Ronald Reagan Academy
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Ronald Reagan Academy
Street	8470 Avenue 406
City, State, Zip	Dinuba, CA 93618
Phone Number	(559) 595-0563
Principal	Jonathan Torres
Email Address	jtorres@dinuba.k12.ca.us
School Website	https://www.dinuba.k12.ca.us/Domain/16
County-District-School (CDS) Code	54-75531-0102186

2022-23 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Joe Hernandez, Ed.D.
Email Address	jhernandez@dinuba.k12.ca.us
District Website Address	dusd.dinuba.k12.ca.us

2022-23 School Overview

A Message from the Principal:

Ronald Reagan Academy provides students with an individualized educational program towards graduation. 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 completing English or Math are also required to attend the designated class twice a week for 1.5 hours each session depending on the courses needed to complete in order to graduate. 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.

 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 during the Fall Semester of the 2019-2020 school year:

2022-23 School Overview

Recommendations
1. The school site administration needs to allocate the appropriate resources to hire a full time FTE English Teacher to provide English Instruction as well as ELD Instruction.
 2.The school site staff needs to rewrite their course materials to reflect on implementing the common core curriculum
3. The school site and district administration need to evaluate the process for referring students to RRA and closely monitor the placement of ELD and SPED Students.
4. The school site staff need to increase the accessibility and usage of technology by staff members and students.
5. 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

Our upcoming WASC Mid-Cycle Review is scheduled for March 2023.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	5
Grade 1	4
Grade 2	5
Grade 3	7
Grade 4	8
Grade 5	5
Grade 6	4
Grade 7	6
Grade 8	5
Grade 9	7
Grade 10	11
Grade 11	35
Grade 12	39
Total Enrollment	141

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.0
Asian	1.4
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	92.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	5.7
English Learners	24.8
Foster Youth	0.0
Homeless	0.0
Migrant	0.7
Socioeconomically Disadvantaged	90.1
Students with Disabilities	8.5

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.50	10.37	235.30	86.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.00	4.04	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.90	2.54	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.30	89.63	8.80	3.24	12115.80	4.41
Unknown	0.00	0.00	10.20	3.76	18854.30	6.86
Total Teaching Positions	4.80	100.00	272.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
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						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	4.30	
Total Out-of-Field Teachers	4.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	9/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All in good condition. Holt Literature & Language Arts is the adopted English Language Arts Curriculum. Adopted in 2004 Collections NEWSELA Edgenuity	Yes	0
Mathematics	*Edgenuity* online math courses (www.edgenuity.com) (2014-2015)	Yes	0
Science	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 Edgenuity	Yes	0
History-Social Science	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. Edgenuity	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	Ronald Reagan Academy uses microscopes (10) during their Spring Biology Labs.		0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	6/24/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			MENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 4. CEILING TILES HAVE WATER STAINS AND GRAFFITI. CEILING TILES HAVE HOLES. 9. FAUCET LEAKS AT HANDLE. UNISEX REST ROOM (INSIDE ADMIN): 2. EXHAUST FAN IS NOT WORKING. 7. ONE OF TWO LIGHT BULBS ARE OUT. WOMENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING.
Interior: Interior Surfaces			X	1: 4. CEILING TILES/VENT HAVE WATER STAINS. CEILING TILES ARE BROKEN. FLOOR TILES ARE BROKEN. 7. ONE LIGHT DIFFUSER IS MISSING. 10: 4. WALL PAPER TORN. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. PICNIC TABLE IS DETERIORATED AND RUSTED CREATING INJURY HAZARDS. 3: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 4: 4. WALL PAPER IS TORN. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 7. SWITCH PLATE IS BROKEN. 8: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. THREE LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS BROKEN. 15. WINDOW SCREENS ARE MISSING ADMIN: 4. CEILING TILE HAS A HOLE. COMMUNITY 1: 4. CARPET IS WORN AND TORN. 10. TWO PLUG IN AIR FRESHENERS. 15. DOOR HAS HOLES RUSTED THROUGH AT BASE. COMMUNITY 2: 4. LINOLEUM FLOORING IS LIFTING AND CHIPPED AT SEAM (ALSO IN RR). 10. FIRE EXTINGUISHER IS MISSING. 14. CONSTANT LEAK AT WATER MAIN NEAR ENTRY TO ROOM. COPY ROOM: 4. CEILING TILES HAVE WATER STAINS.

