



# Ronald Reagan Academy

8470 Avenue 406 • Dinuba, CA 93618 • (559) 595-0563 • Grades K-12

Suzanne Rodriguez, Principal

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<https://www.dinuba.k12.ca.us/Domain/16>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Dinuba Unified School District

1327 E. El Monte Way  
Dinuba, CA 93618  
(559) 595-7200  
[dusd.dinuba.k12.ca.us](http://dusd.dinuba.k12.ca.us)

#### District Governing Board

Bev Keel-Worrell  
Miriam Cendejas  
Mary Villarreal  
Ron Froese  
Sandra Kizirian

#### District Administration

Joe Hernandez, Ed.D.  
**Superintendent**  
Marti Kochevar  
**Assistant Superintendent**

#### Personnel and Instruction

Peggy Garispe  
**Fiscal Services Officer**

#### District Mission

"Empower each student to succeed  
in life."

#### District Vision

### School Description

A Message from the Principal:

Ronald Reagan Academy provides students with an individualized educational program. Students meet an average of once per week with their instructor and are required to complete a minimum of 20 hours of academic work per week. Students meet with their instructors in office cubicles in one of two classrooms on the Ronald Reagan Academy campus. Students are provided with content specific work packets on a weekly basis that are to be completed at home and turned in to their teacher the subsequent week. Each packet is worth one credit. Students must complete an end of unit assessment before moving onto each subsequent packet. The hour that students spend with teachers is tentatively scheduled as 15 minutes for review of homework, 30 minutes of instruction and 15 minutes to review new homework assignments.

All math classes are held onsite via online instruction and are common core aligned. Computer Application, Personal Finance, English 9 and English 10 courses are also provided via online instruction and are common core aligned. A math homework lab is also provided during the week to provide students with additional math support.

Ronald Reagan Academy provides an alternative education placement to those students who function best in a highly individualized and minimal school setting. Because student work is primarily completed independently, Ronald Reagan Academy is reserved for students who have evidenced ability to work independently and with minimal academic support.

A Ronald Reagan Academy task-force is currently working on updating all course curriculum that aligns with common core standards.

#### Focus for Improvement

The focus of improvement for Ronald Reagan Academy is based on the following as recommended by our Mid-Cycle WASC review completed in the 2014-2015 school year:

#### Recommendations

1. The school site staff needs to rewrite their course materials to reflect on implementing the common core curriculum
2. The school site and district administration need to evaluate allocation of human resources for special needs learners at Ronald Reagan Academy.
3. The school site staff needs to continue the development of a Long-range Technology Plan that increases student access to computers, includes professional development for staff, and addresses the identified assessment needs in respect to California Common Core State Standards.
4. The school site staff needs to create a plan that leads to a greater awareness, involvement, and responsibility of all stakeholders in the school's on-going journey of continuous improvement

## 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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	2
Grade 10	22
Grade 11	46
Grade 12	66
<b>Total Enrollment</b>	<b>136</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.7
Asian	1.5
Filipino	0.0
Hispanic or Latino	88.2
Native Hawaiian or Pacific Islander	0.0
White	9.6
Socioeconomically Disadvantaged	86.8
English Learners	27.2
Students with Disabilities	11.0
Foster Youth	0.0

## 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			
Ronald Reagan Academy	16-17	17-18	18-19
With Full Credential	14	9	2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Dinuba Unified School District	16-17	17-18	18-19
With Full Credential	◆	◆	314
Without Full Credential	◆	◆	18
Teaching Outside Subject Area of Competence	◆	◆	11

Teacher Misassignments and Vacant Teacher Positions at this School			
Ronald Reagan Academy	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	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 2018-19)

Ronald Reagan Academy works hard to provide a rigorous and accessible curriculum that prepares students for all state assessments as well as life beyond high school. The individualized delivery of instruction partnered with content-specific support labs make student success possible.

Textbooks and Instructional Materials	
Year and month in which data were collected: 8/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	All in good condition. Holt Literature & Language Arts is the adopted English Language Arts Curriculum. Adopted in 2004  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Edgenuity online math courses (www.edgenuity.com) (2014-2015) <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	All in good condition. Biology - Glencoe/McGraw Hill; World of Chemistry - McDougal Littell; Conceptual Physics - Addison Wesley are the adopted science curriculum. Adopted in 2002, 2007 and 2000 respectively <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	All in good condition. Modern World History - McDougal Littell; The Americans - McDougal Littell; MacGuder's American Govt - Prentice Hall; are the adopted Social Science Curriculum. Adopted in 2006, 2004, 2003 and 1997 respectively.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

All school site buildings are well lit and secured by gates that are locked at night. All parking lots are well lighted for added security.

