



Reedley High School

740 W. North Avenue • Reedley, CA 93654 • (559) 305-7100 • Grades 9-12

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Kings Canyon Joint Unified School District

675 W. Manning Avenue
Reedley, CA 93654
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District Governing Board

Floyd Smith
Robin Tyler
Manuel Ferreira
Noel Remick
Sarah Rola
Clotilda Mora
Connie Brooks

District Administration

Juan Garza
Superintendent
John Campbell
**Deputy Superintendent, Human
Resources**
Dr. John Quinto
**Assistant Superintendent, Business
Services**
Monica Benner
**Assistant Superintendent, Curriculum
and Instruction**
Sheila Wiebe
Administrator, Educational Programs
Mary Ann Carousso
Administrator, Student Services

School Description

Reedley High School (RHS) was established in 1898. With 90 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 served 1,730 students in grades nine through twelve during the 2014-15 school year 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (559) 305-7100 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	454
Grade 10	475
Grade 11	439
Grade 12	449
Total Enrollment	1,817

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.3
Asian	1.5
Filipino	0.9
Hispanic or Latino	82.6
Native Hawaiian or Pacific Islander	0.1
White	13
Two or More Races	1
Socioeconomically Disadvantaged	79.5
English Learners	12.3
Students with Disabilities	8.5
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Reedley High School	13-14	14-15	15-16
With Full Credential	76	76	74
Without Full Credential	3	1	0
Teaching Outside Subject Area of Competence	2	2	0
Kings Canyon Joint Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	376
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Reedley High School	13-14	14-15	15-16
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.2	1.8
Districtwide		
All Schools	84.6	15.4
High-Poverty Schools	84.6	15.4
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>English 9 EngageNY Grade 9 English Language Arts https://www.engageny.org/resource/grade-9-english-language-arts</p> <p>English 10 EngageNY Grade 10 English Language Arts https://www.engageny.org/resource/grade-10-english-language-arts</p> <p>English 11 EngageNY Grade 10 English Language Arts https://www.engageny.org/resource/grade-11-english-language-arts</p> <p>English A Steck-Vaughn: Edge A ,Intensive Intervention, Core Replacement, 2008 edition</p> <p>English B Steck-Vaughn: Edge B ,Intensive Intervention, Core Replacement, 2008 edition</p> <p>English F Steck-Vaughn: Edge Foundations, Intensive Intervention, Core Replacement, 2008 edition</p> <p>AP English Language Bedford, Freeman and Worth: The Language of Composition, 2011 Edition</p> <p>English 12 Expository Reading and Writing Course For all "Not College Ready" or "Conditionally College Ready" 12th graders not exempt for CSU based on grade 11 EAP</p> <p>Bible as Literature Schippe, Cullen, and Chuck Stetson. The Bible and its Influence BLP Publishing, 2006 edition The Bible (various versions)</p> <p>AP English Literature Bedford, Freeman and Worth: Literature and Composition, 2012 Edition</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Mathematics</p>	<p>Math 1/Math 1 E The Math Visions Project Secondary Math 1 http://www.mathematicsvisionproject.org/secondary-one-mathematics.html</p>

