

Reedley High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	Reedley High School
Street	740 W. North Avenue
City, State, Zip	Reedley, CA 93654
Phone Number	(559) 305-7100
Principal	John Ahlin
Email Address	ahlin-j@kcusd.com
School Website	rhs.kcusd.com
Grade Span	9-12
County-District-School (CDS) Code	10622651035310

2025-26 District Contact Information

District Name	Kings Canyon Joint Unified School District
Phone Number	559-305-7010
Superintendent	John Campbell
Email Address	pack-r@kcusd.com
District Website	https://www.kcusd.com/

2025-26 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 94 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

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	524
Grade 10	448
Grade 11	439
Grade 12	393
Total Enrollment	1,804

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.5
Male	51.5
American Indian or Alaska Native	0.2
Asian	0.6
Black or African American	0.2
Filipino	0.6
Hispanic or Latino	88
Two or More Races	1.3
White	8.1
English Learners	11.3
Foster Youth	0.2
Homeless	1.1
Migrant	3.5
Socioeconomically Disadvantaged	80.8
Students with Disabilities	7.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	63.8	84.43	348.8	80.05	234405.2	84
Intern Credential Holders Properly Assigned	1	1.32	18	4.14	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.9	11.88	31.6	7.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.16	26.6	6.1	11953.1	4.28
Unknown/Incomplete/NA	1.6	2.2	10.6	2.44	15831.9	5.67
Total Teaching Positions	75.6	100	435.7	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	59.8	79.58	330.8	76.65	231142.4	83.24
Intern Credential Holders Properly Assigned	2.8	3.76	22.8	5.28	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.2	13.59	41.8	9.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	1.06	27.4	6.35	11746.9	4.23
Unknown/Incomplete/NA	1.5	1.99	8.7	2.03	14303.8	5.15
Total Teaching Positions	75.2	100	431.5	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	56.8	75.25	320	72.66	230039.4	100
Intern Credential Holders Properly Assigned	4.5	5.96	17	3.88	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	11.6	15.47	62.1	14.1	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	27.1	6.16	12112.8	4.34
Unknown/Incomplete/NA	2.5	3.31	14	3.19	13705.8	4.91
Total Teaching Positions	75.5	100	440.4	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	3.80	1.7	1.9
Misassignments	5.10	8.5	9.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	8.90	10.2	11.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0	0
Local Assignment Options	0.00	0.8	0
Total Out-of-Field Teachers	0.10	0.8	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2	10.7	12
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	1.3	0.2

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 1 EngageNY Grade 9 English Language Arts https://www.engageny.org/resource/grade-9-english-language-arts English 2 EngageNY Grade 10 English Language Arts https://www.engageny.org/resource/grade-10-english-language-arts English 3 EngageNY Grade 11 English Language Arts https://www.engageny.org/resource/grade-11-english-language-arts AP English Language Bedford, Freeman and Worth: The Language of Composition, 2012 Edition The Art of Voice, McGraw Hill, 2019 Edition Expository Reading and Writing (ERWC) 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 AP English Literature Bedford, Freeman and Worth: Literature and Composition, 2012 Edition	0%

Mathematics	Math 1/Math 1 E The Math Visions Project Secondary Math 1 http://www.mathematicsvisionproject.org/secondary-one-mathematics.html Math 2/Math 2 E The Math Visions Project Secondary Math 1 http://www.mathematicsvisionproject.org/secondary-mathematics-ii1.html Math 3/Math E The Math Visions Project Secondary Math 2 Calculus Textbook: Calculus Peoples Education Calculus: Single Variable 5E, 2009 edition	0%
Science	Physical Science Textbook: McGraw-Hill Education: Inspire Physical Science with Earth Science, 2021 edition AP Environmental Science Textbook: Bedford/Freeman & Worth Environmental Science, 4th Edition 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 Chemistry Textbook: Savvas Realize - California Experience Chemistry, 2020 edition Agriculture Biology Textbook: The Science of Agriculture: A Biological Approach, Delmar Publishers, 2002 edition Agriculture Chemistry Textbook: Savvas Realize - California Experience Chemistry, 2020 edition Veterinary Science Textbook: Cengage Learning- Introduction to Veterinary Science, 2003 edition Physics Textbook: Savvas Realize- Experience Physics, 2020 edition Conceptual Physics Textbook: Conceptual Physics, Prentice Hall, 2005 edition	0%

