

Reedley Middle College High School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Reedley Middle College High School
Street	1535 N. Reed Ave
City, State, Zip	Reedley, CA 93654
Phone Number	559-305-7050
Principal	Ron Pack
Email Address	pack-r@kcsd.com
School Website	https://rmchs.kcsd.com/
County-District-School (CDS) Code	10622650126292

2021-22 District Contact Information

District Name	Reedley Middle College High School
Phone Number	559-305-7010
Superintendent	John Campbell
Email Address	guzman-j@kcsd.com
District Website Address	https://www.kcsd.com/

2021-22 School Overview

Reedley Middle College High School (RMCHS) was established in 2012, with one classroom consisting of twenty 9th grade students.

Currently, the school serves 242 students in grades ninth through twelve and includes a staff of 6 full time and 3 part time teachers. Reedley Middle College High School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience.

The mission of Reedley Middle College High School is to provide early access to college to give students the greatest opportunity to attend a post-secondary institution of their choice where they can continue their education or begin their career immediately following completion of the RMCHS high school program. We are committed to providing students with opportunities to think critically, develop communication and technology skills, and develop individual talents in a safe, supportive learning environment across all subject areas and classrooms. Through high academic and behavior standards, students, parents, teachers, and administrators share the responsibility for reaching our RMCHS mission and setting up all students for a successful future.

Students attending RMCHS will be offered an individually designed, standards-based educational program providing the necessary foundation for success in college and/or career. The RMCHS educational plan consists of a broad range of goals and objectives to meet the unique educational needs of all students, specifically in the areas of Agricultural Business, Business Administration with an Entrepreneurship option, General Science, and General Education course of study. These goals and objectives are specified in the School's adopted academic standards, which reflect the standards approved by the California State Board of Education. Use of the latest technology and Internet access will be made available to all students and staff to enhance the student's educational experience. In addition to individually tailored courses of study at RMCHS, students can extend learning experiences and interests through access to appropriate community college courses, internships and service learning projects.

The goal of RMCHS is to provide students with the foundation, to prepare RMCHS students for admission to, success in, and graduation from the college of their choice. Students will explore their capabilities and interests to fully develop their potential for success. The goal is to inspire and prepare students to be successful, self-motivated learners, workers, and citizens.

2021-22 School Overview

RMCHS will provide students with:

- individualized, learner-centered instruction
- a standards-based rigorous and challenging curriculum
- college preparatory A-G approved coursework
- opportunities to be dually enrolled at Reedley College and earn college and high school credit
- a comprehensive student education plan created by Reedley College counselors to meet student educational goal
- supplemental instructional activities including field trips, service learning, and projects
- access to college-level courses in addition to the core academic program
- instructional practices based on current research
- technology supported instruction
- extra-curricular and co-curricular opportunities
- an environment that cultivates individual responsibility
- a safe and tolerant small school environment
- parent and community program involvement

It is the belief of RMCHS that everyone is a lifelong learner and that learning can occur in a variety of ways including teacher to student, student to teacher, student to student, and community member to student. We believe that all people, regardless of social or economic condition, must be provided with the capacity to take charge of their lives. Through ever changing models of teaching and learning, they will be enabled and empowered to make critical decisions for their futures.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	71
Grade 10	62
Grade 11	64
Grade 12	49
Total Enrollment	246

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.4
Hispanic or Latino	84.1
Two or More Races	2.4
White	13
English Learners	1.6
Socioeconomically Disadvantaged	81.7
Students with Disabilities	2

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

A district textbook adoption committee is established for the process of textbook adoption. Each school site or grade level is represented on each textbook adoption committee. At RMCHS, there are sufficient textbooks and instructional materials for each of the core content areas. Each pupil, including English Learners, have access to district adopted texts, workbooks, or other supplemental instructional materials to use in class and to take home.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 9 EngageNY Grade 9 English Language Arts https://www.engageny.org/resource/grade-9-english-language-arts English 10 EngageNY Grade 10 English Language Arts https://www.engageny.org/resource/grade-10-english-language-arts English 11 EngageNY Grade 10 English Language Arts https://www.engageny.org/resource/grade-11-english-language-arts English 12 Expository Reading and Writing Course	Yes	0
Mathematics	Math 1 The Math Visions Project Secondary Math 1 http://www.mathematicsvisionproject.org/secondary-one-mathematics.html Math 2 The Math Visions Project	Yes	0

