

R. Rex Parris High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2024-25 School Contact Information

School Name	R. Rex Parris High School
Street	38801 Clock Tower Plaza Drive
City, State, Zip	Palmdale, CA 93550
Phone Number	661-274-1230
Principal	Dr. Kristen Tepper
Email Address	ktepper@avhsd.org
School Website	https://www.rrexparrishs.org
Grade Span	9-12
County-District-School (CDS) Code	19 64246 1995398

2024-25 District Contact Information

District Name	Antelope Valley Union High School District
Phone Number	661-948-7655
Superintendent	Greg Nehen
Email Address	gnehen@avhsd.org
District Website	www.avdistrict.org

2024-25 School Description and Mission Statement

R. Rex Parris High School was established as a continuation high school for students within the Antelope Valley Union High School District beginning with the 2001-2002 school year. It received its California Department of Education identification number 19-64246-1996644 in July 2002. At that time, R. Rex Parris High School was located next to the Littlerock High School campus. It now has its own state-of-the-art campus located on the corner of Avenue Q and Clock Tower Plaza Drive. This location is within a few hundred yards of the new Palmdale Transportation Center, which the majority of R. Rex Parris High School students use to take the bus to and from school.

2024-25 School Description and Mission Statement

The primary mission of R. Rex Parris High School is to serve students who are significantly behind in meeting their high school graduation requirements. Additionally, the school serves students who have consistently violated school discipline rules, substance abuse infractions, and severe attendance issues at its comprehensive site feeder schools of Palmdale High School, William J. Pete Knight High School, Highland High School, and Littlerock High School. R. Rex Parris High School also serves many students who are transferring into the district from outside agencies and are significantly behind in credit. Historically R. Rex Parris High School has served approximately 1000 students per academic year, with 400 – 500 attending at any one time.

A morning and an afternoon session are run daily with approximately 200 to 350 students per session, comprised of both regular education and special education students (Special Day Class and Resource Specialist students). Each of the sessions provide students with a four period schedule. Students are able to progress at a more accelerated pace due to the school's quarter/semester structure. The instructional curriculum incorporates a syllabus format developed by the teaching faculty in specific instructional areas to ensure that students receive a standards-based curriculum that works in concert with those standards adopted by the California Department of Education. We are also currently collaborating and integrating the Common Core State Standards.

R. Rex Parris High School affords students a unique opportunity to succeed in life by providing a learning environment that nurtures and sustains the individual student in their educational experience.

Our educational community combines a standards based academic curriculum with a philosophical commitment that each and every student can and will receive a high school education second to none. By combining an accelerated credit system, individual instruction, technology, a Common Core State Standards-based curriculum, and a Positive Behavior Intervention and Support program, the faculty and staff are dedicated to promoting student success, not only in academics, but also in their personal and social lives. The teaching faculty uses the Core Instructional Model which is a strategic teaching approach that guides intervention through systematic instruction that gradually releases responsibility to students, aimed at providing support for struggling learners across different subject areas. They also incorporate the "What, Why, How2" framework brought to the school by Principal, Kristen Tepper. This framework provides students with a structured understanding of what they will be learning, why they are learning it, how they will learn it, and how will they know they have learned it.

The precepts of this commitment, our goal, is sustained by educational professionals, support staff, parents/guardians and the community at large dedicated to sharing with our students the tools, insights and support necessary to achieve a quality education.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	139
Grade 12	443
Total Enrollment	583

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.1
Male	56.9
American Indian or Alaska Native	0.3
Asian	0.3
Black or African American	12.7
Filipino	0.3
Hispanic or Latino	80.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.1
White	3.3
English Learners	14.4
Foster Youth	0.5
Homeless	1.2
Migrant	0.9
Socioeconomically Disadvantaged	81.3
Students with Disabilities	4.8