Textbooks and Instructional Materials
Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Math 2/Math 2 E The Math Visions Project Secondary Math 1 http://www.mathematicsvisionproject.org/secondary-mathematics-ii1.html</p> <p>Math 3/Math .E The Math Visions Project Secondary Math 2</p> <p>Algebra 1 Textbook: California Algebra 1, Holt, Rinehart and Winston: 2008 edition</p> <p>Algebra 1E Textbook: Discovering Algebra, Key Curriculum Press, 2002 edition</p> <p>Geometry Textbook: Geometry, Prentice Hall, 2004 edition</p> <p>Geometry E Textbook: Discovering Geometry, Key Curriculum Press, 2004 edition</p> <p>Integrated Math 1 Textbook: Math Matters 3 – An integrated Program, Glenco McGraw Hill Addison Wesley, 2009 edition</p> <p>Algebra 2 Textbook: Algebra 2, Holt, Rinehart and Winston, 2004 edition</p> <p>Algebra 2E Textbook: Discovering Advanced Algebra, Key Curriculum Press 2004</p> <p>Finite Math Textbook: Finite Math with Applications, 10/E, Margaret L Lial, American River College Thomas W Hungerford, St Louis University John Holcomb, Cleveland State University</p> <p>Pre-Calculus E Textbook: Precalculus with Trigonometry, Key Curriculum Press 2006 edition</p> <p>Pre-Calculus Precalculus, Holt Rinehart and Winston _2003 edition</p> <p>Calculus Textbook: Calculus Peoples Education Calculus: Single Variable 5E, 2009 edition</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Earth Science Textbook: High School Earth Science, Prentice Hall-California Earth Science, 2006 edition</p> <p>Biology Textbooks: Holt, Rinehart and Winston: Modern Biology, 2002 edition Holt, Rinehart and Winston: Modern Biology, 2006 edition Holt, Rinehart and Winston: Biology, 2007 edition</p> <p>AP Biology Textbook: Campbell and Reece: Biology, 2005 edition Pearson: Biological Science, 2011 edition</p> <p>Physics Textbook: Prentice Hall: Conceptual Physics, 2002 edition</p> <p>Sports Medicine Textbook: Delmar-Cengage Learning: Introduction to Sports Medicine and Athletic Training 2nd edition, 2011 edition</p> <p>Human Anatomy Textbook: High School Human Anatomy and Physiology, Shier, Butler and Lewis, 2007 edition</p> <p>Chemistry Textbook: Chemistry—Connections To Our World, Prentice Hall, 2000 edition</p> <p>Agriculture Science Textbook: Earth Science, Geology, the Environment and the Universe, Glencoe, 2005 edition Agriscience: Fundamentals and Applications, Delmar Publishers, 1997 edition</p> <p>Agriculture Biology Textbook: The Science of Agriculture: A Biological Approach, Delmar Publishers, 2002 edition</p> <p>Conceptual Physics Textbook: Conceptual Physics, Prentice Hall, 2005 edition</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	<p>World Cultures Textbook: Modern World History; Patterns of Interaction; McDougal Littell, 2006 edition</p> <p>Textbook: World History: Connections to Today; The Modern Era, Prentice Hall 2005 edition</p> <p>Government Textbook: Pearson: Magruder’s American Government, 2011 edition</p> <p>Economics Textbook: McDougal Littell: Economics Concepts and Choices, 2011 edition</p> <p>U.S. History Textbook: The Americans, McDougall Littell, 2003 edition</p> <p>AP U.S. History Textbook: American Pageant, Houghton Mifflin, 2010 edition</p> <p>AP Government Textbook: Government in America, AP Edition, Prentice Hall 12 edition 2003</p> <p>Chicano/American History Textbook: The Mexican American Heritage, T.Q.S. Publications, 1994 edition</p> <p>AP Economics Textbook: Economics, 6th edition, McDougall Littell 2005 edition</p> <p>AP World History Textbook: The Earth and Its Peoples: A Global History, 3rd edition, McDougall Littell _2005 edition</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Textbooks and Instructional Materials
Year and month in which data were collected: August 2015

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

Textbooks and Instructional Materials
Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Glencoe Health 9th Edition 2005 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 magnifying lenseselectronics components100 meter sticks6 flex cams6 interwrite screens2 video microscopeschemicals1 dynamics track7 sets goggles30 dissecting traysforcepsDNA electro phoresis equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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 79 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.

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 principals 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)
Year and month in which data were collected: 11/03/2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Old, however functional
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Up Keep of campus has improved, however still need attention. Drinking outdoor fixtures were found dirty.
Electrical: Electrical	X			Some light pole fixture lights need to be replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		custodial restroom needs repair and cleaning Custodial office restroom need better up keep
Safety: Fire Safety, Hazardous Materials	X			Fire extinguishers need to be monthly inspected
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	43	37	44
Math	16	22	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	45	43	40	55	51	45	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.30	20.30	39.40

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	45
All Student at the School	40
Male	48
Female	34
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	--
White	71
Two or More Races	--
Socioeconomically Disadvantaged	14
English Learners	15
Students with Disabilities	37
Students Receiving Migrant Education Services	36
Foster Youth	--

* Scores are not shown 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	412	404	98.1	23	33	34	9
Male	11	412	191	46.4	30	27	36	6
Female	11	412	213	51.7	17	39	33	11
Black or African American	11	412	1	0.2	--	--	--	--
American Indian or Alaska Native	11	412	1	0.2	--	--	--	--
Asian	11	412	5	1.2	--	--	--	--
Filipino	11	412	3	0.7	--	--	--	--
Hispanic or Latino	11	412	341	82.8	24	35	33	7
White	11	412	47	11.4	15	32	32	21
Two or More Races	11	412	5	1.2	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	11	412	330	80.1	25	36	31	8
Students with Disabilities	11	412	33	8.0	82	18	0	0
Students Receiving Migrant Education Services	11	412	13	3.2	31	38	23	8
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	412	402	97.6	54	30	13	2
Male	11	412	190	46.1	56	27	13	3
Female	11	412	212	51.5	52	33	13	2
Black or African American	11	412	1	0.2	--	--	--	--
American Indian or Alaska Native	11	412	1	0.2	--	--	--	--
Asian	11	412	5	1.2	--	--	--	--
Filipino	11	412	3	0.7	--	--	--	--
Hispanic or Latino	11	412	339	82.3	58	29	11	2
White	11	412	47	11.4	32	34	26	9
Two or More Races	11	412	5	1.2	--	--	--	--
Socioeconomically Disadvantaged	11	412	330	80.1	59	28	11	2
Students with Disabilities	11	412	33	8.0	94	6	0	0
Students Receiving Migrant Education Services	11	412	13	3.2	92	0	8	0
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

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 Teacher Club (PTC), English Learners Advisor 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).

