Reedley High School

740 W. North Avenue • Reedley, CA 93654 • (559) 305-7100 • Grades 9-12
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Kings Canyon Joint Unified School District
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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 1,815 students in grades nine through twelve and included a staff of 85 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 the SARC

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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	560
Grade 10	471
Grade 11	446
Grade 12	411
Total Enrollment	1,888

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	1
Filipino	1.1
Hispanic or Latino	85.5
Native Hawaiian or Pacific Islander	0.1
White	10.8
Two or More Races	1.1
Socioeconomically Disadvantaged	80.6
English Learners	9.9
Students with Disabilities	7.2
Foster Youth	0.2
Homeless	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Reedley High School	18-19	19-20	20-21
With Full Credential	64	65	69
Without Full Credential	6	3	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kings Canyon Joint	18-19	19-20	20-21
With Full Credential	♦	♦	447
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Reedley High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

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.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 English A Steck-Vaughn: Edge A ,Intensive Intervention, Core Replacement, 2008 edition English B Steck-Vaughn: Edge B ,Intensive Intervention, Core Replacement, 2008 edition English F Steck-Vaughn: Edge Foundations, Intensive Intervention, Core Replacement, 2008 edition AP English Language Bedford, Freeman and Worth: The Language of Composition, 2011 Edition The Art of Voice, McGraw Hill, 2019 Edition English 12 Expository Reading and Writing Course For all "Not College Ready" or "Conditionally College Ready" 12th graders not exempt for CSU based on grade 11 EAP Bible as Literature Schippe, Cullen, and Chuck Stetson. The Bible and its Influence BLP Publishing, 2006 edition The Bible (various versions) AP English Literature Bedford, Freeman and Worth: Literature and Composition, 2012 Edition **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Environmental Science Textbook: High School Earth Science, Prentice Hall-California Earth Science, 2006 edition Biology Textbooks: Holt, Rinehart and Winston: Modern Biology, 2002 edition Holt, Rinehart and Winston: Modern Biology, 2006 edition Holt, Rinehart and Winston: Biology, 2007 edition AP Biology Textbook: Campbell and Reece: Biology, 2005 edition Pearson: Biological Science, 2011 edition Physics Textbook: Prentice Hall: Conceptual Physics, 2002 edition Sports Medicine Textbook: Delmar-Cengage Learning: Introduction to Sports Medicine and Athletic Training 2nd edition, 2011 edition Human Anatomy Textbook: High School Human Anatomy and Physiology, Shier, Butler and Lewis, 2007 edition Chemistry Textbook: Chemistry—Connections To Our World, Prentice Hall, 2000 edition Agriculture Biology Textbook: The Science of Agriculture: A Biological Approach, Delmar Publishers, 2002 edition Conceptual Physics Textbook:

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Conceptual Physics, Prentice Hall, 2005 edition **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	World History Textbook: Impact California Social Studies, Culture and Geography, McGraw Hill, 2020 edition Government Textbook: Pearson: Magruder's American Government, 2011 edition Economics Textbook: McDougal Littell: Economics Concepts and Choices, 2011 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 12 edition 2003 Chicano/American History Textbook: The Mexican American Heritage, T.Q.S. Publications, 1994 edition AP Economics Textbook: Economics, 6th edition, McDougall Littell 2005 edition AP World History Textbook: The Earth and Its Peoples: A Global History, 3rd edition, McDougall Littell _2005 edition **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Spanish 1 Glencoe/McGraw Hill: Buen Viaje! Level 1, 2005/2008 edition Spanish 2 Glencoe/McGraw Hill : Buen Viaje! Level 1, 2005/2008 edition Spanish 3 Glencoe/McGraw Hill: Asi se dice Level 3, 2009/2012 edition Spanish 3H Glencoe/McGraw Hill: Asi se dice Level 4, 2009 edition Spanish 4 Pearson: Abriendo Pasos Gramatica, Abriendo Pasos Lectura, 2007 edition Spanish 1 Textbook: Spanish 1 for Native Speakers Glencoe/McGraw Hill: El espanol Para Nosostros Level 1, 2006 edition Spanish 2 for Native Speakers Glencoe/McGraw Hill: El espanol Para Nosostros Level 2, 2006 edition Spanish Language AP Pearson: Abriendo Pasos Gramatica, 2007 edition Spanish Literature AP Pearson: Abriendo Pasos Lectura, 2007 edition French 1 Textbook: Bon Voyage Level 1 , Glencoe/McGraw Hill, 2008 edition French 2 Textbook: Bon Voyage Level 2, Glencoe/McGraw Hill, 2008 edition French 3H Textbook: Bon Voyage Level 3, Glencoe/McGraw Hill, 2008 edition French 4 AP Textbook: Quant a moi, Holt McDougal, 2010 edition German 1 German 2 Textbook: Komm Mitt 1 Komm Mitt 2, Holt McDougal, 2006 edition German 3H German 4 AP Textbook: Handbuch der DeutschenGrammatik Graded German Reader, D.C., Heath and Company, 1993 edition **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Glencoe Health 9th Edition 2005

