

# Reedley High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 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@kcusd.com
<b>School Website</b>	rhs.kcusd.com
<b>County-District-School (CDS) Code</b>	10622651035310

## 2023-24 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>	pack-r@kcusd.com
<b>District Website</b>	<a href="https://www.kcusd.com/">https://www.kcusd.com/</a>

## 2023-24 School Description and Mission Statement

### 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 92 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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	535
Grade 10	500
Grade 11	422

Grade 12	391
Total Enrollment	1,848

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
American Indian or Alaska Native	0.1%
Asian	1.1%
Black or African American	0.1%
Filipino	1.1%
Hispanic or Latino	88.3%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	1%
White	8.2%
English Learners	13.2%
Foster Youth	0.5%
Homeless	0.1%
Migrant	2.7%
Socioeconomically Disadvantaged	83.6%
Students with Disabilities	6.9%

## 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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	60.40	88.45	303.20	73.79	228366.10	83.12
Intern Credential Holders Properly Assigned	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

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>	63.80	84.43	348.80	80.05	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	1.32	18.00	4.14	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	8.90	11.88	31.60	7.27	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.16	26.60	6.10	11953.10	4.28
<b>Unknown</b>	1.60	2.20	10.60	2.44	15831.90	5.67
<b>Total Teaching Positions</b>	75.60	100.00	435.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
<b>Permits and Waivers</b>	0.00	3.80
<b>Misassignments</b>	5.10	5.10
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	5.10	8.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.10
<b>Local Assignment Options</b>	0.30	0.00
<b>Total Out-of-Field Teachers</b>	0.30	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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)	8.3	5.2
<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)	4.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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>  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>  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>	Yes	0%

	<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, 2012 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>		
<b>Mathematics</b>	<p>Math 1/Math 1 E The Math Visions Project Secondary Math 1 <a href="http://www.mathematicsvisionproject.org/secondary-one-mathematics.html">http://www.mathematicsvisionproject.org/secondary-one-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>	Yes	0%
<b>Science</b>	<p>Environmental Science Textbook: McGraw-Hill Education: Inspire Physical Science with Earth Science, 2021 edition</p>	Yes	0%

Biology  
Textbook:  
Savvas Realize- California Miller & Levine: Experience  
Biology The Living Earth, 2020 edition

AP Biology  
Textbook:  
Pearson- Biology in Focus, AP Edition, 2013 edition

Agriculture Biology  
Textbook:  
The Science of Agriculture: A Biological Approach, Delmar  
Publishers, 2002 edition

Agriculture Science  
Textbooks:  
Glencoe- Earth Science, Geology, The Environment and the  
Universe, 2005 edition  
Delmar Publishers: Agriscience: Fundamentals and  
Applications, 1997 edition  
Pearson: Biological Science, 2011 edition

Veterinary Science  
Textbook:  
Cengage Learning- Introduction to Veterinary Science, 2003  
edition

Pearson: Biological Science, 2011 edition

Physics  
Textbook:  
Savvas Realize- Experience Physics, 2020 edition

Conceptual Physics  
Textbook:  
Conceptual Physics, Prentice Hall, 2005 edition

AP Physics  
Textbook:  
Pearson - Physics: Principles with application, 6th edition

Sports Medicine  
Textbook:  
Delmar-Cengage Learning:  
Introduction to Sports Medicine and Athletic Training 2nd  
edition, 2011 edition

Human Anatomy  
Textbook:  
High School Human Anatomy and Physiology, Shier, Butler  
and Lewis, 2007 edition

Chemistry  
Textbook:  
Savvas Realize - California Experience Chemistry, 2020  
edition

Physical Science  
Textbook:  
McGraw Hill- Inspire Physical Science with Earth Science,  
2021 edition

<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>	<p>Yes</p>	<p>0%</p>
<b>Foreign Language</b>	<p>Spanish 1 Vista Higher Learning Descubre Level 1, 2022 edition</p> <p>Spanish 2 Vista Higher Learning Descubre Level 2,2022 edition</p> <p>Spanish 3 Vista Higher Learning Descubre Level 3, 2022 edition</p> <p>Spanish 3H Vista Higher Learning Descubre Level 3, 2022 edition</p> <p>Spanish 4 Pearson: Abriendo Pasos Gramatica, Abriendo Pasos Lectura, 2007 edition</p>	<p>Yes</p>	<p>0%</p>



	<p>Spanish 1 Textbook: Spanish 1 for Native Speakers Herrera En Vos Alta Level 1, 2023 edition</p> <p>Spanish 2 for Native Speakers Herrera En Vos Alta Level 2, 2023 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 Deutschen Grammatik Graded German Reader, D.C., Heath and Company, 1993 edition</p>		
<b>Health</b>	Glencoe Health 9th Edition 2005	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	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.

## School Facility Conditions and Planned Improvements

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 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 was completed in December of 2022. Two SDC classrooms were completed in January of 2023. The tack was redone in July 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**

9/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			AC in room 700 needs service. There is a belt that needs to be replaced. District maintenance to replace.
<b>Interior:</b> Interior Surfaces	X			Stained ceilings in MU-1. District maintenance to replace.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Ants and wasp issues throughout campus. Pest control to treat campus for ans, wasps, black widows and roaches.
<b>Electrical</b>	X			Playfield sport lights need to be replaced. Playfield sport lights have burnt out lamps. To be replaced under Schneider project.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Clogged restroom toilet in Home E.C. restroom. District maintenance to repair/unclog.
<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			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	72	76	47	49	47	46
<b>Mathematics</b> (grades 3-8 and 11)	39	38	34	36	33	34