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)	12.90	53.22	767.70	76.98	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	12.90	1.30	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	83.20	8.35	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	11.40	46.78	76.10	7.63	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	57.30	5.74	18854.30	6.86
Total Teaching Positions	24.30	100.00	997.30	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.70	54.44	758.20	76.16	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	21.10	2.12	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	76.60	7.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	9.60	44.63	73.00	7.34	11953.10	4.28
Unknown/Incomplete/NA	0.10	0.88	66.40	6.68	15831.90	5.67
Total Teaching Positions	21.60	100.00	995.50	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.40	58.19	697.20	73.82	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	24.20	2.57	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	93.00	9.85	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	8.10	41.81	76.20	8.08	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	53.60	5.68	14303.80	5.15
Total Teaching Positions	19.50	100.00	944.50	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.10	0
Local Assignment Options	11.40	9.40	8.1
Total Out-of-Field Teachers	11.40	9.60	8.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard California English Language Arts Grade 9 Student Edition/2017 SpringBoard California English Language Arts Grade 10 Student Edition/2017 SpringBoard California English Language Arts Grade 11 Student Edition/2017 SpringBoard California English Language Arts Grade 12 Student Edition/2017 SpringBoard California English Language Development Grade 9 Student Edition/2017 SpringBoard California English Language Development Grade 10 Student Edition/2017 SpringBoard California English Language Development Grade 11 Student Edition/2017 SpringBoard California English Language Development Grade 12 Student Edition/2017	Yes	0%
Mathematics	Houghton Mifflin Harcourt Big Ideas Algebra/2016 Houghton Mifflin Harcourt Big Ideas Geometry/2016 Houghton Mifflin Harcourt Big Ideas Algebra 2/2016 Algebra & Trigonometry: Structure and Method-Book 2/ 2002 Trigonometry Calculus: A New Horizon / 2008	Yes	0%
Science	Experience Chemistry/2022 Earth Science: Geology, the Environment, and the Universe/2003 Experience Biology/2022 Experience Physics/2022 CA Miller Levine Experience Biology Copyright 3/2020 Adopted 5/26/2022 CA Experience Chemistry 2020 Adopted 5/26/2022	Yes	0%

	CA Experience Physics 2022 Adopted 5/26/2022		
History-Social Science	IMPACT CALIFORNIA G10 STUDENT EDITION WORLD HISTORY CULTURE & GEOGRAPHY/2021 IMPACT CALIFORNIA G11 STUDENT EDITION UNITED STATES HISTORY & GEOGRAPHY/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF ECONOMICS/2021 IMPACT CALIFORNIA G12 STUDENT EDITION PRINCIPLES OF AMERICAN DEMOCRACY (CIVICS)/2021	Yes	0%
Foreign Language	WORLD LANGUAGES French/ EntreCultures Levels 1, 2, and 3/2020 Spanish/Senderos/CA Levels 1, 2, and 3/2022 Galeria (Heritage) Imagina (Honors)	Yes	0%
Health	Glencoe Health: A Guide to Wellness / 2001	Yes	0%
Visual and Performing Arts	Instrumental: Essential Elements / 2000 Music First / 2000 Exploring Photography / 2000 The Photographic Eye / 2000 Theatre: Art in Action / 2000 Music / 2000 Symphonic Band Technique / 2000	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

R. Rex Parris High School's campus was opened for student use in the second semester of the 2005-2006 school year. The site contains a library with 230 Chromebooks for student use, over 5,000 books for student checkout, and 200 designated student devices/computers within the classroom setting. The quad area has two full-sized basketball and pickleball courts, a volleyball court, a handball court, and a large grassed area that may be used for softball, football, soccer, and other sports that require a large playing field. There is also a covered outdoor eating area that may be used in addition to the cafeteria area within the school's multi-purpose room. Each classroom has at least 40 Chromebooks, two Promethean Boards, and a TV. A dedicated custodian cleans the facilities during the day and evening, a groundskeeper that is shared amongst the Alternative Sites maintains the grounds once per week, and maintenance is handled through a work order process via the district office. An outdoor message and announcement system consisting of five large-screen TVs was installed this year, including one near the front office for parents to obtain information related to school activities and announcements.

Year and month of the most recent FIT report

11/30/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		107: Ceiling tile Admin: Ceiling tiles Mpr: Ceiling tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			101:Cluttered

School Facility Conditions and Planned Improvements

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			102: Wall coverage over 20% 103: Wall coverage over 20%
Structural: Structural Damage, Roofs	X			
External: 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.