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	60 light microscopes15 binocular microscopes2 wet spirometers1 human torso1 real human skeleton1 plastic human skeletonanatomical models20 pan balances30 triple beam balances9 digital balances5 analytical balancesglassware (beakers, test tubes, graduated cylinders, etc)2 copy machines1 Van DeGraff generator150 mignifying lenseselectronics components100 meter sticks6 flex cams6 interwrite screens2 video microscopeschemicals1 dynamics track7 sets goggles30 dissecting traysforceptsDNA electro phoresis equipment
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 the campus. A field house was built and completed in November of 2020. During this same time a soccer field was being created and the baseball fields began being renovated. The RHS weight room was expanded and remodeled. A new parent drop off and parking lot were also added to the campus in November 2020. Along with these facilities RHS received new walkways and lighting.

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

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

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Heater issue in room 702. Thermostat issue in room 59.
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Exterior lights out. Interior lights out.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	Exterior lights do not work in certain locations, district electrician to repair/replace. Interior lights do not work in nurse's restroom, district electrician to repair/replace. Portable cooler in floral room does not cool HVAC Tech to repair. Eye way station is clogged, plumber to repair. Heater issues in rom 702, HVAC Tech to repair. Thermostat issue in room 59, HVAC Tech to service.

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	77	N/A	52	N/A	50	N/A
Math	46	N/A	40	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	33	N/A	27	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)
Parent involvement and communication are essential to our school success. Reedley High School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement. Parents attend school functions and parent visitation days, participate in parent-teacher conferences, volunteer in classrooms, assist as coaches, and chaperone field trips. Parents may also serve on advisory committees and leadership teams, including the Parent Information Nights, English Learners Advisory Council (ELAC),School Site Council (SSC), and various booster clubs. Parents are given the opportunity to participate in programs such as Parent Institute for Quality Education (PIQE), RHS Parent Academies and Pirate Family Workshops. Due to the COVID-19 pandemic, many of these activities took place virtually.

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

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

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.

School Safety Plan (School Year 2020-2021)

Safety of students and staff is a primary concern of Reedley High School. Before, during, and after school, the campus is monitored by two campus supervisors, two social workers, five counselors, and five administrators. All visitors must sign in at the office and wear appropriate identification while on campus. The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated on August 1, 2020 and discussed with staff on August 7, 2020. An updated copy is available to the public at the school office.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.7	5.5	5.4	3.1	3.5	3.5
Expulsions	0.0	0.1	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	377.6

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0.1
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	2
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.5

*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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	29	12	32	26	31	10	21	37	33	3	22	40
Mathematics	31	7	24	33	31	9	19	35	30	6	31	25
Science	31	3	12	11	35	2	5	22	32	3	11	17
Social Science	34	3	13	32	35	1	14	30	34		10	35

*Number of classes indicates how many classrooms 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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42

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

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

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

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

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,069	$49,782
Mid-Range Teacher Salary	$68,584	$76,851
Highest Teacher Salary	$100,131	$97,722
Average Principal Salary (ES)	$122,043	$121,304
Average Principal Salary (MS)	$129,489	$128,629
Average Principal Salary (HS)	$145,510	$141,235
Superintendent Salary	$213,358	$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29.0	33.0
Administrative Salaries	6.0	6.0

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$7,749.76	$1,031.53	$6,718.23	$77,193.18
District	N/A	N/A	$7,619.64	$73,751
State	N/A	N/A	$7,750	$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-12.6	4.6
School Site/ State	-14.3	-2.6

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

Types of Services Funded

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

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Reedley High School	2016-17	2017-18	2018-19
Dropout Rate	1.3	3	1.5
Graduation Rate	88.7	84.5	97

Rate for Kings Canyon Joint Unified	2016-17	2017-18	2018-19
Dropout Rate	3.2	4.8	2.7
Graduation Rate	79	78.7	83.8

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1278
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	80.4

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.58
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	51.09

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	4	N/A
Mathematics	2	N/A
Science	2	N/A
Social Science	11	N/A
All courses	24	24.9

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

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

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.