Ronald Reagan facilities consist of an office and two classrooms. One classrooms holds 6 cubicles that teachers use to meet individually with students. The other classroom holds 3 cubicles and tables and chairs for online and full course instruction. Ronald Reagan students also have access to the Sierra Vista High School campus library, computer lab and multi-purpose room that student utilize for breakfast and lunch.

The computer lab provides Ronald Reagan students and staff with access to 20 total computers available for student use. The library provides students with 6 desktop computers.

As a school site we are always being pro-active in looking for facility improvements that will positively impact our students and their learning. Dinuba Unified and the Alternative Education staff are committed to providing facilities that are safe and up to date to serve our students, families, and community.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/7/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	UNISEX REST ROOM (INSIDE ADMIN): 2. EXHAUST FAN IS NOT WORKING.  <b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b>
<b>Interior:</b> Interior Surfaces	Poor	1: 4. CEILING TILES/VENT HAVE WATER STAINS. CEILING TILES ARE BROKEN. 10: 4. WALL PAPER TORN. 7. ONE LIGHT BALLAST IS OUT. 11: 4. CEILING TILE IS TORN. 9. FAUCET HANDLE IS BROKEN IN RR. 2: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILES HAVE HOLES. 3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. 14. TRIP HAZARDS ON WALKWAY. 4: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. CEILING TILES BROKEN. 7. SWITCH PLATE IS BROKEN. 8: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER TORN. 7. ONE LIGHT BALLAST IS OUT. ONE LIGHT DIFFUSER IS BROKEN. SWITCH PLATE IS BROKEN IN REST ROOM. 15. WINDOW SCREENS ARE MISSING ADMIN: 4. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER TAG IS OUTDATED (JULY/17/2018). COMMUNITY 1: 4. CARPET IS TORN. 15. DOOR HAS HOLES RUSTED THROUGH AT BASE. COMMUNITY 2: 4. LINOLEUM FLOORING IS LIFTING AND CHIPPED AT SEAM. 10. FIRE EXTINGUISHER IS NOT MOUNTED (NO MOUNT). COPY ROOM: 4. CEILING TILES HAVE WATER STAINS. IT ROOM: 4. CARPET IS LIFTING. 7. ONE LIGHT BALLAST IS OUT. 10. PLUG IN CANDLE WARMER. LIBRARY 5: 4. CARPET IS WORN AND LIFTING. MENS REST ROOM: 4. CEILING TILES HAVE WATER STAINS AND GRAFFITI. 9. FAUCET LEAKS AT HANDLE. ONE EXTERIOR DRINKING FOUNTAIN HAS A LOW FLOW. RRA OFFICE: 4. CEILING TILE IS TORN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. BURNED CANDLE IN FRONT ADMIN AREA. VICE PRINCIPAL: 4. CEILING TILE HAS A WATER STAIN.  <b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/7/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	10: 4. WALL PAPER TORN. 7. ONE LIGHT BALLAST IS OUT. 13: 7. ELECTRICAL APPLIANCE IS IN CLOSE PROXIMITY TO A WATER SOURCE (DRINKING FOUNTAIN SPRAYS ONTO COUNTER). 9. FAUCET HANDLE IS BROKEN IN RR. DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS A HIGH FLOW. 4: 4. CEILING TILE HAS A WATER STAIN. WALL PAPER IS TORN. CEILING TILES BROKEN. 7. SWITCH PLATE IS BROKEN. 8: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER TORN. 7. ONE LIGHT BALLAST IS OUT. ONE LIGHT DIFFUSER IS BROKEN. SWITCH PLATE IS BROKEN IN REST ROOM. 15. WINDOW SCREENS ARE MISSING IT ROOM: 4. CARPET IS LIFTING. 7. ONE LIGHT BALLAST IS OUT. 10. PLUG IN CANDLE WARMER. PRINCIPAL: 7. CLOCK IS MISSING EXPOSING WIRES. 10. PLUG IN AIR FRESHENER. SVHS ALL PURPOSE 7: 7. ONE LIGHT BALLAST IS OUT. WOMENS REST ROOM: 7. ONE LIGHT DIFFUSER IS MISSING.  <b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	11: 4. CEILING TILE IS TORN. 9. FAUCET HANDLE IS BROKEN IN RR. 13: 7. ELECTRICAL APPLIANCE IS IN CLOSE PROXIMITY TO A WATER SOURCE (DRINKING FOUNTAIN SPRAYS ONTO COUNTER). 9. FAUCET HANDLE IS BROKEN IN RR. DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS A HIGH FLOW. MENS REST ROOM: 4. CEILING TILES HAVE WATER STAINS AND GRAFFITI. 9. FAUCET LEAKS AT HANDLE. ONE EXTERIOR DRINKING FOUNTAIN HAS A LOW FLOW. RRA OFFICE: 4. CEILING TILE IS TORN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. BURNED CANDLE IN FRONT ADMIN AREA.  <b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/7/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	6: 10. PLUG IN AIR FRESHENER. ADMIN: 4. CEILING TILE HAS A HOLE. 10. FIRE EXTINGUISHER TAG IS OUTDATED (JULY/17/2018). COMMUNITY 2: 4. LINOLEUM FLOORING IS LIFTING AND CHIPPED AT SEAM. 10. FIRE EXTINGUISHER IS NOT MOUNTED (NO MOUNT). IT ROOM: 4. CARPET IS LIFTING. 7. ONE LIGHT BALLAST IS OUT. 10. PLUG IN CANDLE WARMER. LOUNGE: (NO ACCESS) 11. PAINT PEELING ON EAVES. PRINCIPAL: 7. CLOCK IS MISSING EXPOSING WIRES. 10. PLUG IN AIR FRESHENER. RRA OFFICE: 4. CEILING TILE IS TORN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. BURNED CANDLE IN FRONT ADMIN AREA.  <b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b>
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	3: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. 14. TRIP HAZARDS ON WALKWAY. 8: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER TORN. 7. ONE LIGHT BALLAST IS OUT. ONE LIGHT DIFFUSER IS BROKEN. SWITCH PLATE IS BROKEN IN REST ROOM. 15. WINDOW SCREENS ARE MISSING 9: (NO ACCESS) 15. WINDOW SCREEN IS MISSING. COMMUNITY 1: 4. CARPET IS TORN. 15. DOOR HAS HOLES RUSTED THROUGH AT BASE. COVERED LUNCH AREA: 14. WOODEN PICNIC TABLES ARE BROKEN/DRY ROT/PAINT IS PEELING.  <b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b>
<b>Overall Rating</b>	<b>Fair</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	6.0	9.0	38.0	43.0	48.0	50.0
Math	0.0	2.0	26.0	31.0	37.0	38.0

