

# Reedley Middle College High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

<b>School Name</b>	Reedley Middle College High School
<b>Street</b>	1535 N. Reed Ave
<b>City, State, Zip</b>	Reedley, CA 93654
<b>Phone Number</b>	559-305-7050
<b>Principal</b>	Josh Darnell
<b>Email Address</b>	darnell-j@kcusd.com
<b>School Website</b>	<a href="https://rmchs.kcusd.com/">https://rmchs.kcusd.com/</a>
<b>County-District-School (CDS) Code</b>	10622650126292

## 2023-24 District Contact Information

<b>District Name</b>	Reedley Middle College High School
<b>Phone Number</b>	559-305-7010
<b>Superintendent</b>	John Campbell
<b>Email Address</b>	pack-r@kcusd.com
<b>District Website</b>	<a href="https://www.kcusd.com/">https://www.kcusd.com/</a>

## 2023-24 School Description and Mission Statement

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

Currently, the school serves 242 students in grades ninth through twelve and includes a staff of 7 full time and 2 part time teachers. Reedley Middle College High School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience.

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

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

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

RMCHS will provide students with:

- individualized, learner-centered instruction

## 2023-24 School Description and Mission Statement

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

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

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	69
Grade 10	57
Grade 11	54
Grade 12	53
<b>Total Enrollment</b>	<b>233</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	62.2%
Male	37.8%
Asian	0.4%
Black or African American	0.9%
Hispanic or Latino	81.5%
Two or More Races	2.6%
White	14.6%
English Learners	2.1%
Foster Youth	0.4%
Homeless	0.4%
Migrant	1.3%
<b>Socioeconomically Disadvantaged</b>	<b>72.5%</b>

**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)	6.30	89.44	303.20	73.79	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	17.30	4.22	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	51.90	12.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	15.10	3.68	12115.80	4.41
Unknown	0.70	10.56	23.30	5.68	18854.30	6.86
<b>Total Teaching Positions</b>	<b>7.10</b>	<b>100.00</b>	<b>410.90</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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)	6.50	91.69	348.80	80.05	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	18.00	4.14	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	31.60	7.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	26.60	6.10	11953.10	4.28
Unknown	0.50	8.17	10.60	2.44	15831.90	5.67
<b>Total Teaching Positions</b>	<b>7.10</b>	<b>100.00</b>	<b>435.70</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### 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	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.2	25
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	49.4	39.1

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

A district textbook adoption committee is established for the process of textbook adoption. Each school site and/or grade level is represented on each textbook adoption committee. At RMCHS, there are sufficient textbooks and instructional materials for

each of the core content areas. Each pupil, including English Learners, have access to district adopted texts, workbooks, or other supplemental instructional materials to use in class and to take home.

Year and month in which the data were collected

August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>English 9 EngageNY Grade 9 English Language Arts <a href="https://www.engageny.org/resource/grade-9-english-language-arts">https://www.engageny.org/resource/grade-9-english-language-arts</a></p> <p>English 10 EngageNY Grade 10 English Language Arts <a href="https://www.engageny.org/resource/grade-10-english-language-arts">https://www.engageny.org/resource/grade-10-english-language-arts</a></p> <p>English 11 EngageNY Grade 10 English Language Arts <a href="https://www.engageny.org/resource/grade-11-english-language-arts">https://www.engageny.org/resource/grade-11-english-language-arts</a></p> <p>English 12 Expository Reading and Writing Course</p>	Yes	0
<b>Mathematics</b>	<p>Math 1 The Math Visions Project Secondary Math 1 <a href="http://www.mathematicsvisionproject.org/secondary-one-mathematics.html">http://www.mathematicsvisionproject.org/secondary-one-mathematics.html</a></p> <p>Math 2 The Math Visions Project Secondary Math 1 <a href="http://www.mathematicsvisionproject.org/secondary-mathematics-ii1.html">http://www.mathematicsvisionproject.org/secondary-mathematics-ii1.html</a></p> <p>Math 3 The Math Visions Project Secondary Math 2</p> <p>Stats: Modeling the World AP Edition Pearson</p>	Yes	0
<b>Science</b>	<p>Biology Savvas: Experience Biology, The Living Earth 2020 Edition</p> <p>Chemistry</p>	Yes	0

