# Ronald Reagan Academy

## 2024-2025 School Accountability Report Card
## (Published During the 2025-2026 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.

| | |
|---|---|
| **Admission Requirements for the University of California (UC)** | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/. |
| **Admission Requirements for the California State University (CSU)** | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/. |

## 2025-26 School Contact Information

| | |
|---|---|
| **School Name** | Ronald Reagan Academy |
| **Street** | 8470 Avenue 406 |
| **City, State, Zip** | Dinuba, CA 93618 |
| **Phone Number** | (559) 595-0563 |
| **Principal** | Kevin Thomas M.Ed. |
| **Email Address** | Kthomas@dinuba.k12.ca.us |
| **School Website** | rra.dinuba.k12.ca.us |
| **Grade Span** | K-12 |
| **County-District-School (CDS) Code** | 54-75531-0102186 |

## 2025-26 District Contact Information

| | |
|---|---|
| **District Name** | Dinuba Unified School District |
| **Phone Number** | (559) 595-7200 |
| **Superintendent** | Marti Kochevar |
| **Email Address** | mkochevar@dinuba.k12.ca.us |
| **District Website** | dinuba.k12.ca.us |

## 2025-26 School Description and Mission Statement

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 one time per week for 1.5 hours each session depending on the courses needed to complete in order to graduate. Students meet with their instructors in one of two classrooms on the Ronald Reagan Academy campus. Students are provided with content specific learning units on a weekly basis that are to be completed at home and turned in to their teacher the subsequent week. Each learning unit is worth

## 2025-26 School Description and Mission Statement

one credit. Students must complete an end of unit assessment before moving onto each subsequent packet. The hour that students spend with their teacher 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 demonstrated the ability to work independently and with minimal academic support.

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.

During the Spring semester of the 2022-2023 school year, Ronald Reagan received a 3-year WASC Accreditation.

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Grade 8** | 1 |
| **Grade 9** | 2 |
| **Grade 10** | 8 |
| **Grade 11** | 20 |
| **Grade 12** | 38 |
| **Total Enrollment** | 71 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 36.6 |
| **Male** | 63.4 |
| **Asian** | 2.8 |
| **Hispanic or Latino** | 90.1 |
| **White** | 7 |
| **English Learners** | 35.2 |
| **Homeless** | 5.6 |
| **Migrant** | 1.4 |
| **Socioeconomically Disadvantaged** | 91.5 |
| **Students with Disabilities** | 18.3 |

## 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.

## 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)** | 1.9 | 30.02 | 225 | 80.95 | 234405.2 | 84 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 13.1 | 4.71 | 4853 | 1.74 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0 | 0 | 4.1 | 1.5 | 12001.5 | 4.3 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 4.1 | 63.2 | 14.1 | 5.08 | 11953.1 | 4.28 |
| **Unknown/Incomplete/NA** | 0.4 | 6.49 | 21.5 | 7.76 | 15831.9 | 5.67 |
| **Total Teaching Positions** | 6.6 | 100 | 277.9 | 100 | 279044.8 | 100 |

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.

## 2022-23 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)** | 0.8 | 14.49 | 227 | 81.84 | 231142.4 | 83.24 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 11.6 | 4.21 | 5566.4 | 2 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0 | 0 | 5.9 | 2.15 | 14938.3 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 4.3 | 78.44 | 15.4 | 5.58 | 11746.9 | 4.23 |
| **Unknown/Incomplete/NA** | 0.3 | 6.88 | 17.2 | 6.21 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 5.5 | 100 | 277.4 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

## 2023-24 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)** | 0.1 | 2.86 | 227.7 | 82.45 | 230039.4 | 100 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 11.5 | 4.17 | 6213.8 | 2.23 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0 | 0 | 4.4 | 1.61 | 16855 | 6.04 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 4.4 | 91.82 | 16.8 | 6.1 | 12112.8 | 4.34 |
| **Unknown/Incomplete/NA** | 0.2 | 5.11 | 15.6 | 5.66 | 13705.8 | 4.91 |
| **Total Teaching Positions** | 4.8 | 100 | 276.1 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Permits and Waivers** | 0.00 | 0 | 0 |
| **Misassignments** | 0.00 | 0 | 0 |
| **Vacant Positions** | 0.00 | 0 | 0 |
| **Total Teachers Without Credentials and Misassignments** | 0.00 | 0 | 0 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Credentialed Teachers Authorized on a Permit or Waiver** | 0.00 | 0 | 0 |
| **Local Assignment Options** | 4.10 | 4.3 | 4.4 |
| **Total Out-of-Field Teachers** | 4.10 | 4.3 | 4.4 |

## Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 | 0 |
| **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 | 0 | 0 |

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Ronald Reagan Academy works 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. The District adopted instructional materials are aligned to California state standards and the texts and materials are aligned and reviewed regularly.

| | |
|---|---|
| **Year and month in which the data were collected** | May 1, 2025 |

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| **Reading/Language Arts** | Edgenuity online Reading/Language Arts courses (www.edgenuity.com) (2014-2015) | 0 |
| **Mathematics** | Edgenuity online Math courses (www.edgenuity.com) (2014-2015) | 0 |
| **Science** | Edgenuity online Science courses (www.edgenuity.com) (2014-2015) | 0 |
| **History-Social Science** | Edgenuity online History-Social Science courses (www.edgenuity.com) (2014-2015) | 0 |
| **Foreign Language** | Edgenuity online Foreign Language courses (www.edgenuity.com) (2014-2015) | |
| **Health** | Edgenuity online Health (www.edgenuity.com) (2014-2015) | |
| **Visual and Performing Arts** | N/A | |
| **Science Laboratory Equipment (grades 9-12)** | Ronald Reagan Academy does not offer lab classes. However, microscopes and other materials associated with hands on learning activities are available to support the instruction. | 0 |

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

## 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 classroom holds 3 cubicles that teachers use to meet individually with students. The other classroom is designed 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 students utilize for breakfast and lunch.

The library provides students with Chromebooks for technology access. A large screen TV monitor has been installed in the Ronald Reagan classroom as a resource for instruction.

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** | 7/11/2025 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | | X | | 12: restroom floor dirty around edges, ceiling tiles not cut correctly (work order submitted)<br>3: tackboard peeling, baseboard coming unglued, stained ceiling tiles (work order submitted)<br>6: tackboard is peeling, a light bulb is out (work order submitted)<br>8: paint is peeling on the door, carpets are dirty<br>CAFETERIA: tackboard peeling, ceiling tile is ripped & hanging (work order submitted) |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | 1: electrical panel is blocked, tackboard old,/dingy, ceiling tiles are hanging (work order submitted)<br>11: microwave, air fryer, coffee pot all plugged into extension cord surge protector<br>8: paint is peeling on the door, carpets are dirty<br>STAFF: paint peeling on the exterior wall siding, dry rot, rust |
| **Structural:**<br>Structural Damage, Roofs | X | | | |
| **External:**<br>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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 18 | 19 | 47 | 50 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 0 | 14 | 29 | 31 | 35 | 37 |

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 47 | 32 | 68.09 | 31.91 | 18.75 |
| **Female** | 21 | 15 | 71.43 | 28.57 | 40.00 |
| **Male** | 26 | 17 | 65.38 | 34.62 | 0.00 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 43 | 32 | 74.42 | 25.58 | 18.75 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 0 | 0 | 0 | 0 | 0 |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | 17 | 13 | 76.47 | 23.53 | 0.00 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 43 | 29 | 67.44 | 32.56 | 20.69 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | -- | -- | -- | -- | -- |

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 47 | 29 | 61.70 | 38.30 | 13.79 |
| **Female** | 21 | 13 | 61.90 | 38.10 | 0.00 |
| **Male** | 26 | 16 | 61.54 | 38.46 | 25.00 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 43 | 29 | 67.44 | 32.56 | 13.79 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 0 | 0 | 0 | 0 | 0 |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | 17 | 12 | 70.59 | 29.41 | 16.67 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 43 | 26 | 60.47 | 39.53 | 11.54 |
| **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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 9.09 | 0 | 17.17 | 17.58 | 30.73 | 32.52 |

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 60 | 47 | 78.33 | 21.67 | 2.13 |
| **Female** | 28 | 23 | 82.14 | 17.86 | 0.00 |
| **Male** | 32 | 24 | 75.00 | 25.00 | 4.17 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 55 | 45 | 81.82 | 18.18 | 2.22 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 0 | 0 | 0 | 0 | 0 |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | 22 | 17 | 77.27 | 22.73 | 0.00 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 56 | 45 | 80.36 | 19.64 | 2.22 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | -- | -- | -- | -- | -- |

## 2024-25 Career Technical Education Programs

All 12th grade students are highly encouraged to complete an application for our local community college, 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 students complete a required CTE class to meet graduation requirements.

## 2024-25 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** | |

## 2024-25 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 |
|---|---|
| **Pupils Enrolled in Courses Required for UC/CSU Admission** | 89.71 |
| **Graduates Who Completed All Courses Required for UC/CSU Admission** | 4.44 |

# 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.

## 2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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** | | | | | |

# 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.

## 2025-26 Opportunities for Parental Involvement

School Site Council and English Learner Advisory Committee

All new students enroll at Ronald Reagan Academy are accompanied by at least one parent to meet with administration. At that

## 2025-26 Opportunities for Parental Involvement

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 English Learner Advisory Committee (ELAC) meetings are also ways in which we involve parents.

