beam balances 9 digital balances 5 analytical balances glassware (beakers, test tubes, graduated cylinders, etc) 2 copy machines 1 Van DeGraff generator 150 magnifying lenses electronics components 100 meter sticks 6 flex cams 6 interwrite screens 2 video microscopes chemicals 1 dynamics track 7 sets goggles 30 dissecting trays forceps DNA electro phoresis equipment	Yes	0%

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Reedley High School has 80 classrooms, a multipurpose room, a library and an administration building. The main campus was built in 1935. Additional classrooms were constructed in 1940, 1947, 1953, 1969, and 1971. Additional relocatable classrooms were constructed in 1973, 1997, a library media center was constructed in 1973, a gymnasium was constructed in 1973, and a performing arts center was constructed in 1981. A new library media center was completed in November 1, 2009. In 2018, the Agricultural Science building underwent modernization. Solar panels were installed in the gym parking lot in October of 2019. In August 2020, a new ceramics and construction building were added to the campus. A field house was built and completed in November of 2020. During this same time a soccer field was being created and the baseball fields began being renovated. The RHS weight room was expanded and remodeled. A new parent drop off and parking lot were also added to the campus in November 2020. Along with these facilities RHS received new walkways and lighting.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The Director of Maintenance, Custodial Supervisor, and the site principal work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Year and month of the most recent FIT report

09/2021

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Several lights out throughout campus, maintenance to repair.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Urinal plugged in boy's locker room. Maintenance to repair. Toilet leaks at Auto Shop, maintenance to repair. Urinal not working at Auto Shop, maintenance to repair.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Concrete low at several locations. Several doors (exterior) are weather damaged. Maintenance to order new doors and replace. There are several areas where the concrete surface is low (trip hazard). Maintenance to work on a fix that will address the concern. Door closure in room 5A3 leaks oil, maintenance to repair.

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	390	380	97.44	2.56	69.21
Female	209	203	97.13	2.87	71.92
Male	181	177	97.79	2.21	66.1
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	351	344	98.01	1.99	68.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	25	92.59	7.41	84
English Learners	25	23	92	8	8.7
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	310	302	97.42	2.58	66.23
Students Receiving Migrant Education Services	18	17	94.44	5.56	47.06
Students with Disabilities	23	23	100	0	21.74

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	389	378	97.17	2.83	31.22
Female	209	202	96.65	3.35	29.21
Male	180	176	97.78	2.22	33.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	350	342	97.71	2.29	30.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	25	92.59	7.41	48.00
English Learners	25	23	92.00	8.00	8.70
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	310	301	97.10	2.90	26.91
Students Receiving Migrant Education Services	18	17	94.44	5.56	29.41
Students with Disabilities	23	23	100.00	0.00	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	707	NT	NT	NT	NT
Female	365	NT	NT	NT	NT
Male	342	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	12	NT	NT	NT	NT
Hispanic or Latino	613	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	62	NT	NT	NT	NT
English Learners	36	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	552	NT	NT	NT	NT
Students Receiving Migrant Education Services	30	NT	NT	NT	NT
Students with Disabilities	33	NT	NT	NT	NT

2020-21 Career Technical Education Programs

The following courses are offered at RHS: Marketing, Sales, and Service - Introduction to Technology, Desktop Publishing and Web Design, Web Design Economics of Business and the Legal System, Virtual Enterprise Hospitality, Tourism and Rec Career - Foods and Nutrition, Pastry and Baking Education, Child Dev., Family Services - Living Well, Family Living, Child Development, On Your Own Architecture and Structural Engineering - Computer-Aided Drafting, Architectural Drawing and Design 1 & 2, Special Projects Architectural Engineering and Design - Computer Aided Drafting, Architectural Drawing & Design 1 & 2, Mechanical Drawing 2, Special Project CAD, Special Project Architectural Drawing & Design Cabinet-Making & Wood Products - Woods 1 - 4, Construction Technology Vehicle Maintenance, Service & Repair - Power Mechanics, Autos 1-4 Arts,Media, & Entertainment Technology, Health Science & Medical Technology

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,088
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	56.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	74.4

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.66
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	57.4

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parent involvement and communication are essential to our school success. Reedley High School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement. Parents attend school functions and parent visitation days, participate in parent-teacher conferences, volunteer in classrooms, assist as coaches, and chaperone field trips. Parents may also serve on advisory committees and leadership teams, including the Parent Information Nights, English Learners Advisory Council (ELAC), School Site Council (SSC), and various booster clubs. Parents are given the opportunity to participate in programs such as Parent Institute for Quality Education (PIQE), RHS Parent Academies and Pirate Family Workshops.

Home and school communication is enhanced through parent-teacher conferences, the student/parent handbook, the school website, student report cards, Peachjar (email notifications), Parent Square (text message notifications and automated phone dialer), and the Mid Valley Times Newspaper.