School Facility Conditions and Planned Improvements

			IT ROOM: 4. CARPET IS LIFTING. 12. DRY ROT ON SIDING. LIBRARY 5: 4. CARPET IS WORN AND LIFTING. CEILING TILE HAS A HOLE. MENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 4. CEILING TILES HAVE WATER STAINS AND GRAFFITI. CEILING TILES HAVE HOLES. 9. FAUCET LEAKS AT HANDLE. RRA OFFICE: 4. CEILING TILE IS TORN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. FAUCET HAS A LOW FLOW. VICE PRINCIPAL: 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical		X	1: 4. CEILING TILES/VENT HAVE WATER STAINS. CEILING TILES ARE BROKEN. FLOOR TILES ARE BROKEN. 7. ONE LIGHT DIFFUSER IS MISSING. 11: 7. EXTENSION CORD AND SURGE PROTECTORS ARE DAISY CHAINED. 9. FAUCET HANDLE IS BROKEN IN RR. FAUCET HAS A LOW FLOW. 12: 7. ELECTRICAL APPLIANCE IN CLOSE PROXIMITY TO A WATER SOURCE. 4: 4. WALL PAPER IS TORN. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. 7. SWITCH PLATE IS BROKEN. 6: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER. 12. WATER DAMAGE TO WALL. 8: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. THREE LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS BROKEN. 15. WINDOW SCREENS ARE MISSING PRINCIPAL: 7. CLOCK IS MISSING EXPOSING WIRES. UNISEX REST ROOM (INSIDE ADMIN): 2. EXHAUST FAN IS NOT WORKING. 7. ONE OF TWO LIGHT BULBS ARE OUT.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	10: 4. WALL PAPER TORN. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. PICNIC TABLE IS DETERIORATED AND RUSTED CREATING INJURY HAZARDS. 11: 7. EXTENSION CORD AND SURGE PROTECTORS ARE DAISY CHAINED. 9. FAUCET HANDLE IS BROKEN IN RR. FAUCET HAS A LOW FLOW. MENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING. 4. CEILING TILES HAVE WATER STAINS AND GRAFFITI. CEILING TILES HAVE HOLES. 9. FAUCET LEAKS AT HANDLE. RRA OFFICE: 4. CEILING TILE IS TORN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. FAUCET HAS A LOW FLOW.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			6: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER. 12. WATER DAMAGE TO WALL. COMMUNITY 1: 4. CARPET IS WORN AND TORN. 10. TWO PLUG IN AIR FRESHENERS. 15. DOOR HAS HOLES RUSTED THROUGH AT BASE. COMMUNITY 2: 4. LINOLEUM FLOORING IS LIFTING AND CHIPPED AT SEAM (ALSO IN RR). 10. FIRE EXTINGUISHER IS MISSING. 14. CONSTANT LEAK AT WATER MAIN NEAR ENTRY TO ROOM.
Structural: Structural Damage, Roofs	X			10: 4. WALL PAPER TORN. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. PICNIC TABLE IS DETERIORATED AND RUSTED CREATING INJURY HAZARDS. 6: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER. 12. WATER DAMAGE TO WALL. IT ROOM: 4. CARPET IS LIFTING. 12. DRY ROT ON SIDING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			10: 4. WALL PAPER TORN. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 14. PICNIC TABLE IS DETERIORATED AND RUSTED CREATING INJURY HAZARDS. 8: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. THREE LIGHT PANELS ARE OUT. ONE LIGHT DIFFUSER IS BROKEN. 15. WINDOW SCREENS ARE MISSING 9: 15. WINDOW SCREEN IS MISSING. (NO ENTRY) COMMUNITY 1: 4. CARPET IS WORN AND TORN. 10. TWO PLUG IN AIR FRESHENERS. 15. DOOR HAS HOLES RUSTED THROUGH AT BASE. COMMUNITY 2: 4. LINOLEUM FLOORING IS LIFTING AND CHIPPED AT SEAM (ALSO IN RR). 10. FIRE EXTINGUISHER IS MISSING. 14. CONSTANT LEAK AT WATER MAIN NEAR ENTRY TO ROOM.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