Home and school communication is enhanced through parent-teacher conferences, the student/parent handbook, the school website, student report cards, School Messenger (automated phone dialer) and the Reedley Exponent Newspaper.

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

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is a primary concern of Reedley High School. Before, during, and after school, the campus is monitored by two campus supervisors, four 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, 2015 and discussed with staff on August 11, 2015. An updated copy is available to the public at the school office.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	5.48	6.18	4.22
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.94	5.37	4.22
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		64.7

Average Class Size and Class Size Distribution (Secondary)

Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	31	32	31	13	10	9	11	10	19	48	46	36
Math	31	29	29	6	11	11	17	26	13	29	21	27
Science	32	32	31	4	5	7	9	5	3	26	26	21
SS	36	35	33		1	3	10	10	9	29	29	28

* 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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0.33
Nurse	1
Speech/Language/Hearing Specialist	0.25
Resource Specialist	0
Other	1
Average Number of Students per Staff Member	
Academic Counselor	450

* 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.

Professional Development provided for Teachers

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. Content Area Language and Literacy (CALL)
3. Math Vision Program
4. Kate Kinsella- Academic Vocabulary
5. Thinking Maps
6. Kagan
7. English 3D
8. Illuminate
9. Read 180
10. Google Suite and Classroom

FY 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,026	\$42,315
Mid-Range Teacher Salary	\$60,363	\$66,451
Highest Teacher Salary	\$85,147	\$85,603
Average Principal Salary (ES)	\$102,484	\$105,079
Average Principal Salary (MS)	\$104,924	\$111,005
Average Principal Salary (HS)	\$118,662	\$121,310
Superintendent Salary	\$189,093	\$189,899
Percent of District Budget		
Teacher Salaries	32%	39%
Administrative Salaries	5%	6%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$2,990	\$493	\$2,497	\$62,063
District	♦	♦	\$2,774	\$64,663
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			-10.0	-6.2
Percent Difference: School Site/ State			-54.9	-1.3

* Cells with ♦ do not require data.

Types of Services Funded

General State of California
 State Lottery
 Title 1
 Career Technical Education
 VROP
 Agriculture Incentive Funds
 Carl Perkins CTE funds.

2014-15 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48	30	22	44	42	14
All Students at the School	43	30	27	41	42	17
Male	47	31	22	42	41	17
Female	38	29	33	40	43	17
Hispanic or Latino	46	32	22	44	42	14
White	27	21	52	27	42	31
Socioeconomically Disadvantaged	47	29	24	45	42	14
English Learners	100			91	9	
Students with Disabilities	94	6		86	14	
Students Receiving Migrant Education Services	63	25	13	38	56	6

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Reedley High School	2012-13	2013-14	2014-15
English-Language Arts	55	52	57
Mathematics	55	59	59
Kings Canyon Joint Unified School	2012-13	2013-14	2014-15
English-Language Arts	53	50	52
Mathematics	53	60	56
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

* 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.

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

Reedley High School	2011-12	2012-13	2013-14
Dropout Rate	0.80	0.30	0.00
Graduation Rate	97.21	98.99	98.74
Kings Canyon Joint Unified School	2011-12	2012-13	2013-14
Dropout Rate	4.90	2.70	4.80
Graduation Rate	87.42	89.95	90.32
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	712
% of pupils completing a CTE program and earning a high school diploma	82%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	10

Completion of High School Graduation Requirements

Group	Graduating Class of 2014		
	School	District	State
All Students	88.49	75.22	84.6
Black or African American	100	66.67	76
American Indian or Alaska Native	100	50	78.07
Asian	81.82	84.62	92.62
Filipino	100	150	96.49
Hispanic or Latino	86.97	73.76	81.28
Native Hawaiian/Pacific Islander			83.58
White	95.59	87.21	89.93
Two or More Races	100	60	82.8
Socioeconomically Disadvantaged	64.86	52.94	61.28
English Learners	45.45	35.96	50.76
Students with Disabilities	84.62	72.26	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.84
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	41.07

2014-15 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts		♦
Foreign Language	10	♦
Mathematics	2	♦
Science	2	♦
Social Science	8	♦
All courses	24	.9

* Where there are student course enrollments.

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 Fashion and Interior Design Career Cluster - Creative Home Arts, Fashion and Design, Interior Design, Advanced Fashion 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.