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

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	65	95.59	9.38
Male	31	31	100.00	12.90
Female	37	34	91.89	6.06
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	61	59	96.72	8.47
White	--	--	--	--
Socioeconomically Disadvantaged	57	54	94.74	5.66
English Learners	25	25	100.00	0.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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

Note: 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.

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

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	**	**	**

\* 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.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	68	63	92.65	1.59
Male	31	31	100	3.23
Female	37	32	86.49	0
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	61	58	95.08	1.72
White	--	--	--	--
Socioeconomically Disadvantaged	57	52	91.23	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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.

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

### 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 2018-19)

##### School Site Council & English Language Acquisition Committee

All new students enroll at Ronald Reagan accompanied by at least one parent to meet with administration. At that time, rules, regulations, graduation and program requirements are reviewed. Parents are encouraged to meet or call administration/staff regarding their students' progress and to share any concerns. Our School Site Council (SSC) and ELAC meetings are also ways in which we involve parents.

##### Home Visits & Conferences

Teachers and staff also make regular contact with parents regarding attendance, behavior and academic performance and phone and one to one parent conferences and home visits are held often to address student needs. Every six weeks a progress report is sent home via mail giving parents an update on their student's academic progress.

Parent conferences are held between counselor, teacher, parent and students as needed to provide student and parent with information regarding student progress or lack there of.

##### Parenting Classes

We have also begun a Fall and Spring series of Parenting Partners parenting classes for our parents.