	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 Textbook: McGraw-Hill: Essentials of Athletic Injury Management, 2008 edition Textbook: Principles of Athletic Training - A Competency Based Approach, 15th Edition (2014) Human Anatomy Textbook: High School Human Anatomy and Physiology, Shier, Butler and Lewis, 2022 edition Physical Science Textbook: McGraw Hill- Inspire Physical Science with Earth Science, 2021 edition	
History-Social Science	World Geography Textbook: McGraw Hill Geography: The Human and Physical World, 2020 edition AP Human Geography Textbook: Pearson AP Geography: The Cultural Landscape, 11th edition 2014 World History Textbook: Impact California Social Studies, Culture and Geography, McGraw Hill, 2020 edition AP World History Bedford/Freeman & Worth, Ways of the World, 3rd Edition Government Textbook: Pearson: Magruder's American Government, 2011 edition AP Government Textbook: McGraw Hill American Democracy Now, AP, 7th edition Economics Textbook: McGraw Hill Impact California Social Studies: Principles of Economics, 2019 edition U.S. History Textbook: Impact California Social Studies, History and Geography, 2020 edition AP U.S. History Textbook: American Pageant, Houghton Mifflin, 2010 edition AP Government Textbook: Government in America, AP Edition, Prentice Hall 15 edition 2011	0%

	Chicano/American History Textbook: The Mexican American Heritage, T.Q.S. Publications, 1994 edition AP Economics Textbook: Economics, 6th edition, McDougall Littell 2005 edition	
Foreign Language	Spanish 1 Vista Higher Learning Descubre Level 1, 2022 edition Spanish 2 Vista Higher Learning Descubre Level 2, 2022 edition Spanish 3 Vista Higher Learning Descubre Level 3, 2022 edition Spanish 3H Vista Higher Learning Descubre Level 3, 2022 edition Spanish 4 Pearson: Abriendo Pasos Gramatica, Abriendo Pasos Lectura, 2007 edition Spanish 1 for Native Speakers Herrera En Vos Alta Level 1, 2023 edition Spanish 2 for Native Speakers Herrera En Vos Alta Level 2, 2023 edition Spanish Language AP Vista Higher Learning Temas, 2nd Edition Pearson: Abriendo Pasos Gramatica, 2007 edition Spanish Literature AP Pearson: Abriendo Pasos Lectura, 2007 edition Pearson: Reflexiones: Introducción a la Literatura Hispánica, 2013 edition German 1 and 2 Textbook: Komm Mitt 1, Komm Mitt 2, Holt McDougal, 2006 edition Vista Higher Learning: Mosaik Level 1: German Language and Culture 2021 edition Vista Higher Learning: Mosaik Level 2: German Language and Culture 2021 edition Vista Higher Learning: Mosaik Level 3: German Language and Culture 2021 edition German 3H and German 4 AP	0%

	Textbook: Handbuch der Deutschen Grammatik, Graded German Reader, D.C., Heath and Company, 1993 edition	
Health	Glencoe Health 9th Edition 2005	0%
Science Laboratory Equipment (grades 9-12)	60 light microscopes, 15 binocular microscopes, 2 wet spirometers, 1 human torso, 1 real human skeleton, 1 plastic human skeleton, anatomical models, 20 pan balances, 20 triple beam balances, 9 digital balances, 5 analytical balances, glassware (beakers, test tubes, graduated cylinders, etc) 2 copy machines, 1 Van DeGraff generator, 150 magnifying lenses, electronics components, 100 meter sticks, 6 flex cams, 6 interwrite screens, 2 video microscopes, chemicals, 1 dynamics track, 7 sets goggles, 30 dissecting trays, forceps, DNA electrophoresis equipment, compound light microscopes, binocular microscopes, wet spirometer, human torso, human skeleton, anatomical models, pan balances, triple beam balances, digital balances, glassware (beakers, test tubes, graduated cylinders, etc), copy machine, magnifying lenses, meter sticks, doc camera, interactive screens, video microscopes, chemicals, dynamics track, safety equipment (goggles, UV sanitizer goggle storage, aprons), dissection equipment (trays, scalpels, forceps), DNA electrophoresis equipment	0%

