



Ronald Reagan Academy

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

Jonathan Torres, Principal

jtorres@dinuba.k12.ca.us

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

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Dinuba Unified School District

1327 E. El Monte Way
Dinuba, CA 93618
(559) 595-7200
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
Peggy Garispe
Chief Business Official
Vicky Armstrong
Chief Academic Officer

District Mission

"Empower each student to succeed
in life."

District Vision

"End generational poverty through
education"

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 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.
1. 2.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 the process for referring students to RRA and closely monitor the placement of ELD and SPED Students.
3. The school site staff need to increase the accessibility and usage of technology by staff members and students.
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

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.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	17
Grade 11	43
Grade 12	80
Total Enrollment	141

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.7
Asian	2.8
Hispanic or Latino	90.8
White	5.7
Socioeconomically Disadvantaged	92.9
English Learners	32.6
Students with Disabilities	12.1
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Ronald Reagan Academy	17-18	18-19	19-20
With Full Credential	9	2	2
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Dinuba Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	283
Without Full Credential	♦	♦	27
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at Ronald Reagan Academy

Indicator	17-18	18-19	19-20
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 2019-20)

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: 9/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	All in good condition. Holt Literature & Language Arts is the adopted English Language Arts Curriculum. Adopted in 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	<i>Edgenuity</i> online math courses (www.edgenuity.com) (2014-2015) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	Ronald Reagan Academy uses microscopes (10) during their Spring Biology Labs. Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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: 6/22/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	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. ONE EXTERIOR DRINKING FOUNTAIN HAS A LOW FLOW. UNISEX REST ROOM (INSIDE ADMIN): 2. EXHAUST FAN IS NOT WORKING. WOMENS REST ROOM: 2. EXHAUST FAN IS NOT WORKING.
Interior: Interior Surfaces	Poor	1: 4. CEILING TILES/VENT HAVE WATER STAINS. CEILING 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. 2: 4. CEILING TILE HAS A WATER STAIN. CEILING TILE IS BROKEN. CEILING TILES HAVE HOLES. 3: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 4: 4. WALL PAPER IS TORN. CEILING TILES BROKEN. 7. SWITCH PLATE IS BROKEN. 8: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. ONE LIGHT PANEL 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. COMMUNITY 1: 4. CARPET IS WORN AND TORN. 7. OUTLET COVER IS BROKEN. 10. PLUG IN AIR FRESHENER. 15. DOOR HAS HOLES RUSTED THROUGH AT BASE. COMMUNITY 2: 4. LINOLEUM FLOORING IS LIFTING AND CHIPPED AT SEAM. 6. LIVE COCKROACH IN REST ROOM. 10. FIRE EXTINGUISHER IS NOT MOUNTED (NO MOUNT). 14. CONSTANT LEAK AT WATER MAIN NEAR ENTRY TO ROOM. COPY ROOM: 4. CEILING TILES HAVE WATER STAINS. LIBRARY 5: 4. CARPET IS WORN AND LIFTING. 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. ONE EXTERIOR DRINKING FOUNTAIN HAS A LOW FLOW. RRA OFFICE: 4. CEILING TILE IS TORN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. FAUCET HAS A LOW FLOW. 10. BURNED CANDLES IN FRONT ADMIN AREA. SVHS ALL PURPOSE 7: 4. CEILING TILE IS TORN. WALL PAPER IS TORN. 7. ELECTRICAL COVER IS MISSING. ELECTRICAL COVER IS BROKEN. VICE PRINCIPAL: 4. CEILING TILE HAS A WATER STAIN.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	COMMUNITY 2: 4. LINOLEUM FLOORING IS LIFTING AND CHIPPED AT SEAM. 6. LIVE COCKROACH IN REST ROOM. 10. FIRE EXTINGUISHER IS NOT MOUNTED (NO MOUNT). 14. CONSTANT LEAK AT WATER MAIN NEAR ENTRY TO ROOM.
Electrical: Electrical	Poor	1: 4. CEILING TILES/VENT HAVE WATER STAINS. CEILING TILES ARE BROKEN. 7. ONE LIGHT DIFFUSER IS MISSING. 12: 7. ELECTRICAL APPLIANCE IN CLOSE PROXIMITY TO A WATER SOURCE. 4: 4. WALL PAPER IS TORN. CEILING TILES BROKEN. 7. SWITCH PLATE IS BROKEN. 6: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER. 8: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS BROKEN. SWITCH PLATE IS BROKEN IN REST ROOM. 15. WINDOW SCREENS ARE MISSING COMMUNITY 1: 4. CARPET IS WORN AND TORN. 7. OUTLET COVER IS BROKEN. 10. PLUG IN AIR FRESHENER. 15. DOOR HAS HOLES RUSTED THROUGH AT BASE. PRINCIPAL: 7. CLOCK IS MISSING EXPOSING WIRES. 10. PLUG IN AIR FRESHENER. SVHS ALL PURPOSE 7: 4. CEILING TILE IS TORN. WALL PAPER IS TORN. 7. ELECTRICAL COVER IS MISSING. ELECTRICAL COVER IS BROKEN.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	10: 4. WALL PAPER TORN. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING. 11: 9. FAUCET HANDLE IS BROKEN IN RR. FAUCET HAS A LOW FLOW. 13: 9. FAUCET HANDLE IS BROKEN IN RR. DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS A HIGH 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. ONE EXTERIOR DRINKING FOUNTAIN HAS A LOW FLOW. RRA OFFICE: 4. CEILING TILE IS TORN. 9. DRINKING FOUNTAIN HANDLE IS BROKEN. FAUCET HAS A LOW FLOW. 10. BURNED CANDLES IN FRONT ADMIN AREA.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	6: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER. COMMUNITY 2: 4. LINOLEUM FLOORING IS LIFTING AND CHIPPED AT SEAM. 6. LIVE COCKROACH IN REST ROOM. 10. FIRE EXTINGUISHER IS NOT MOUNTED (NO MOUNT). 14. CONSTANT LEAK AT WATER MAIN NEAR ENTRY TO ROOM. 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. FAUCET HAS A LOW FLOW. 10. BURNED CANDLES IN FRONT ADMIN AREA.
Structural: Structural Damage, Roofs	Good	10: 4. WALL PAPER TORN. 9. FAUCET HAS A LOW FLOW. 12. DRY ROT ON SIDING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	8: 4. CEILING TILES HAVE WATER STAINS. WALL PAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. ONE LIGHT DIFFUSER IS BROKEN. SWITCH PLATE IS BROKEN IN REST ROOM. 15. WINDOW SCREENS ARE MISSING 9: 15. WINDOW SCREEN IS MISSING. (NO ENTRY) COMMUNITY 1: 4. CARPET IS WORN AND TORN. 7. OUTLET COVER IS BROKEN. 10. PLUG IN AIR FRESHENER. 15. DOOR HAS HOLES RUSTED THROUGH AT BASE. COMMUNITY 2: 4. LINOLEUM FLOORING IS LIFTING AND CHIPPED AT SEAM. 6. LIVE COCKROACH IN REST ROOM. 10. FIRE EXTINGUISHER IS NOT MOUNTED (NO MOUNT). 14. CONSTANT LEAK AT WATER MAIN NEAR ENTRY TO ROOM.
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	9	13	43	45	50	50
Math	2	0	31	34	38	39

