



# Reedley Middle College High

995 N. Reed Ave LRC 105 • Reedley, CA 93654 • 559-305-7050 • Grades 9-12

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Kings Canyon Unified School District, Reedley Middle College Charter High School

1801 10th St  
Reedley, CA 93654  
559-305-7010  
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#### District Governing Board

Craig A. Cooper  
Robin Tyler  
Manuel Ferreira  
Noel Remick  
Sarah Rola  
Clotilda Mora  
Connie Brooks

#### District Administration

John Campbell  
**Superintendent**  
Roberto Gutierrez  
**Assistant Superintendent, Human  
Resources**  
Dr. John Quinto  
**Assistant Superintendent, Business  
Services**  
Monica Benner  
**Assistant Superintendent,  
Curriculum and Instruction**  
Sheila Wiebe  
**Administrator, Educational  
Programs**  
Mary Ann Carouso  
**Administrator, Student Services**

### 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 180 students in grades ninth through twelve during the 2017-18 school year and included a staff of 4 full time and 6 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 a bridge from school to career utilizing learning experiences and interests through access to appropriate community college courses, internships and service learning projects. The mission is to assist students in the successful completion of high school while concurrently completing coursework that earns college credit.

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. Also, that all people, regardless of social or economic condition, must be provided the capacity to take charge of their lives. Through new 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	58
Grade 10	39
Grade 11	34
Grade 12	26
<b>Total Enrollment</b>	<b>157</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.6
Asian	2.5
Filipino	0.6
Hispanic or Latino	82.2
Native Hawaiian or Pacific Islander	0
White	14
Two or More Races	0
Socioeconomically Disadvantaged	83.4
English Learners	0.6
Students with Disabilities	1.3
Foster Youth	0.6

### 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			
Reedley Middle College High	15-16	16-17	17-18
With Full Credential	9	5	4
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Kings Canyon Unified School District, Reedley	15-16	16-17	17-18
With Full Credential	◆	◆	423
Without Full Credential	◆	◆	23
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Reedley Middle College High	15-16	16-17	17-18
Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

\* "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 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<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> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Mathematics	<p>Math 1/Math 1 E 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/Math 2 E 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/Math .E The Math Visions Project Secondary Math 2</p> <p>Pre-Calculus Holt Rinehart and Winston: Precalculus 2003 edition</p> <p>AP Calculus/Calculus Hughes-Hallett, Deborah Calculus Single Variable 5th edition</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0</p>
Science	<p>Biology Textbooks: Holt, Rinehart and Winston: Modern Biology, 2002 edition</p> <p>Holt, Rinehart and Winston: Modern Biology, 2006 edition</p> <p>Holt, Rinehart and Winston: Biology, 2007 edition</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: August 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Chemistry                      Pearson: Chemistry                      2012 edition</p> <p>Ag Science                      Delmar: Agriscience Fundamentals and Applications                      2010 edition</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>World Geography                      Pearson:                      Building a Global Perspective                      2009 edition</p> <p>World Cultures                      Textbook:                      Modern World History; Patterns of Interaction; McDougal Littell, 2006 edition</p> <p>U.S. History                      McDougall Littell: The Americans                      2003 edition</p> <p>Government                      Pearson:                      Magruder's American Government                      2011 edition</p> <p>Economics                      McDougal Littell:                      Economics Concepts and Choices                      2008 edition</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<p>Spanish 1                      Glencoe/McGraw Hill: Buen Viaje! Level 1, 2005/2008 edition</p> <p>Spanish 2                      Glencoe/McGraw Hill : Buen Viaje! Level 1, 2005/2008 edition</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Health</b>	<p>Health                      McGraw Hill: Health 1, 2014 edition</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes</p>

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 5 classrooms and an administration/attendance office. The buildings are part of the Reedley College campus located north of the library.

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, learning director and Project 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)				
Year and month in which data were collected: 10/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Carpet is worn out, needs to be replaced / Ceiling tiles need to be re-installed / Thermostat cover needs to be replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Black widows present. Eagle shield to follow up
<b>Electrical:</b> Electrical	X			
<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			Window screen loose. Maintenance to follow up. Paint trim peeling
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	88	94	45	47	48	48
Math	12	56	27	32	36	37

\* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	46	65	45	44	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	22.2	22.2	33.3

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	37	37	100.0	64.9
Male	22	22	100.0	81.8
Female	15	15	100.0	40.0
Hispanic or Latino	28	28	100.0	53.6
Socioeconomically Disadvantaged	31	31	100.0	64.5

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	32	32	100	93.75
Male	18	18	100	100
Female	14	14	100	85.71
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	25	25	100	92
White	--	--	--	--
Socioeconomically Disadvantaged	29	29	100	100
English Learners	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	32	32	100	56.25
Male	18	18	100	66.67
Female	14	14	100	42.86
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	25	25	100	48
White	--	--	--	--
Socioeconomically Disadvantaged	29	29	100	62.07
English Learners	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement and communication are essential to our school success. Reedley Middle College High School continually 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 numerous and varied opportunities for parent involvement. 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. Parents attend school functions and parent visitation days, participate in parent-teacher conferences, volunteer in classrooms, and chaperone field trips. Parents may also serve on advisory committees and leadership teams, including the Parent Teacher Club (PTC), and Charter Advisory Board (CAB), AG boosters.