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

School Facility Conditions and Planned Improvements

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

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

Reedley High School has 80 classrooms, a multipurpose room, a library and an administration building. The main campus was built in 1935. Additional classrooms were constructed in 1940, 1947, 1953, 1969, and 1971. Additional relocatable classrooms were constructed in 1973, 1997, a library media center was constructed in 1973, a gymnasium was constructed in 1973, and a performing arts center was constructed in 1981. A new library media center was completed in November 1, 2009. In 2018, the Agricultural Science building underwent modernization. Solar panels were installed in the gym parking lot in October of 2019. In August 2020, a new ceramics and construction building were added to the campus. A field house was built and completed in November of 2020. During this same time a soccer field was being created and the baseball fields began being renovated. The RHS weight room was expanded and remodeled. A new parent drop off and parking lot were also added to the campus in November 2020. Along with these facilities RHS received new walkways and lighting. In July of 2022, two restrooms were added to the Pirate Helm. New bleachers were added to the football stadium in October of 2022. Renovation of the auto shop began in July of 2022 and was completed in December of 2022. Two SDC classrooms were completed in January of 2023. The track and tennis courts were resurfaced in 2023 and 2024. The Performing Arts Theater (PAT) was completely renovated in January 2025, to support the visual and performing arts programs for all schools in Kings Canyon Unified. Most recently the RHS stadium received new playing turf.

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.

School Facility Conditions and Planned Improvements

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

8/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Boys' Locker Room - 2 ceiling lights out. Ag Building - Rm 603 - Electrical panel box not secured.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Admin Office Girls Restroom - 1 sink faucet not working. No sign in girl's restroom for menstrual products. Counseling Center- Drinking fountain leaking water. Library Media Center - Restroom missing light cover at ceiling. Performing Arts Center - Girl's RR - 1 sink faucet not working. Girls RR - No sign or disp present for menstrual products. Girl's Locker Room - No sign for menstrual products. Woodshop and Ceramics Sp - Boy's and Girl's Restroom - 1 sink faucet not working in both restrooms. Home Ec 1-3 - Boy's and Girl's Restroom - 1 sink faucet in each not working. Math 1-6 - Water dispenser not working - exterior wall. Field House - Restroom - 1 sink faucet not working.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Mu 1 - Cracked plaster at base of building - southside

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	77	71	51	56	47	48
Mathematics (grades 3-8 and 11)	44	38	38	42	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	421	416	98.81	1.19	71.39
Female	203	200	98.52	1.48	75.00
Male	218	216	99.08	0.92	68.06
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	371	367	98.92	1.08	70.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	33	97.06	2.94	75.76
English Learners	37	33	89.19	10.81	3.03
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	270	267	98.89	1.11	70.79
Students Receiving Migrant Education Services	21	21	100.00	0.00	57.14
Students with Disabilities	37	36	97.30	2.70	25.00

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	422	419	99.29	0.71	38.42
Female	204	202	99.02	0.98	37.62
Male	218	217	99.54	0.46	39.17
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	372	369	99.19	0.81	36.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	34	100.00	0.00	44.12
English Learners	38	36	94.74	5.26	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	271	268	98.89	1.11	33.96
Students Receiving Migrant Education Services	21	21	100.00	0.00	23.81
Students with Disabilities	37	36	97.30	2.70	11.11

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	29.57	34.68	24.87	28.74	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	707	705	99.72	0.28	35.18
Female	361	361	100.00	0.00	35.46
Male	346	344	99.42	0.58	34.88
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	628	626	99.68	0.32	32.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	69.23
White	49	49	100.00	0.00	59.18
English Learners	51	50	98.04	1.96	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	454	452	99.56	0.44	30.97
Students Receiving Migrant Education Services	25	23	92.00	8.00	21.74
Students with Disabilities	47	47	100.00	0.00	19.15

2024-25 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., Careers in Education, 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.