Parents who would like more information on how to become involved may contact Principal, John Ahlin at 559.305.7100.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.5	0.3	1.5	2.7	1.6	2.2	9.0	8.9	9.4
Graduation Rate	97.0	98.2	90.7	83.8	89.4	81.3	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	343	311	90.7
Female	165	154	93.3
Male	178	157	88.2
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	286	260	90.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	37	31	83.8
English Learners	38	31	81.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	293	263	89.8
Students Receiving Migrant Education Services	19	15	78.9
Students with Disabilities	25	15	60.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1871	1835	3	0.2
Female	917	900	1	0.1
Male	954	935	2	0.2
American Indian or Alaska Native	3	3	0	0.0
Asian	19	19	0	0.0
Black or African American	4	4	0	0.0
Filipino	22	22	0	0.0
Hispanic or Latino	1620	1594	3	0.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	17	17	0	0.0
White	185	175	0	0.0
English Learners	253	242	2	0.8
Foster Youth	11	11	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	1519	1496	3	0.2
Students Receiving Migrant Education Services	100	98	0	0.0
Students with Disabilities	143	138	1	0.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.46	1.18	3.08	0.53	3.47	0.20
Expulsions	0.10	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.01	2.38	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.18	0.00
Female	0.33	0.00
Male	1.99	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.11	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.16	0.00
English Learners	0.40	0.00
Foster Youth	9.09	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.18	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.80	0.00

2021-22 School Safety Plan

Safety of students and staff is a primary concern of Reedley High School. Before, during, and after school, the campus is monitored by two campus supervisors, two social workers, five counselors, and five administrators. All visitors must sign in at the office and wear appropriate identification while on campus. The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated on August 1, 2021 and discussed with staff on August 5, 2021. An updated copy is available to the public at the school office.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	31	10	21	37
Mathematics	31	9	19	35
Science	35	2	5	22
Social Science	35	1	14	30

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	33	3	22	40
Mathematics	30	6	31	25
Science	32	3	11	17
Social Science	34		10	35

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31	9	26	33
Mathematics	30	7	33	23
Science	33	2	10	19
Social Science	32	5	19	23

2020-21 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	344.2

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.2
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	2
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$6,882.91	\$891.76	\$5,991.16	\$74,785.74
District	N/A	N/A	\$7,477.39	\$75,311
Percent Difference - School Site and District	N/A	N/A	-22.1	-0.7
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-34.0	-8.0

2020-21 Types of Services Funded

Local Control Federal Funding (LCFF)
 State Lottery
 Title 1
 Career Technical Education
 Valley Regional Occupational Program (VROP)
 Agriculture Incentive Funds
 Carl Perkins CTE funds.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$48,010	\$51,029
Mid-Range Teacher Salary	\$69,956	\$78,583
Highest Teacher Salary	\$102,133	\$99,506
Average Principal Salary (Elementary)	\$123,232	\$124,576
Average Principal Salary (Middle)	\$132,992	\$131,395
Average Principal Salary (High)	\$147,623	\$144,697
Superintendent Salary	\$223,065	\$240,194
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	23.0
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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	0
English	6
Fine and Performing Arts	0
Foreign Language	4
Mathematics	1
Science	1
Social Science	10
Total AP Courses Offered	22

Professional Development

Professional development at Reedley High School is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, teachers, instructional aides, and other support personnel may take part in these activities. KCUSD emphasized collaborative team building, assessment and data collection, and effective teaching strategies in its professional development program, with a focus on English Learners and special needs students.

Monthly staff meetings also provide regular opportunities for professional collaboration, as do district data analysis and interpretation committee meetings. Teachers may also attend conferences and workshops. Buy-back and early release days provide time for quality professional development.

In the last three years Professional Development has included the following:

1. Common Core State Standards Training
2. Technology
3. Math - The Classroom Chef
4. Kate Kinsella- Academic Vocabulary
5. Thinking Maps/Write From the Beginning and Beyond
6. Kagan
7. English 3D
8. Illuminate
9. Literacy Tools - interactive notebooks
10. Google Suite and Classroom
11. English 3D
12. Achieve 3000
13. Social Science - Four Worlds & Active Classroom
14. Zoom and Screencastify
15. Writing Structures - Document Based Questions

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42

Kings Canyon Joint Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Kings Canyon Joint Unified School District
Phone Number	559.305.7010
Superintendent	John Campbell
Email Address	guzman-j@kcusd.com
District Website Address	https://www.kcusd.com/

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5121	4993	97.50	2.50	41.96
Female	2481	2426	97.78	2.22	47.03
Male	2640	2567	97.23	2.77	37.16
American Indian or Alaska Native	23	20	86.96	13.04	20.00
Asian	27	26	96.30	3.70	57.69
Black or African American	14	14	100.00	0.00	57.14
Filipino	15	13	86.67	13.33	69.23
Hispanic or Latino	4567	4471	97.90	2.10	40.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	55	91.67	8.33	45.45
White	412	391	94.90	5.10	55.75
English Learners	1328	1286	96.84	3.16	8.94
Foster Youth	39	37	94.87	5.13	29.73
Homeless	38	30	78.95	21.05	26.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4490	4390	97.77	2.23	39.27
Students Receiving Migrant Education Services	254	250	98.43	1.57	31.60
Students with Disabilities	400	368	92.00	8.00	11.41

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5122	5003	97.68	2.32	25.42
Female	2481	2432	98.02	1.98	25.25
Male	2641	2571	97.35	2.65	25.59
American Indian or Alaska Native	23	20	86.96	13.04	10.00
Asian	27	27	100.00	0.00	44.44
Black or African American	15	14	93.33	6.67	42.86
Filipino	15	13	86.67	13.33	38.46
Hispanic or Latino	4567	4478	98.05	1.95	23.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	56	93.33	6.67	35.71
White	412	392	95.15		42.09
English Learners	1328	1298	97.74	2.26	6.01
Foster Youth	39	38	97.44	2.56	18.42
Homeless	38	32	84.21	15.79	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4491	4399	97.95	2.05	22.64
Students Receiving Migrant Education Services	254	253	99.61	0.39	15.42
Students with Disabilities	401	368	91.77	8.23	7.07

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.