	<p>Secondary Math 1 http://www.mathematicsvisionproject.org/secondary-mathematics-ii1.html</p> <p>Math 3 The Math Visions Project Secondary Math 2</p> <p>Stats: Modeling the World AP Edition Pearson</p>		
Science	<p>Biology 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>Chemistry Pearson: Chemistry 2012 edition</p> <p>Introduction to Veterinary Science Third Edition Cengage Learning</p> <p>Veterinary Assisting: Fundamentals & Applications DelMar Cengage Learning</p>	Yes	0
History-Social Science	<p>World Geography Pearson: Building a Global Perspective 2009 edition</p> <p>Government Pearson: Magruder's American Government 2011 edition</p> <p>Economics McDougal Littell: Economics Concepts and Choices 2008 edition</p> <p>World History, Impact California Social Studies: World History, Culture and Geography McGraw Hill, 2020 edition.</p> <p>US History, Impact California Social Studies: United States History and Geography, 2020 edition.</p>	Yes	0
Foreign Language	<p>Spanish 1 Glencoe/McGraw Hill: Buen Viaje! Level 1, 2005/2008 edition</p>	Yes	0

Health		No	
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	digital balances Hot plates Microscopes-20 each 250 mL Beaker 100 mL graduated cylinder 10mL graduated cylinder 20 mL Test tubes 250 mL Erlenmeyer flask 50 mL graduated cylinder 500 mL erlenmeyer flask 600 mL Beaker 9 mL test tubes acetic acid acetone acetone wash bottle ammonium thiocyanate Balance barium hydroxide beaker tongs benzoic acid boric acid calcium carbide calcium chloride calcium hydroxide citric acid copper (II) chloride dropper bottle flint lighter (Striker) goggles guar gum hydrochloric acid hydrogen peroxide iron (II) sulfate iron (III) chloride isopropanol Lead Nitrate lithium chloride magnesium ribbon magnesium sulfate methanol nitric acid Parafilm phenolphthalein phosphoric acid polyvinyl alcohol portable laboratory burner potassium ferrocyanide Potassium hydroxide Potassium iodide potassium permanganate replacement butane cartridge ring support 5" Sodium borate sodium carbonate sodium hydroxide Sodium nitrate Sodium nitrite sodium phosphate dibasic		

sulfuric acid
 Support stand
 Thermometer
 thermometer storage rack
 universal indicator
 wire gauze squares

School Facility Conditions and Planned Improvements

Reedley Middle College High School is housed on the Reedley College Campus.

Reedley Middle College High School has 8 classrooms, 2 resource rooms, custodial closets, and an administration office. The new RMCHS facility was opened in March of 2019 and is located on the northwest corner of the Reedley College campus. The new building provides a state of the art educational experience for all students. Classrooms and outside spaces are safe, clean, and adequate for up to 275 students.

KCUSD District maintenance staff supports the Reedley College maintenance staff to ensure 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 site Principal and College Coordinator work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Reedley College facility inspection forms are located in the office for viewing.

Year and month of the most recent FIT report

11/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Exemplary
Interior: Interior Surfaces	X			Exemplary
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Exemplary
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Exemplary
Safety: Fire Safety, Hazardous Materials	X			Exemplary
Structural: Structural Damage, Roofs	X			Exemplary
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Exemplary

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	65	62	95.38	4.62	95.16
Female	32	30	93.75	6.25	96.67
Male	33	32	96.97	3.03	93.75
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	54	51	94.44	5.56	96.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	11	100	0	90.91
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	48	94.12	5.88	93.75
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	65	62	95.38	4.62	40.32
Female	32	30	93.75	6.25	33.33
Male	33	32	96.97	3.03	46.88
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	54	51	94.44	5.56	35.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	11	100.00	0.00	63.64
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	48	94.12	5.88	31.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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

Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	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
Black or African American	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
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	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
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	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

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	111	NT	NT	NT	NT
Female	64	NT	NT	NT	NT
Male	47	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	92	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	16	NT	NT	NT	NT
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	86	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

During the 2020-2021 school year, RMCHS offered one CTE pathway of study in Agriculture Business.