### 2022-23 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>	381	377	98.95	1.05	75.86
<b>Female</b>	197	196	99.49	0.51	79.59
<b>Male</b>	184	181	98.37	1.63	71.82
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	342	340	99.42	0.58	75.88
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	28	26	92.86	7.14	65.38
<b>English Learners</b>	44	42	95.45	4.55	14.29
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	317	314	99.05	0.95	74.84
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	25	24	96.00	4.00	41.67

## 2022-23 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
All Students	380	378	99.47	0.53	37.83
Female	196	196	100.00	0.00	36.22
Male	184	182	98.91	1.09	39.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	341	341	100.00	0.00	37.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	28	26	92.86	7.14	34.62
English Learners	44	44	100.00	0.00	11.36
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	316	315	99.68	0.32	36.51
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	23	95.83	4.17	8.70

## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	24.60	26.66	22.54	24.28	29.47	30.29

## 2022-23 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
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					Met or Exceeded
<b>All Students</b>	803	745	92.78	7.22	26.98
<b>Female</b>	393	347	88.30	11.70	23.92
<b>Male</b>	410	398	97.07	2.93	29.65
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	11	11	100.00	0.00	36.36
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	11	11	100.00	0.00	36.36
<b>Hispanic or Latino</b>	710	658	92.68	7.32	25.68
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	61	56	91.80	8.20	35.71
<b>English Learners</b>	83	77	92.77	7.23	1.30
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	652	603	92.48	7.52	24.21
<b>Students Receiving Migrant Education Services</b>	16	16	100.00	0.00	25.00
<b>Students with Disabilities</b>	36	35	97.22	2.78	11.43

## 2022-23 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 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.

The primary representatives of the district's CTE advisory committee are Veronica Lopez, Assistant Principal at Orange Cove High School, and Amber Hunt, Assistant Principal at Reedley High School. The district's CTE advisory committee is represented by the following industries: Agriculture & Natural Resources, Arts Media and Entertainment, Building and Construction Trades, Education, Child Development & Family Services, Engineering and Architecture, Health Science and Medical Technology, Hospitality, Tourism and Recreation, Manufacturing and Product Development, Public Safety, and Transportation.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
<b>Number of Pupils Participating in CTE</b>	1185
<b>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</b>	57.1
<b>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	

## 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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	56.38

## 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.

## 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	78.1%	77.5%	78.1%	78.1%	78.1%

## 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.

## 2023-24 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, Pirate Family Workshops and community nights.

## 2023-24 Opportunities for Parental Involvement

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.5	0.8	0.8	2.2	1.4	2	9.4	7.8	8.2
Graduation Rate	90.7	95.2	96.4	81.3	89.1	88.2	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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
All Students	366	353	96.4
Female	180	177	98.3
Male	186	176	94.6
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	320	308	96.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	26	26	100.0
English Learners	50	41	82.0



Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	332	319	96.1
Students Receiving Migrant Education Services	15	15	100.0
Students with Disabilities	21	12	57.1

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1917	1876	156	8.3
Female	927	908	73	8.0
Male	990	968	83	8.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	2	100.0
Asian	21	21	1	4.8
Black or African American	1	1	0	0.0
Filipino	20	20	0	0.0
Hispanic or Latino	1685	1653	132	8.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	18	18	1	5.6
White	166	157	20	12.7
English Learners	263	253	21	8.3
Foster Youth	12	10	1	10.0
Homeless	8	7	0	0.0
Socioeconomically Disadvantaged	1604	1569	134	8.5
Students Receiving Migrant Education Services	50	49	2	4.1
Students with Disabilities	136	134	19	14.2

## 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	1.18	7.42	8.03	0.53	4.65	5.93	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	8.03	0
<b>Female</b>	3.78	0
<b>Male</b>	12.02	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	9.52	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	7.72	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	11.11	0
<b>White</b>	12.05	0
<b>English Learners</b>	13.31	0
<b>Foster Youth</b>	16.67	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	8.42	0
<b>Students Receiving Migrant Education Services</b>	16	0
<b>Students with Disabilities</b>	16.18	0

## 2023-24 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 three campus supervisors, three social workers, six 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 5, 2023 and discussed with staff on August 18, 2023. An updated copy is available to the public at the school office.

## 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

## 2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	16	36	23
Mathematics	27	17	38	12
Science	31	3	16	22
Social Science	29	7	27	18

## 2022-23 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	308

## 2022-23 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)	6
Library Media Teacher (Librarian)	.9
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$8,551.40	\$1,311.02	\$7,240.39	\$84,508.36
District	N/A	N/A	\$8,947.10	\$79,295
Percent Difference - School Site and District	N/A	N/A	-21.1	9.5
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	9.3	1.7

## Fiscal Year 2022-23 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

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$51,419	\$54,190
<b>Mid-Range Teacher Salary</b>	\$74,924	\$85,111
<b>Highest Teacher Salary</b>	\$109,387	\$104,999
<b>Average Principal Salary (Elementary)</b>	\$130,031	\$132,492
<b>Average Principal Salary (Middle)</b>	\$142,159	\$140,987
<b>Average Principal Salary (High)</b>	\$159,671	\$153,884
<b>Superintendent Salary</b>	\$253,382	\$255,503
<b>Percent of Budget for Teacher Salaries</b>	23.07%	32.09%
<b>Percent of Budget for Administrative Salaries</b>	5.02%	5.25%

## 2022-23 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>	18.1
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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
<b>Computer Science</b>	0
<b>English</b>	4
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	3
<b>Mathematics</b>	2
<b>Science</b>	1
<b>Social Science</b>	11
<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.

## Professional Development

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. Essential 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. Solution Tree - PLC Development
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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	42	42	42