2024-25 Career Technical Education (CTE) Participation	
Measure	CTE Program Participation
Number of Pupils Participating in CTE	1368
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	65
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	72.7

2024-25 Course Enrollment/Completion	
This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.	
UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	99.83
Graduates Who Completed All Courses Required for UC/CSU Admission	62.37

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA
Grade 9	99%	100%	100%	84%	84%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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), the Community Schools Site Steering Committee, and various booster clubs. Parents are given the opportunity to participate in programs such as Parent Academies, Pirate Family Workshops, "R" Support Nights and community nights.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0.8	0.6	0.3	2	3.4	1.8	8.2	8.9	8
Graduation Rate	96.4	96.2	97.7	88.2	89.4	90.7	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	389	380	97.7
Female	204	199	97.5
Male	185	181	97.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	349	340	97.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	23	23	100.0
English Learners	57	50	87.7
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	353	344	97.5
Students Receiving Migrant Education Services	19	18	94.7
Students with Disabilities	17	10	58.8

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1873	1830	98	5.4
Female	908	889	46	5.2
Male	965	941	52	5.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	0	0.0
Black or African American	--	--	--	--
Filipino	11	11	0	0.0
Hispanic or Latino	1646	1610	80	5.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	25	6	24.0
White	153	147	12	8.2
English Learners	227	216	18	8.3
Foster Youth	--	--	--	--
Homeless	28	26	7	26.9
Socioeconomically Disadvantaged	1536	1500	86	5.7
Students Receiving Migrant Education Services	68	65	4	6.2
Students with Disabilities	140	138	10	7.2

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
8.03	8.28	7.05	5.93	6.38	5.61	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.05	0.00
Female	3.74	0.00
Male	10.16	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	9.09	0.00
Hispanic or Latino	6.68	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.00	0.00
White	11.76	0.00
English Learners	14.54	0.00
Foster Youth	0.00	0.00
Homeless	14.29	0.00
Socioeconomically Disadvantaged	7.16	0.00
Students Receiving Migrant Education Services	7.35	0.00
Students with Disabilities	10.71	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.

2025-26 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, seven 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 CSSP was approved by the governing board on February 11, 2025. The plan was most recently reviewed/updated on August 5, 2025 and discussed with staff on August 13, 2025. The plan was reviewed by the School Site Council on December 8, 2025. An updated copy is available to the public at the school office.

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

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	26	21	42	13
Mathematics	25	19	40	7
Science	29	3	23	9
Social Science	30	7	21	23

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	26	23	32	15
Mathematics	26	21	29	16
Science	31	3	14	14
Social Science	32	1	21	35

2024-25 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	350

2024-25 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)	5
Library Media Teacher (Librarian)	0.9
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	3
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	7

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$10,543.71	\$1,741.24	\$8,802.47	\$103,974.25
District	N/A	N/A	\$9,673.56	\$94,363.46
Percent Difference - School Site and District	N/A	N/A	-9.4	9.7
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-23.5	3.8

Fiscal Year 2024-25 Types of Services Funded

Local Control Federal Funding (LCFF)
 State Lottery
 Title 1
 Career Technical Education
 Valley Regional Occupational Program (VROP)
 K-12 WorkForce Grant
 Agriculture Incentive Funds
 Carl Perkins CTE funds
 California Community Schools Partnership Program Grant

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$60,919	\$62,145
Mid-Range Teacher Salary	\$88,765	\$97,088
Highest Teacher Salary	\$129,594	\$120,436
Average Principal Salary (Elementary)	\$155,455	\$151,343
Average Principal Salary (Middle)	\$167,817	\$159,514
Average Principal Salary (High)	\$186,757	\$177,261
Superintendent Salary	\$312,323	\$294,805
Percent of Budget for Teacher Salaries	23.2%	29.95%
Percent of Budget for Administrative Salaries	5.59%	5.4%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	21.1
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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
Computer Science	0
English	5
Fine and Performing Arts	0
Foreign Language	2
Mathematics	1
Science	1
Social Science	9
Total AP Courses Offered Where there are student course enrollments of at least one student.	30

Professional Development

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

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

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

1. Essential Standards Training (GVC)
2. Technology
3. Math - The Classroom Chef
4. Academic Vocabulary
5. Thinking Maps/Write From the Beginning and Beyond
6. Kagan
7. English Language Development (GVC)
8. Illuminate
9. Literacy Tools - interactive notebooks
10. Google Suite and Classroom
11. Solution Tree - PLC Development
12. Social Science - Four Worlds & Active Classroom
13. Writing Structures - Document Based Questions
14. Common Formative Assessment development
15. Math - Visible Learning for Mathematics

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42