	<p>Savvas: Experience Chemistry in the Earth System 2021 edition</p> <p>Introduction to Veterinary Science Third Edition Cengage Learning</p> <p>Veterinary Assisting: Fundamentals &amp; Applications DelMar Cengage Learning</p>		
<b>History-Social Science</b>	<p>World Geography Pearson: Building a Global Perspective 2009 edition</p> <p>Government Mcgraw Hill Principles of American Democracy 2019 edition</p> <p>Economics Mcgraw Hill Principles of Economics 2019 edition</p> <p>World History, Impact California Social Studies: World History, Culture and Geography McGraw Hill, 2020 edition.</p> <p>US History, Impact California Social Studies: United States History and Geography, 2020 edition.</p>	Yes	0
<b>Foreign Language</b>	<p>Spanish 1 Glencoe/McGraw Hill: Buen Viaje! Level 1, 2005/2008 edition</p>	Yes	0
<b>Health</b>		No	

### School Facility Conditions and Planned Improvements

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

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

KCUSD District maintenance staff supports the Reedley College maintenance staff to ensure that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The site Principal and College Coordinator work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Facility inspection forms are located in the office for viewing.

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

10/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		Spider webs on second floor windows. Head custodian to detail. Second floor hallway has grease stains from a bbq event. Custodial subs to pressure wash. Spider webs inside and outside. Head custodian to detail. Classrooms were dusty. Head custodian and sub custodian to detail.
<b>Electrical</b>			X	Obsolete lighting system.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### 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.

## 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	94	91	47	49	47	46
<b>Mathematics</b> (grades 3-8 and 11)	45	48	34	36	33	34

## 2022-23 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	54	54	100.00	0.00	90.74
Female	33	33	100.00	0.00	93.94
Male	21	21	100.00	0.00	85.71
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	44	44	100.00	0.00	88.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	44	100.00	0.00	90.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2022-23 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	CAASPP	CAASPP	CAASPP	CAASPP	CAASPP
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Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	54	100.00	0.00	48.15
Female	33	33	100.00	0.00	45.45
Male	21	21	100.00	0.00	52.38
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	44	44	100.00	0.00	43.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	44	100.00	0.00	47.73
Students Receiving Migrant Education Services	0	0	0	0	0
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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	60.55	71.96	22.54	24.28	29.47	30.29

## 2022-23 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
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<b>All Students</b>	107	107	100.00	0.00	71.96
<b>Female</b>	69	69	100.00	0.00	72.46
<b>Male</b>	38	38	100.00	0.00	71.05
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	90	90	100.00	0.00	68.89
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	13	13	100.00	0.00	92.31
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	85	85	100.00	0.00	68.24
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2022-23 Career Technical Education Programs

During the 2022-2023 school year, RMCHS offered one CTE pathway of study in Agriculture Business.

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

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

The primary representatives of the KCUSD CTE advisory committee are Veronica Lopez, Assistant Principal at Orange Cove High School, and Amber Hunt, Assistant Principal at Reedley High School. The district's CTE advisory committee is represented by the following industries: Agriculture & Natural Resources, Arts Media and Entertainment, Building and Construction Trades, Education, Child Development & Family Services, Engineering and Architecture, Health Science and Medical Technology, Hospitality, Tourism and Recreation, Manufacturing and Product Development, Public Safety, and Transportation.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	204
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	89.66

## 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.

## 2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	100%	100%	100%	100%	100%

## 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.

## 2023-24 Opportunities for Parental Involvement

Parent involvement and communication are essential to our school success. Reedley Middle College High School continuously strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

## 2023-24 Opportunities for Parental Involvement

There are a variety of opportunities for parent involvement at Reedley Middle College High School. Parents can attend school functions and parent visitation days, participate in parent-teacher conferences, volunteer in classrooms, and chaperone school study trips. Parents serve on advisory committees and leadership teams, including the School Site Council and our FFA Booster Club. Parents also have the opportunity participate in parent education nights around A-G completion, the college application process, and financial aid workshops both virtually and in person.