Parents attend a 2 hour parenting class one evening a week for a total of 6 weeks.

A graduation ceremony is held at the end of the series in honor of parents who complete the workshops.

Graduate are encouraged to become part of the training team for the next parenting series.

***If you would like more information about Parent Engagement Activities please contact :***

***Ms. Susan Hernandez, Ronald Reagan Academy Community Liaison at 555-595-7240***



**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**

Ronald Reagan Academy and Dinuba Unified School District see the safety of our students and staff as our utmost priority. The Ronald Reagan staff monitor school grounds before the start of each day and throughout the afternoon. All campus visitors must register with the office and wear a visitor badge while on campus for safety purposes. We hold fire, earthquake, and lockdown drills each school year with staff and students.

Our safety plan is updated annually. All staff members are kept up to date on any safety measures that pertain to Ronald Reagan High School and how to keep their classrooms safe for students and staff. All staff is trained on safety measures at the beginning of the school year and throughout the school year as well. Administration and Ronald Reagan staff work to maintain a safe and inviting campus culture, where students feel safe to learn and teachers feel safe to teach.

Ronald Reagan also has access to an SRO officer with Dinuba PD to handle any legal issues that may arise on campus.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.4	0.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.5	3.6	3.7
Expulsions Rate	0.1	0.3	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

**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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.5
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	.2
Nurse	.33
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	190

\* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	3.0	3.0	5.0	47	50	35						
Mathematics	2.0	3.0	3.0	45	37	31						
Science	3.0	3.0	7.0	34	35	25						
Social Science	3.0	4.0	6.0	52	43	42						

\* 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 provided for Teachers**

A one-hour professional development block of time is now embedded into the Ronald Reagan weekly program schedule.

Professional development in common core and technology are embedded into this time frame.

In addition, RRA has a staff development day set aside for all teachers at the beginning of the year to go over all paperwork related to their teaching assignments in independent study.

We also have our STS (site technology specialist) work with each teacher to maximize the technological resources available.

Administration also attends an annual Independent Study Compliance Conference to ensure that we stay current with independent study policies and practices.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,448	\$47,547
Mid-Range Teacher Salary	\$70,488	\$74,775
Highest Teacher Salary	\$94,257	\$93,651
Average Principal Salary (ES)	\$113,202	\$116,377
Average Principal Salary (MS)	\$118,862	\$122,978
Average Principal Salary (HS)	\$137,598	\$135,565
Superintendent Salary	\$179,747	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

We use a combination of state and federal Title I and LCAP funds to provide provide a rigorous instructional program. All the expenditures are clearly defined in our School Plan for Student Achievement and are aligned to our district LCAP goals.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,688	\$0	\$5,688	\$89,620
District	◆	◆	\$9,897	\$75,061
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-54.0	17.7
Percent Difference: School Site/ State			-68.0	15.8

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ronald Reagan Academy	2014-15	2015-16	2016-17
Dropout Rate	1.3	7.0	5.5
Graduation Rate	87.2	89.5	67.0
Dinuba Unified School District	2014-15	2015-16	2016-17
Dropout Rate	1.4	3.1	2.3
Graduation Rate	96.8	95.6	87.5
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	86.2

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	◆
English	0	◆
Fine and Performing Arts	0	◆
Foreign Language	0	◆
Mathematics	0	◆
Science	0	◆
Social Science	0	◆
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	90.3	90.8	88.7
Black or African American	100.0	75.0	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	86.2	90.5	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	100.0	95.2	92.1
Two or More Races	0.0	0.0	91.2
Socioeconomically Disadvantaged	92.5	92.0	88.6
English Learners	75.0	77.6	56.7
Students with Disabilities	50.0	83.9	67.1
Foster Youth	0.0	66.7	74.1

### Career Technical Education Programs

All 12th grade students are required to complete an application for Reedley College and an application for financial aid (FAFSA).

They also attend an annual College and Career Day and field study trip to Reedley College. Resume and interview preparation are integrated into English and elective coursework.

Ronald Reagan Academy students also have access to CTE courses facilitated through Dinuba Adult School and Dinuba High School upon request.

Students who are 18 or nearing the age of 18 are provided with opportunities to enroll into CTE courses to gain career readiness skills.

### 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).

### 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.