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

ELA and mathematics test results include the Smarter Balanced Summative 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	13	11	34	37	46	47
Mathematics (grades 3-8 and 11)	1	0	10	11	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	284	280	98.59	1.41	11.43
Female	116	113	97.41	2.59	13.27
Male	168	167	99.40	0.60	10.18
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	31	28	90.32	9.68	3.57
Filipino	0	0	0	0	0
Hispanic or Latino	236	235	99.58	0.42	12.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	16.67
English Learners	51	51	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	226	222	98.23	1.77	10.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	16.67

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	284	279	98.24	1.76	0.36
Female	117	113	96.58	3.42	0.00
Male	167	166	99.40	0.60	0.60
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	31	28	90.32	9.68	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	235	234	99.57	0.43	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	8.33
English Learners	51	51	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	226	221	97.79	2.21	0.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	5.63	3.03	12.35	13.23	30.29	30.73

2023-24 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
All Students	101	99	98.02	1.98	3.03
Female	35	35	100.00	0.00	5.71
Male	66	64	96.97	3.03	1.56
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	22	91.67	8.33	0.00
Filipino	0	0	0	0	0
Hispanic or Latino	68	68	100.00	0.00	4.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	88	87	98.86	1.14	3.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

R. Rex Parris High School students are prepared to enter the workforce or continue at the community college by enrolling in our Building and Construction Career Technical Education (CTE) classes: Explorations in Construction and Construction Technology I. These courses emphasize processes, systems, and how structures are designed and built. Students acquire knowledge and skills in a sequential, standards-based pathway program integrating hands-on, project-based, and work-based instruction. In addition, students can earn certifications through Snap-On Tool Certifications in the following areas: Precision Measurement, Multi-Meter, and Mechanical Torque.

Each industry sector has an advisory committee that includes members representing the local/regional workforce and K-16 partners specific to the content area.

Additionally, students can enroll in Work Experience to assist them in developing employability preparational workplace skills and behaviors.

The district's CTE division has helped RRPHS develop and implement the Building & Construction Trades pathway to align with regional labor market needs. CTE collaborates with school sites, industry, and community colleges to ensure students at RRPHS can transition smoothly to college or the workforce after graduation.

Data is pulled from the California Longitudinal Pupil Achievement Data System (CALPADS) to provide comparison data for RRPHS CTE students and progress in the College and Career Indicator for CTE pathways. Supplemental data coordinated

2023-24 Career Technical Education Programs

with the CTE office includes work-based learning, college coursework and acceptance rates, graduation rates, attendance, and post-graduation follow-up.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	282
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.49
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2023-24 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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	--	--	--	--	--

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.

2024-25 Opportunities for Parental Involvement

Parental involvement opportunities include: serving as part of our Volunteer Program, School Site Council, Title I Committee, English Learner Advisory Committee, District English Learner Advisory Committee and the PBIS team. In addition parents are invited to attend Parent/Teacher conferences, participate in the PIQE program (twice per year) and our district LCAP community meetings. Our parent-teacher conferences are held on a quarterly basis and staff engage parents regarding attendance and student performance through phone calls home. Parents are invited to provide feedback on our SPSA and district LCAP program through LPAC Community Engagement events and through a number of surveys including the Fall and Spring Climate Survey. Parents are also invited to attend Back to School Night twice a school year and other outreach activities.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	21.3	29.4	55.6	9.8	13.8	17.4	7.8	8.2	8.9
Graduation Rate	42.6	31.4	32.6	80.6	75.9	78.5	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	239	78	32.6
Female	101	43	42.6
Male	138	35	25.4
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	38	9	23.7
Filipino	--	--	--
Hispanic or Latino	182	63	34.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	47	17	36.2
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	227	73	32.2
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	22	8	36.4

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	947	861	566	65.7
Female	391	358	237	66.2
Male	556	503	329	65.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	127	106	79	74.5
Filipino	--	--	--	--
Hispanic or Latino	756	701	452	64.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	16	12	75.0
White	30	27	17	63.0
English Learners	151	138	87	63.0
Foster Youth	13	--	--	--
Homeless	19	17	13	76.5
Socioeconomically Disadvantaged	775	705	468	66.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	54	49	37	75.5

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	6.04	5.16	4.54	7.19	8.27	8.29	3.17	3.60	3.28
Expulsions	0.09	0.19	0.11	0.17	0.21	0.17	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.54	0.11
Female	3.84	0.26
Male	5.04	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	11.81	0.79
Filipino	0.00	0.00
Hispanic or Latino	3.04	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.00	0.00
White	10.00	0.00
English Learners	2.65	0.00
Foster Youth	30.77	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.26	0.13
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	18.52	0.00

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

2024-25 School Safety Plan

The safety of R. Rex Parris High School students and staff is a primary concern. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency Disaster Plans are located in all classrooms, offices, library and meeting areas. Fire and disaster drills are conducted on a regular basis throughout the school year. A storage bin located at the school contains supplies for use during a disaster. All visitors must sign in at the front office and wear identification tags while on the school grounds. A school administrator and two campus security officers provide supervision during lunch and before and after school to ensure the safety of students. A comprehensive school safety plan has been developed in order to comply with Senate Bill 187, chapter 736, as of October 6, 1997. This plan provides students and staff with a means to ensure a safe and orderly learning environment. A complete copy of the School Safety Plans can be obtained in the Administration Office.