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

RMCHS welcomes the involvement of all of our parents as often as possible. Parents who would like more information on how to become involved may contact Principal, Josh Darnell (559) 305-7050

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	0	0	0	2.2	1.4	2	9.4	7.8	8.2
<b>Graduation Rate</b>	100	100	100	81.3	89.1	88.2	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	53	53	100.0
<b>Female</b>	36	36	100.0
<b>Male</b>	17	17	100.0
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	0	0	0.00
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	47	47	100.0

Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	47	47	100.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	241	240	5	2.1
Female	150	150	2	1.3
Male	91	90	3	3.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	3	3	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	194	193	4	2.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	0	0.0
White	37	37	1	2.7
English Learners	7	7	0	0.0
Foster Youth	1	1	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	172	172	4	2.3
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	6	6	0	0.0

## C. Engagement

## State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.00	0.81	0.41	0.53	4.65	5.93	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

### 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.41	0
Female	0	0
Male	1.1	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.52	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.58	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0



## 2023-24 School Safety Plan

Safety of students and staff is the number one priority at Reedley Middle College High School. Before, during, and after school, the campus is monitored by a program administrator, one campus assistant, one college program coordinator, and a high school counselor. All visitors must sign in at the office before entering our campus. The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures such as fire drills, earthquake drills, and Run-Hide-Fight plans, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated in September of 2023, discussed with staff in October of 2023, and reviewed and approved by the school site council committee in November 2023. An updated copy is available to the public at the school office.

## 2020-21 Secondary Average Class Size and Class Size Distribution

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

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

## 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	28	4	1	7
Mathematics	26	2	3	4
Science	15	3		1
Social Science	34	1	4	2

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	4	3	4
Mathematics	31	1	3	4
Science	27	1	0	1
Social Science	26	3	3	2

## 2022-23 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	0

## 2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$18,427.06	\$1,298.56	\$17,128.50	\$79,507.86
District	N/A	N/A	\$8,947.10	\$79,295
Percent Difference - School Site and District	N/A	N/A	62.8	3.4
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	88.8	-4.4

## Fiscal Year 2022-23 Types of Services Funded

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

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

RMCHS most recently received Expanded Learning Opportunity Program dollars to implement after school learning programs for students. We look forward to the implementation of enrichment opportunities as well as intervention and homework groups after the regular school day.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$51,419	\$54,190
Mid-Range Teacher Salary	\$74,924	\$85,111
Highest Teacher Salary	\$109,387	\$104,999
Average Principal Salary (Elementary)	\$130,031	\$132,492
Average Principal Salary (Middle)	\$142,159	\$140,987
Average Principal Salary (High)	\$159,671	\$153,884
Superintendent Salary	\$253,382	\$255,503
Percent of Budget for Teacher Salaries	23.07%	32.09%
Percent of Budget for Administrative Salaries	5.02%	5.25%

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
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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
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Professional development at Reedley Middle College High School is designed to prepare our teachers to meet the unique needs of our students. Professional development may take the form of formal trainings, coaching, peer observation, or constructive self-reflection and are consistent with our school vision and goals. Principal, teachers, and other support personnel may take part in these activities. KCUSD is prioritizing the development of site PLC teams with administrators, who in turn, build the capacity of their individual school site teams. At RMCHS, an instructional leadership team (ILT) leads weekly professional development with the teachers and facilitates PLC meetings around our instructional focus of writing and a focus on each content area.

School site principals engage in district collaborative meetings every two weeks. Roughly once per month, learning directors also engage in collaborative leadership meetings at the Educational Support Center for time to build capacity and collaborate with other school site leaders.

Every year KCUSD provides three buy back days in which teachers engage in professional development. These are often times site specific but may also be a district provided PD opportunity. Professional development has included common core standards, student engagement strategies, checking for understanding strategies, ELD instruction, and distance education delivery. At RMCHS, focus areas for Wednesday professional development meetings continue to include writing across content areas, vocabulary building, integrated/designated ELD, and working as collaborative teams.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	42	42	42