Home and school communication is enhanced through newsletters, Zippslips, parent surveys, LCAP stakeholder meetings, grade level parent information nights, parent-teacher conferences, facebook, the Remind app texts, the student/parent handbook, the school website, google calendar, student report cards and progress reports, School Messenger (automated phone dialer) and the Reedley Newspaper.

Parents who would like more information on how to become involved may contact Learning Director, Alejandro Juarez (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

Safety of students and staff is a primary concern of Reedley Middle College High School. Before, during, and after school, the campus is monitored by one Program Administrator, one campus safety assistance, 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, 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 February 23, 2016 and discussed with staff on August 11, 2017. An updated copy is available to the public at the school office.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.1	2.3	3.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.2	4.7	5.7
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		11
Percent of Schools Currently in Program Improvement		61.1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.10
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	.10
Other	0
Average Number of Students per Staff Member	
Academic Counselor	180

\* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	22	15	15	3	2	2	1	1	1			
Mathematics	22	26	19	2	5	5	2	1	1			
Science	19	19		1	1							
Social Science	24	24		1	1		1	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 provided for Teachers

Professional development at Reedley Middle College High School is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of 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 emphasized collaborative team building, assessment and data collection, and effective teaching strategies in its professional development program.

Monthly staff meetings also provide regular opportunities for professional collaboration, as do district data analysis and interpretation committee meetings. Teachers may also attend conferences and workshops out of the district if the need is appropriate.

Every year KCUSD provides full three day buy-back and weekly early release days, which provide time for quality professional development. KCUSD continues the focus of buy back days and early release days on common core standards, development of common core teaching strategies, and on integrating EL strategies across all curriculum areas. The English Learner Group began working with our teachers, instructional coaches and administrators the 2015-16 year with the implementation of the ELA/ELD standards and framework. The focus of professional development activities has been writing across content areas, vocabulary building and integrated/designated ELD. Technology training was also provided with Google classroom for beginners, Illuminate: How to use data to drive instruction, Google Slides as a Collaborative Tool to Improve ELA Proficiency, and Using Video to Activate Prior Knowledge in English Learners.

RMCHS has also received professional development as a part of the Careers Pathway Grant. The focus is project based learning with a goal of implementing two project over the course of the school year, and using NWEA data in both ELA and Math to develop an intervention plan to close the gap and bring all students to grade level performance.

Other district professional training included Math Visions Project, TCOE Math training and Kagan. For ELA, CALL (Content Area Language and Literacy), English 3D training, and thinking maps/response frames has been provided.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,288	\$46,511
Mid-Range Teacher Salary	\$63,074	\$73,293
Highest Teacher Salary	\$92,087	\$92,082
Average Principal Salary (ES)	\$109,852	\$113,263
Average Principal Salary (MS)	\$119,527	\$120,172
Average Principal Salary (HS)	\$125,537	\$131,203
Superintendent Salary	\$224,808	\$213,732
Percent of District Budget		
Teacher Salaries	28%	36%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

LCFF  
Lottery  
Title I

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Reedley Middle College High	2013-14	2014-15	2015-16
Dropout Rate			0
Graduation Rate			100
Kings Canyon Unified School District,	2013-14	2014-15	2015-16
Dropout Rate			2.1
Graduation Rate			93.74
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	20
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	67%

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,902.36	\$136.95	\$7,765.41	\$28,067.39
District	♦	♦	\$5,572	\$69,005
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			39.4	-59.3
Percent Difference: School Site/ State			18.1	-62.3

\* Cells with ♦ do not require data.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	99.36
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	42.11

\* Where there are student course enrollments.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	100	81.9	87.11
Black or African American	0	0	79.19
American Indian or Alaska Native	0	50	80.17
Asian	0	100	94.42
Filipino	0	100	93.76
Hispanic or Latino	100	81.2	84.58
Native Hawaiian/Pacific Islander	0	0	86.57
White	100	84.72	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	0	60	63.9
English Learners	0	50	55.44
Students with Disabilities	100	81.49	85.45
Foster Youth	0	100	68.19

### **Career Technical Education Programs**

For the 16-17 school year, RMCHS offered two pathways of study: Ag Business and Business Administration.

All RMCHS students are dual enrolled in both high school courses and community college courses 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. 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. In regards to CTE on the high school side, all students 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.

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.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.