

# Reedley High School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

<b>District Name</b>	Kings Canyon Joint Unified School District
<b>Phone Number</b>	559-305-7010
<b>Superintendent</b>	John Campbell
<b>Email Address</b>	guzman-j@kcsd.com
<b>District Website Address</b>	<a href="https://www.kcsd.com/">https://www.kcsd.com/</a>

## 2022-23 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 98 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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	499
Grade 10	441
Grade 11	467
Grade 12	366
Total Enrollment	1,773

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.4
American Indian or Alaska Native	0.2
Asian	1.0
Black or African American	0.1
Filipino	1.0
Hispanic or Latino	88.9
Native Hawaiian or Pacific Islander	0.1
Two or More Races	0.8
White	8.0
English Learners	13.5
Foster Youth	0.5
Homeless	0.3
Migrant	3.7
Socioeconomically Disadvantaged	82.7
Students with Disabilities	6.4

#### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	60.40	88.45	303.20	73.79	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	1.46	17.30	4.22	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	5.10	7.51	51.90	12.63	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.30	0.48	15.10	3.68	12115.80	4.41
<b>Unknown</b>	1.40	2.08	23.30	5.68	18854.30	6.86
<b>Total Teaching Positions</b>	68.30	100.00	410.90	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

## 2021-22 Teacher Preparation and Placement

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	5.10	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>5.10</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.30	
<b>Total Out-of-Field Teachers</b>	<b>0.30</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.30	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 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.

<b>Year and month in which the data were collected</b>	August 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>English 1 EngageNY Grade 9 English Language Arts <a href="https://www.engageny.org/resource/grade-9-english-language-arts">https://www.engageny.org/resource/grade-9-english-language-arts</a></p> <p>English 2 EngageNY Grade 10 English Language Arts <a href="https://www.engageny.org/resource/grade-10-english-language-arts">https://www.engageny.org/resource/grade-10-english-language-arts</a></p> <p>English 3 EngageNY Grade 11 English Language Arts <a href="https://www.engageny.org/resource/grade-11-english-language-arts">https://www.engageny.org/resource/grade-11-english-language-arts</a></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 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>	Yes	0%
<b>Mathematics</b>	<p>Math 1/Math 1 E The Math Visions Project Secondary Math 1 <a href="http://www.mathematicsvisionproject.org/secondary-one-">http://www.mathematicsvisionproject.org/secondary-one-</a></p>	Yes	0%

	<p><a href="http://www.mathematicsproject.org/secondary-mathematics-ii1.html">mathematics.html</a></p> <p>Math 2/Math 2 E The Math Visions Project Secondary Math 1 <a href="http://www.mathematicsvisionproject.org/secondary-mathematics-ii1.html">http://www.mathematicsvisionproject.org/secondary-mathematics-ii1.html</a></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>		
<b>Science</b>	<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: 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>	Yes	0%

	<p>Conceptual Physics Textbook: Conceptual Physics, Prentice Hall, 2005 edition</p>		
<b>History-Social Science</b>	<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 Textbook: The Earth and Its Peoples: A Global History, 3rd edition, McDougal Littell _2005 edition</p>	Yes	0%
<b>Foreign Language</b>	<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>	Yes	0%

	<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, Holt McDougal, 2006 edition</p> <p>German 3H German 4 AP Textbook: Handbuch der DeutschenGrammatik Graded German Reader, D.C., Heath and Company, 1993 edition</p>		
<b>Health</b>	Glencoe Health 9th Edition 2005	Yes	0%
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)	60 light microscopes15 binocular microscopes 2 wet spirometers1 human torso1 real human skeleton1 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 machines1 Van DeGraff generator 150 mignifying lenses electronics components100 meter sticks 6 flex cams 6 interwrite screens 2 video microscopeschemicals1 dynamics	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. In July of 2022, two restrooms were added to the Pirate Helm. New bleachers were added to the football stadium in October of 2022. Renovation of the auto shop began in July of 2022 and will be complete in December of 2022. Two SDC classrooms are being built and will be completed in January of 2023.

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

11/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			P.E. Locker doors need to be replaced. Boys PE locker doors are damaged. Doors have been ordered and will be installed when received.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Black widows, pigeons. Pigeon issue at football grandstands, Eagle Shield to treat area. Black widows are visible throughout campus. Eagle Shield to treat campus.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Several faucets are leaking. Several faucets are leaking in classrooms and restrooms.