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

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

School Year 2018-19 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	67	53	79.10	13.21
Male	31	22	70.97	4.55
Female	36	31	86.11	19.35
Asian	--	--	--	--
Hispanic or Latino	63	49	77.78	14.29
White	--	--	--	--
Socioeconomically Disadvantaged	58	48	82.76	12.50
English Learners	26	23	88.46	0.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9			

Note: 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.

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.

**School Year 2018-19 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	67	51	76.12	0.00
Male	31	21	67.74	0.00
Female	36	30	83.33	0.00
Asian	--	--	--	--
Hispanic or Latino	63	48	76.19	0.00
White	--	--	--	--
Socioeconomically Disadvantaged	58	46	79.31	0.00
English Learners	26	22	84.62	0.00
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2019-20)

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 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.4	0.4	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.7	8.2
Expulsions Rate	0.3	0.2	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	141.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	3	50			5	35			6	39		
Mathematics	3	37			3	31			5	12		
Science	3	35			7	25			7	21		
Social Science	4	43			6	42			9	35		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,417	\$49,084
Mid-Range Teacher Salary	\$71,897	\$76,091
Highest Teacher Salary	\$96,141	\$95,728
Average Principal Salary (ES)	\$115,466	\$118,990
Average Principal Salary (MS)	\$121,240	\$125,674
Average Principal Salary (HS)	\$140,350	\$137,589
Superintendent Salary	\$179,747	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,700	\$68	\$5,632	\$92,712
District	N/A	N/A	\$9,266	\$77,881.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-48.8	17.7
School Site/ State	-68.0	15.8

Note: Cells with N/A values 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.

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.

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

Rate for Ronald Reagan Academy	2015-16	2016-17	2017-18
Dropout Rate	7	5.5	7.4
Graduation Rate	89.5	67	71.3

Rate for Dinuba Unified School District	2015-16	2016-17	2017-18
Dropout Rate	3.1	2.3	2.5
Graduation Rate	95.6	87.5	89.5

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	63.51

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.