In addition to safety enhancements across the District (see below), at R. Rex Parris High School we utilize an electronic entry system. We also are focused on the social and emotional well-being of our students and provide our staff Habitudes training, which teaches Social Emotional Learning skills.

District Statement:

We want our community to be aware of our continued commitment to safety which includes multiple, proactive approaches to fortifying security throughout our schools.

In April and June 2018, we conducted safety reviews of our campuses that resulted in the implementation of enhanced safety measures. These measures vary by school and include enhanced fencing, additional security and counseling personnel, updated surveillance cameras, front entrance modifications, and door locking devices. We also incorporated additional training

2024-25 School Safety Plan

with the Lancaster Sheriff's Station and revised student, staff and visitor identification processes. Keyless door locks were installed on all classroom doors to make it easier for the teacher to lock the door from the inside without opening it and/or searching for a key to activate and lock the push bar.

For more than 25 years, we have had a dedicated school deputy on campus each day. In addition to this, we continue to focus on our students' social emotional needs through various programs and counseling outreach, provide safety training to our students and staff, and underscore the importance of vigilance through "See Something, Say Something." Our district and site websites have links to confidential student referral forms, where students and parents are able to submit safety concerns for administration to address.

The School Safety Plan was reviewed by the School Safety Committee consisting of the Principal, Vice Principal, and Director of School Site Safety in December 2023/January 2024. The plan was approved by the School Site Council in February 2024. The plan was board approved in March 2024 and posted on the website.

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	10	61	7	
Mathematics	11	32	10	
Science	7	29	4	
Social Science	8	68	9	

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	11	44	15	
Mathematics	13	25	10	
Science	7	24	4	
Social Science	9	51	13	

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	53	12	
Mathematics	12	32	9	
Science	8	23	4	
Social Science	8	64	10	

2023-24 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	291.5

2023-24 Student Support Services Staff

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

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

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$8,565.86	\$2,326.54	\$6,239.32	\$163,876.41
District	N/A	N/A	\$7,504.94	\$91,448
Percent Difference - School Site and District	N/A	N/A	-18.4	56.7
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	-53.3	43.6

Fiscal Year 2023-24 Types of Services Funded

The school has developed a Student Support Center that is the hub where students can receive and learn about interventions and resources that are available to them under the MTSS umbrella, along with a Guidance office and Multipurpose room which houses several support personnel. Individual and small group interventions include but are not limited to Academic, Behavioral, Attendance, and Social Emotional interventions. Literacy is funded through Title I funds, as well as tutoring services, and software programs. English Learners are supported by a Bilingual Instructional Aide. With the Equity Multiplier Grant the school was rewarded, English and Math tutors were hired to support students in the classroom. In addition, through Prop 28 funding, the school has hired a Site Arts Lead Teacher (SALT), and is bringing in artists from Los Angeles (Roots and Wings) to work with students in creative writing. Students will also be working with local muralists (AQMNI) to create public art in our community.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$47,998	\$62,635
Mid-Range Teacher Salary	\$84,003	\$101,698
Highest Teacher Salary	\$123,793	\$128,982
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$162,013
Average Principal Salary (High)	\$167,168	\$182,697
Superintendent Salary	\$280,000	\$298,748
Percent of Budget for Teacher Salaries	28%	30%
Percent of Budget for Administrative Salaries	5%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
--	---

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Teachers attend professional development meetings at R. Rex Parris High throughout the academic school year. Each after school session is approximately one hour in length and is led by teacher leaders and Administrators. Such opportunities are provided through staff and department meetings, as well as identified Professional Development days. There are three full day Professional Development Days embedded into the district calendar. Professional development is also available for teachers through district offerings.

Professional development topics are determined by teacher and student needs. Understanding the importance of Social Emotional Learning, and developing project based units and lessons played a large part in professional development during the 2022-2023. Writing across the curriculum, student interventions and 21st Century Learning Skills, Math Literacy program, Catapult Teaching strategies, the Core Instructional Model, MTSS, and PBIS are some of the topics covered during the professional development meetings.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3