All RMCHS students are dual enrolled in both high school courses and community college courses thru Reedley College beginning their 9th grade year. Both high school and college academic counselors guide students to schedule their high school and college courses in order to graduate from high school and meet their post secondary educational goals. Each year students follow their course sequencing outlined in their Student Education Plan (SEP). For 9th and 10th grade all courses are cohort model and the college professors come to RMCHS classrooms to provide instruction. For the 11th and 12th grade, students are integrated into the college campus and take college courses with the general population of college students. All students in the Ag Business pathway take an Ag leadership course their 11th grade year and they take an Ag Business and Economics their 12th grade year. All Ag business pathway students participate in FFA as well.

Ag business pathway students take a minimum of: Survey of Agriculture, Introduction to Ag Business, Ag Accounting, Introduction to Animal Science, Introduction to Plant Science, and Ag sales and Communication. Business Admin pathway students take a minimum of Computer Concepts, Introduction to Business, Intro to Macro-Econ, Intro to Entrepreneurship, Operations of Small Business, Principles of Accounting. However, this pathway is not considered a high school CTE pathway but rather a college career pathway.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	186
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	16.7

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	67.35

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parent involvement and communication are essential to our school success. Reedley Middle College High School continuously 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 a variety of opportunities for parent involvement at Reedley Middle College High School. Parents can participate in our Parent Institute for Quality Education (PIQE) program to equip themselves to better support their students to meet their educational goals in person. Parents also attend school functions and parent visitation days, participate in parent-teacher conferences, volunteer in classrooms, and chaperone school study trips. Parents serve on advisory committees and leadership teams, including the School Site Council and our FFA Booster Club. Parents also have the opportunity participate in parent education nights around AG completion, the college application process, and financial aid workshops both virtually and in person.

Home and school communication is enhanced through school newsletters, parent surveys, LCAP stakeholder meetings, grade level parent information nights, parent-teacher conferences, Parent Square messages and posts, the student/parent handbook, the school website, student report cards, and progress reports.

Parents who would like more information on how to become involved may contact Principal, Ron Pack (559) 305-7050

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.0	0.0	0.0	2.7	1.6	2.2	9.0	8.9	9.4
Graduation Rate	100.0	100.0	100.0	83.8	89.4	81.3	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	48	48	100.0
Female	33	33	100.0
Male	15	15	100.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	39	39	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	41	41	100.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	250	249	0	0.0
Female	148	148	0	0.0
Male	102	101	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	210	209	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	0	0.0
White	33	33	0	0.0
English Learners	5	5	0	0.0
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	204	203	0	0.0
Students Receiving Migrant Education Services	8	8	0	0.0
Students with Disabilities	6	6	0	0.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.44	0.00	3.08	0.53	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.38	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	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	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Safety of students and staff is the number one priority at Reedley Middle College High School. Before, during, and after school, the campus is monitored by one program administrator, one campus assistant, one college program coordinator, one teacher on special assignment, and one career center coordinator. 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 such as fire drill, earthquake drill, and Run-Hide-Fight plans, 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 in September of 2021 and discussed with staff in the fall of 2021. An updated copy is available to the public at the school office.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	25	3	8	2
Mathematics	19	4	7	
Science	15	3	1	
Social Science	11	6	2	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	25	4	4	7
Mathematics	19	7	5	1
Science	12	4	1	
Social Science	17	5	2	1

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	5	5	6
Mathematics	25	3	2	4
Science	13	4	1	1
Social Science	20	4	3	1

2020-21 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	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$10,668.17	\$669.42	\$9,998.75	\$82,176.26
District	N/A	N/A	\$7,477.39	\$75,311
Percent Difference - School Site and District	N/A	N/A	28.9	8.7
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	16.9	1.4

2020-21 Types of Services Funded

Reedley Middle College High School uses unrestricted charter funds to support the general operation of the school. This includes many teacher and office staff salaries and benefits. Over and above our general fund budget, we receive supplemental concentrated dollars to support our EL students, foster youth, students with disabilities, and socio-economically disadvantaged students. All supplemental concentrated expenditures are spent in alignment with our LCAP plan. Supplemental concentrated dollars are used to expose and prepare students for technical training and college, increase motivation and therefore school attendance, support high quality teachers and program, expand and improve parent opportunities to get involved, and to further engage students in school through campus co-curricular activities and academic based activities.