## School Facility Conditions and Planned Improvements

			Maintenance plumber currently in the process of making the repairs.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Football visitor's bleachers step unstable. Unstable steps on visitor's side bleachers. Maintenance to fix by adding an "L" bracket.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	72	N/A	47	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	39	N/A	34	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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

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
<b>All Students</b>	389	388	99.74	0.26	71.65
<b>Female</b>	188	188	100.00	0.00	73.40
<b>Male</b>	201	200	99.50	0.50	70.00
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	344	343	99.71	0.29	71.14
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	27	27	100.00	0.00	77.78
<b>English Learners</b>	34	34	100.00	0.00	14.71
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	293	292	99.66	0.34	69.18
<b>Students Receiving Migrant Education Services</b>	13	13	100.00	0.00	38.46
<b>Students with Disabilities</b>	18	18	100.00	0.00	22.22

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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

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
<b>All Students</b>	389	388	99.74	0.26	38.66
<b>Female</b>	188	188	100.00	0.00	38.83
<b>Male</b>	201	200	99.50	0.50	38.50
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	344	343	99.71	0.29	36.73
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	27	27	100.00	0.00	51.85
<b>English Learners</b>	34	34	100.00	0.00	5.88
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	293	292	99.66	0.34	37.33
<b>Students Receiving Migrant Education Services</b>	13	13	100.00	0.00	23.08
<b>Students with Disabilities</b>	18	18	100.00	0.00	16.67

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	24.6	NT	22.54	28.5	29.47

## 2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	883	870	98.53	1.47	24.6
<b>Female</b>	453	444	98.01	1.99	20.95
<b>Male</b>	430	426	99.07	0.93	28.4
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	11	11	100	0	36.36
<b>Hispanic or Latino</b>	793	782	98.61	1.39	22.38
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	60	58	96.67	3.33	44.83
<b>English Learners</b>	69	68	98.55	1.45	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	672	666	99.11	0.89	21.47
<b>Students Receiving Migrant Education Services</b>	28	28	100	0	17.86
<b>Students with Disabilities</b>	41	40	97.56	2.44	2.5

## 2021-22 Career Technical Education Programs

The following courses are offered at RHS: Multimedia Production - Video Production 1 and 2, 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 - 3, Construction Technology Vehicle Maintenance, Service & Repair - Autos 1-4 Arts,Media, & Entertainment Technology, Health Science & Medical Technology

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1149
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	61.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.83
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	47.44

## 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.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	448	447	435	447	449

## 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.

#### 2022-23 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 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, 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		0.3	0.8		1.6	1.4		8.9	7.8
Graduation Rate		98.2	95.2		89.4	89.1		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	355	338	95.2
<b>Female</b>	185	178	96.2
<b>Male</b>	170	160	94.1
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	319	304	95.3
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	--	--	--
<b>White</b>	25	24	96.0
<b>English Learners</b>	38	32	84.2
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	317	301	95.0
<b>Students Receiving Migrant Education Services</b>	23	18	78.3
<b>Students with Disabilities</b>	24	12	50.0

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1874	1834	102	5.6
Female	911	889	51	5.7
Male	963	945	51	5.4
American Indian or Alaska Native	5	5	2	40.0
Asian	18	17	1	5.9
Black or African American	1	1	0	0.0
Filipino	18	18	1	5.6
Hispanic or Latino	1662	1628	81	5.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	17	17	2	11.8
White	152	147	15	10.2
English Learners	283	272	21	7.7
Foster Youth	15	13	3	23.1
Homeless	9	8	1	12.5
Socioeconomically Disadvantaged	1547	1517	88	5.8
Students Receiving Migrant Education Services	73	71	4	5.6
Students with Disabilities	123	121	12	9.9

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.18	7.42	0.53	4.65	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.42	0.00
Female	5.38	0.00
Male	9.35	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	5.56	0.00
Hispanic or Latino	7.10	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	17.65	0.00
White	11.18	0.00
English Learners	9.89	0.00
Foster Youth	26.67	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.24	0.00
Students Receiving Migrant Education Services	4.11	0.00
Students with Disabilities	11.38	0.00

## 2022-23 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 3, 2022 and discussed with staff on August 12, 2022. An updated copy is available to the public at the school office.

## 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

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	28	8	42	23
Mathematics	25	23	35	12
Science	28	6	28	11
Social Science	31	7	18	27

## 2021-22 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	422.14

## 2021-22 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)	4.2
Library Media Teacher (Librarian)	0.9
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	1.0
Nurse	1.0
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$8,058.14	\$1,324.36	\$6,733.78	\$77,211.31
District	N/A	N/A	\$7,845.40	\$76,869
Percent Difference - School Site and District	N/A	N/A	-15.2	0.4
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	2.1	-7.3

## 2021-22 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$48,971	\$52,478
Mid-Range Teacher Salary	\$71,355	\$80,810
Highest Teacher Salary	\$104,176	\$101,276
Average Principal Salary (Elementary)	\$129,325	\$127,080
Average Principal Salary (Middle)	\$133,728	\$134,264
Average Principal Salary (High)	\$151,172	\$147,200
Superintendent Salary	\$232,843	\$242,351
Percent of Budget for Teacher Salaries	27%	33%
Percent of Budget for Administrative Salaries	6%	6%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	19.5
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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.

<b>Subject</b>	<b>Number of AP Courses Offered</b>
<b>Computer Science</b>	0
<b>English</b>	5
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	4
<b>Mathematics</b>	1
<b>Science</b>	1
<b>Social Science</b>	10
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	21

## 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
16. Common Formative Assessment development
17. Math - Visible Learning for Mathematics

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	42	42	42