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

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	28	N/A	46	N/A	47
Mathematics (grades 3-8 and 11)	N/A	3	N/A	25	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	79	40	50.63	49.37	27.50
Female	41	22	53.66	46.34	22.73
Male	38	18	47.37	52.63	33.33
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	72	36	50.00	50.00	27.78
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	26	11	42.31	57.69	9.09
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	71	39	54.93	45.07	28.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	79	35	44.30	55.70	2.86
Female	40	17	42.50	57.50	0.00
Male	39	18	46.15	53.85	5.56
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	72	32	44.44	55.56	3.13
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	--	--	--	--	--
English Learners	27	9	33.33	66.67	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	71	34	47.89	52.11	2.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	13.16	NT	19.58	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	38	46.91	53.09	13.16
Female	45	26	57.78	42.22	11.54
Male	36	12	33.33	66.67	16.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	72	33	45.83	54.17	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	27	14	51.85	48.15	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	69	37	53.62	46.38	13.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2021-22 Career Technical Education Programs

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

2021-22 Career Technical Education (CTE) Participation

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

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	86.81
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	8.57

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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.

2022-23 Opportunities for Parental Involvement

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 (temporarily held virtually via Zoom).

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.

If you would like more information about Parent Engagement Opportunities please contact :
Mrs. Denna Schaub, Ronald Reagan Academy Administrative Assistant **at 555-595-7240**

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		10.6	7.9		3.4	6.2		8.9	7.8
Graduation Rate		70.6	63.2		91.2	87.9		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	38	24	63.2
Female	20	14	70.0
Male	18	10	55.6
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	35	22	62.9
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	--	--	--
English Learners	11	6	54.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	36	22	61.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	225	200	143	71.5
Female	109	100	65	65.0
Male	116	100	78	78.0
American Indian or Alaska Native	1	0	0	0.0
Asian	5	5	3	60.0
Black or African American	2	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	205	182	131	72.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	12	12	9	75.0
English Learners	62	54	43	79.6
Foster Youth	1	1	1	100.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	201	182	133	73.1
Students Receiving Migrant Education Services	3	3	2	66.7
Students with Disabilities	19	17	8	47.1

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.25	2.45
Expulsions	0.00	0.16	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.04	3.13	0.20	3.17
Expulsions	0.00	0.00	0.00	0.33	0.00	0.07

2021-22 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

2022-23 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 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 Academy 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.

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	8	26	2	
Mathematics	6	16		
Science	5	19		
Social Science	8	42		

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	11	4		1
Mathematics	2	1		
Science	5	4		
Social Science	2	19		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	6	12	1	
Mathematics	7	6		
Science	3	7		
Social Science	3	14		

2021-22 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	352.5

2021-22 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)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	$7,532	$31	$7,501	$89,032
District	N/A	N/A	$3,980	$83,819
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$6,594	$83,102
Percent Difference - School Site and State	N/A	N/A	12.9	

2021-22 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	$52,441	$52,478
Mid-Range Teacher Salary	$76,298	$80,810
Highest Teacher Salary	$102,025	$101,276
Average Principal Salary (Elementary)	$122,534	$127,080
Average Principal Salary (Middle)	$128,661	$134,264
Average Principal Salary (High)	$148,941	$147,200
Superintendent Salary	$199,851	$242,351
Percent of Budget for Teacher Salaries	26%	33%
Percent of Budget for Administrative Salaries	5%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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 Where there are student course enrollments of at least one student.	0

Professional Development

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 during the Fall Semester of the 2019-2020 school year:
Recommendations
1. The school site administration needs to allocate the appropriate resources to hire a full time FTE English Teacher to provide English Instruction as well as ELD Instruction.
 2.The school site staff needs to rewrite their course materials to reflect on implementing the common core curriculum
 3. The school site and district administration need to evaluate the process for referring students to RRA and closely monitor the placement of ELD and SPED Students.
4. The school site staff need to increase the accessibility and usage of technology by staff members and students.
 5. 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

 As a result, RRA Staff will be provided the following:

 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.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	1	2	2