Home Visits and Conferences

Teachers and staff also make regular contact with parents regarding attendance, behavior, and academic performance. Phone calls, 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 thereof.

If you would like more information about parent engagement opportunities, please contact Community Liaison, Damaris Valdez, at (559) 595-7240.

Please feel free to contact Ronald Reagan Academy Administrative Assistant, Mrs. Denna Schaub, at (559) 595-7240 with any additional questions.

## 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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | 15.4 | 9.7 | 2.3 | 4.4 | 3.2 | 1.2 | 8.2 | 8.9 | 8 |
| Graduation Rate | 58.5 | 62.5 | 86.4 | 88.6 | 90.4 | 96.5 | 86.2 | 86.4 | 87.5 |

### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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 | 44 | 38 | 86.4 |
| Female | 18 | 15 | 83.3 |
| Male | 26 | 23 | 88.5 |
| Non-Binary | 0.0 | 0.0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 38 | 32 | 84.2 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 |
| White | -- | -- | -- |
| English Learners | 19 | 17 | 89.5 |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 43 | 37 | 86.0 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | -- | -- | -- |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 144 | 129 | 85 | 65.9 |
| **Female** | 59 | 50 | 35 | 70.0 |
| **Male** | 85 | 79 | 50 | 63.3 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 127 | 115 | 75 | 65.2 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | -- | -- | -- | -- |
| **White** | 13 | 11 | 8 | 72.7 |
| **English Learners** | 51 | 46 | 24 | 52.2 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 134 | 122 | 83 | 68.0 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 21 | 19 | 8 | 42.1 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 data.

| Suspensions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 3.37 | 3.3 | 2.16 | 3.6 | 3.28 | 2.94 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0.19 | 0.15 | 0.27 | 0.08 | 0.07 | 0.06 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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 |
| **Non-Binary** | 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 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 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 administrative team monitors school grounds, via surveillance cameras, before the start of each day and throughout the afternoon. All campus visitors must register with the office and wear a visitor badge while on campus for safety purposes. We hold fire, earthquake and lockdown drills each school year with staff and students.

Our Safety Plan is updated annually and was last approved on January 21, 2025. 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.

Radios were purchased to improve communication between Ronald Reagan Academy staff and administration.

## 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** | 7 | 15 | 1 | 0 |
| **Mathematics** | 8 | 4 | 0 | 0 |
| **Science** | 3 | 7 | 0 | 0 |
| **Social Science** | 3 | 14 | 0 | 0 |

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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** | 5 | 23 | | |
| **Mathematics** | 5 | 9 | | |
| **Science** | 6 | 12 | | |
| **Social Science** | 7 | 22 | | |

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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** | 5 | 22 | | |
| **Mathematics** | 6 | 10 | | |
| **Science** | 7 | 11 | | |
| **Social Science** | 8 | 21 | | |

## 2024-25 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** | 81 |

## 2024-25 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. The “Other” category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | 1 |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | |
| **Resource Specialist (non-teaching)** | |
| **Other** | |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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** | $19,496 | $1,619 | $ 17,878 | $107,258 |
| **District** | N/A | N/A | $ 13,443 | $99,885 |
| **Percent Difference - School Site and District** | N/A | N/A | | 7.1 |
| **State** | N/A | N/A | $11,146 | $100,065 |
| **Percent Difference - School Site and State** | N/A | N/A | -200.0 | 6.9 |

## Fiscal Year 2024-25 Types of Services Funded

Ronald Reagan Academy uses a combination of state and federal Title I and LCAP funds to 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.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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** | $64,153 | $62,145 |
| **Mid-Range Teacher Salary** | $93,336 | $97,088 |
| **Highest Teacher Salary** | $124,810 | $120,436 |
| **Average Principal Salary (Elementary)** | $149,900 | $151,343 |
| **Average Principal Salary (Middle)** | $157,395 | $159,514 |
| **Average Principal Salary (High)** | $182,204 | $177,261 |
| **Superintendent Salary** | $236,500 | $294,805 |
| **Percent of Budget for Teacher Salaries** | 27.18% | 29.95% |
| **Percent of Budget for Administrative Salaries** | 5.14% | 5.4% |

## 2024-25 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**<br>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 Spring Semester of the 2022-2023 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.

## Professional Development

Administration 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 | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 2 | 2 | 2 |