RMCHS also receives Title I dollars to provide supplemental learning tools/materials for students and professional development for teachers and administration.

Lastly, RMCHS received additional funding from the state and federal government to support "in person learning", amidst the COVID 19 pandemic.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$48,010	\$51,029
Mid-Range Teacher Salary	\$69,956	\$78,583
Highest Teacher Salary	\$102,133	\$99,506
Average Principal Salary (Elementary)	\$123,232	\$124,576
Average Principal Salary (Middle)	\$132,992	\$131,395
Average Principal Salary (High)	\$147,623	\$144,697
Superintendent Salary	\$223,065	\$240,194
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

Professional development at Reedley Middle College High School is designed to prepare our teachers to meet the unique needs of our students. Professional development may take the form of formal trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, teachers, and other support personnel may take part in these activities. KCUSD has emphasized collaborative team building, assessment and data collection, and effective teaching strategies in its professional development program over the past three years.

Ongoing professional development takes place at RMCHS each Wednesday after school with teachers. Bi-weekly (every two weeks), the site principal engages in professional development with other district principal's and directors.

Every year KCUSD provides three buy back days in which teachers engage in professional development. These are often times site specific but may also be a district provided PD opportunity. Professional development has included common core standards, student engagement strategies, checking for understanding strategies, ELD instruction, and distance education delivery. At RMCHS, focus areas for Wednesday professional development meetings have including writing across content areas, vocabulary building, and integrated/designated ELD. In addition, RMCHS has been engaging in ongoing development of collaborative teams and professional learning communities. Finally, staff at RMCHS and other Educational Options programs have engaged in training to support the socio-emotional welfare of our students post COVID 19 pandemic.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42

Reedley Middle College High School

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Reedley Middle College High School
Phone Number	559-305-7010
Superintendent	John Campbell
Email Address	guzman-j@kcusd.com
District Website Address	https://www.kcusd.com/

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5121	4993	97.50	2.50	41.96
Female	2481	2426	97.78	2.22	47.03
Male	2640	2567	97.23	2.77	37.16
American Indian or Alaska Native	23	20	86.96	13.04	20.00
Asian	27	26	96.30	3.70	57.69
Black or African American	14	14	100.00	0.00	57.14
Filipino	15	13	86.67	13.33	69.23
Hispanic or Latino	4567	4471	97.90	2.10	40.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	55	91.67	8.33	45.45
White	412	391	94.90	5.10	55.75
English Learners	1328	1286	96.84	3.16	8.94
Foster Youth	39	37	94.87	5.13	29.73
Homeless	38	30	78.95	21.05	26.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4490	4390	97.77	2.23	39.27
Students Receiving Migrant Education Services	254	250	98.43	1.57	31.60
Students with Disabilities	400	368	92.00	8.00	11.41

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5122	5003	97.68	2.32	25.42
Female	2481	2432	98.02	1.98	25.25
Male	2641	2571	97.35	2.65	25.59
American Indian or Alaska Native	23	20	86.96	13.04	10.00
Asian	27	27	100.00	0.00	44.44
Black or African American	15	14	93.33	6.67	42.86
Filipino	15	13	86.67	13.33	38.46
Hispanic or Latino	4567	4478	98.05	1.95	23.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	56	93.33	6.67	35.71
White	412	392	95.15		42.09
English Learners	1328	1298	97.74	2.26	6.01
Foster Youth	39	38	97.44	2.56	18.42
Homeless	38	32	84.21	15.79	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4491	4399	97.95	2.05	22.64
Students Receiving Migrant Education Services	254	253	99.61	0.39	15.42
Students with Disabilities	401	368	91.77	8.23	7.07

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.