



Reedley Middle College High School

1535 N. Reed Ave • Reedley, CA 93654 • 559-305-7050 • Grades 9-12

Ron Pack, Principal

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<https://rmchs.kcusd.com/>

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Reedley Middle College High School

1535 N. Reed Ave
Reedley, CA 93654
559-305-7010
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School Description

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

Currently, the school serves 246 students in grades ninth through twelve and includes a staff of 6 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
- 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 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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	61
Grade 10	64
Grade 11	51
Grade 12	51
Total Enrollment	227

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	0.9
Asian	0.4
Hispanic or Latino	83.7
White	12.8
Two or More Races	2.2
Socioeconomically Disadvantaged	78
English Learners	0.9
Students with Disabilities	1.3

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

Teacher Credentials for Reedley Middle	18-19	19-20	20-21
With Full Credential	7	8	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Reedley Middle	18-19	19-20	20-21
With Full Credential	♦	♦	447
Without Full Credential	♦	♦	40
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Reedley Middle College High School

Indicator	18-19	19-20	20-21
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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>English 9 EngageNY Grade 9 English Language Arts https://www.engageny.org/resource/grade-9-english-language-arts</p> <p>English 10 EngageNY Grade 10 English Language Arts https://www.engageny.org/resource/grade-10-english-language-arts</p> <p>English 11 EngageNY Grade 10 English Language Arts https://www.engageny.org/resource/grade-11-english-language-arts</p> <p>English 12 Expository Reading and Writing Course</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Math 1/Math 1 E The Math Visions Project Secondary Math 1 http://www.mathematicsvisionproject.org/secondary-one-mathematics.html</p> <p>Math 2/Math 2 E The Math Visions Project Secondary Math 1 http://www.mathematicsvisionproject.org/secondary-mathematics-ii1.html</p> <p>Math 3/Math .E The Math Visions Project Secondary Math 2</p> <p>Stats: Modeling the World AP Edition Pearson</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Biology Holt, Rinehart and Winston: Modern Biology, 2002 edition Holt, Rinehart and Winston: Modern Biology, 2006 edition Holt, Rinehart and Winston: Biology, 2007 edition</p> <p>Chemistry Pearson: Chemistry 2012 edition</p> <p>Introduction to Veterinary Science Third Edition Cengage Learning</p> <p>Veterinary Assisting: Fundamentals & Applications DelMar Cengage Learning</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>World Geography Pearson: Building a Global Perspective 2009 edition</p> <p>Government Pearson: Magruder's American Government 2011 edition</p> <p>Economics McDougal Littell: Economics Concepts and Choices 2008 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> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<p>Spanish 1 Glencoe/McGraw Hill: Buen Viaje! Level 1, 2005/2008 edition</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>The textbooks listed are from most recent adoption: No</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science Laboratory Equipment	digital balances Hot plates Microscopes-20 each 250 mL Beaker 100 mL graduated cylinder 10mL graduated cylinder 20 mL Test tubes 250 mL Erlenmeyer flask 50 mL graduated cylinder 500 mL erlenmeyer flask 600 mL Beaker 9 mL test tubes acetic acid acetone acetone wash bottle ammonium thiocyanate Balance barium hydroxide beaker tongs benzoic acid boric acid calcium carbide calcium chloride calcium hydroxide citric acid copper (II) chloride dropper bottle flint lighter (Striker) goggles guar gum hydrochloric acid hydrogen peroxide iron (II) sulfate iron (III) chloride isopropanol Lead Nitrate lithium chloride magnesium ribbon magnesium sulfate methanol nitric acid Parafilm phenolphthalein phosphoric acid polyvinyl alcohol portable laboratory burner potassium ferrocyanide Potassium hydroxide Potassium iodide potassium permanganate replacement butane cartridge ring support 5" Sodium borate sodium carbonate sodium hydroxide Sodium nitrate Sodium nitrite sodium phosphate dibasic sulfuric acid Support stand Thermometer thermometer storage rack universal indicator wire gauze squares

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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. The new 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.

Reedley College facility inspection forms are located in the office for viewing.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 11/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Exemplary
Interior: Interior Surfaces	Good	Exemplary
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Exemplary
Electrical: Electrical	Good	Exemplary. Lights not working in office.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Exemplary
Safety: Fire Safety, Hazardous Materials	Good	Exemplary
Structural: Structural Damage, Roofs	Good	Exemplary
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Exemplary
Overall Rating	Exemplary	A couple of interior lights burned out in Admin office, district election to repair/replace.

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	86	N/A	52	N/A	50	N/A
Math	55	N/A	40	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	43	N/A	27	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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.

There are a variety of opportunities for parent involvement at Reedley Middle College High School. During typical school years (non-COVID years), parents have a variety of opportunities to get involved on our campus. Parents can participate in our Parent Institute for Quality Education (PIQE) program to equip themselves to better support their students to meet their educational goals in person. Parents also attend school functions and parent visitation days, participate in parent-teacher conferences, volunteer in classrooms, and chaperone field trips on campus. Parents serve on advisory committees and leadership teams, including the School Site Council. Parents also have the opportunity participate in parent education nights around AG completion, the college application process, and financial aid workshops.

Given the recommendations from our county health department to ensure the safety of students, staff, and parents, the aforementioned involvement opportunities were provided virtually during the 20-21 school year.

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.

Parents who would like more information on how to become involved may contact Principal, Ron Pack (559) 305-7050

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 (School Year 2020-2021)

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 one Program Administrator, one campus assistant, one college program coordinator, one teacher on special assignment, and one career center coordinator. All visitors must sign in at the office and wear appropriate identification while on 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 drill, earthquake drill, 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 on September 21, 2020 and discussed with staff in the fall of 2020. An updated copy is available to the public at the school office.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.9	1.4	5.4	3.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	27	1	8	2	25	3	8	2	25	4	4	7
Mathematics	25	2	4	1	19	4	7		19	7	5	1
Science	18	1	1		15	3	1		12	4	1	
Social Science	27	1	1		11	6	2		17	5	2	1

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42

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, instructional aides, and other support personnel may take part in these activities. KCUSD has emphasized collaborative team building, assessment and data collection, and effective teaching strategies in its professional development program over the past three years. During semester 2 of the 19-20 school year and semester 1 of the 20-21 school year, focuses for professional development have largely revolved around distance education practices and school safety procedures and protocol.

Ongoing professional development takes place at RMCHS each Wednesday after school with teachers. Bi-weekly (every two weeks), the site principal engages in professional development with other district principal's and directors.

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. Over the past few years, The English Learner Group has also worked with our teachers, instructional coaches and administrators to implement ELA/ELD standards and frameworks. At RMCHS, focus areas for Wednesday professional development meetings have including writing across content areas, vocabulary building, and integrated/designated ELD. In addition, RMCHS has been engaging in ongoing development of collaborative teams and professional learning communities. Technology training has also provided with Google classroom, Kami PDF editor, ScreenCastify, and Zoom (video conferencing).

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,069	\$49,782
Mid-Range Teacher Salary	\$68,584	\$76,851
Highest Teacher Salary	\$100,131	\$97,722
Average Principal Salary (ES)	\$122,043	\$121,304
Average Principal Salary (MS)	\$129,489	\$128,629
Average Principal Salary (HS)	\$145,510	\$141,235
Superintendent Salary	\$213,358	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29.0	33.0
Administrative Salaries	6.0	6.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$11,021.60	\$1,153.08	\$9,868.53	\$88,864.91
District	N/A	N/A	\$7,619.64	\$73,751
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	25.7	18.6
School Site/ State	24.0	11.5

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

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, students with disabilities, 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.

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

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for Reedley Middle College High	2016-17	2017-18	2018-19
Dropout Rate	0	0	0
Graduation Rate	100	100	100

Rate for Reedley Middle College High	2016-17	2017-18	2018-19
Dropout Rate	3.2	4.8	2.7
Graduation Rate	79	78.7	83.8

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	192
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	14.3

Career Technical Education Programs

For the 2019-2020 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.

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	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	78.79

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

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.