

# Reedley Middle College High School

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

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



**Kings Canyon Unified School  
District, Reedley Middle College**

### **Charter High School**

675 W. Manning  
Reedley, CA 93654  
559-305-7010  
kcusd.com

### District Governing Board

Floyd Smith  
Robin Tyler  
Manuel Ferreira  
Noel Remick  
Sarah Rola  
Clotilda Mora  
Connie Brooks

### District Administration

Juan G. Garza  
**Superintendent**  
John Campbell  
**Deputy 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 126 students in grades nine through eleven during the 2015-16 school year and included a staff of 10 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 and Business Administration with an Entrepreneurship option. 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
- supplemental instructional activities including fieldtrips, 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 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 at 559-305-7050 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	38
Grade 10	29
Grade 11	19
<b>Total Enrollment</b>	<b>86</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Asian	3.5
Filipino	1.2
Hispanic or Latino	80.2
White	15.1
Socioeconomically Disadvantaged	84.9
English Learners	2.3
Foster Youth	2.3

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 School	13-14	14-15	15-16
<b>With Full Credential</b>	7	12	9
<b>Without Full Credential</b>	0	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Kings Canyon Unified School District, Reedley	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	376
<b>Without Full Credential</b>	♦	♦	18
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Reedley Middle College High	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

#### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	84.6	15.4
<b>High-Poverty Schools</b>	84.6	15.4
<b>Low-Poverty Schools</b>	0.0	0.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Textbooks and Instructional Materials

Year and month in which data were collected: August 20, 2015

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>

**Textbooks and Instructional Materials**

**Year and month in which data were collected: August 20, 2015**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Science</b></p>	<p>Biology Textbooks: 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>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>
<p><b>History-Social Science</b></p>	<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 McDougal 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>
<p><b>Foreign Language</b></p>	<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>
<p><b>Health</b></p>	<p>Health McGraw Hill: Health 1, 2014 edition</p>
<p><b>Science Laboratory Equipment</b></p>	<p>digital balances Hot plates Microscopes-20 each 250 mL Beaker 100 mL graduated cylinder</p>

## Textbooks and Instructional Materials

Year and month in which data were collected: August 20, 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	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

### 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: 11/19/2015

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				
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X				
<b>Electrical:</b> Electrical	X				
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				Fire extinguisher are not inspected. Contact Larry Simpson
<b>Structural:</b> Structural Damage, Roofs	X				roof leaks Noticeable roof leaks in ceiling tiles
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Exterior classroom doors need to be repainted
<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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	63	37	44
Math	47	22	33

\* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science		42	46		51	45		60	56

\* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.90	43.20	18.90

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	45
All Student at the School	46
Male	--
Female	33
Asian	--
Hispanic or Latino	35
White	--
English Learners	--
Students with Disabilities	38
Students Receiving Migrant Education Services	--
Foster Youth	--

\* 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	19	19	100.0	11	26	53	11
Male	11	19	10	52.6	--	--	--	--
Female	11	19	9	47.4	--	--	--	--
Hispanic or Latino	11	19	18	94.7	11	28	56	6
White	11	19	1	5.3	--	--	--	--
Socioeconomically Disadvantaged	11	19	19	100.0	11	26	53	11
Students Receiving Migrant Education Services	11	19	2	10.5	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	19	19	100.0	26	26	47	0
Male	11	19	10	52.6	--	--	--	--
Female	11	19	9	47.4	--	--	--	--
Hispanic or Latino	11	19	18	94.7	28	28	44	0
White	11	19	1	5.3	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>Socioeconomically Disadvantaged</b>	<b>11</b>	19	19	100.0	26	26	47	0
<b>Students Receiving Migrant Education Services</b>	<b>11</b>	19	2	10.5	--	--	--	--
<b>Foster Youth</b>	<b>11</b>	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (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**

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 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 Principal, Lori Botkin at 559.305.7050.

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (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 campus supervisor, one program coordinator, one administrator, 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 October 12, 2015 and discussed with staff on October 19, 2015. An updated copy is available to the public at the school office.



### Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	6.56	1.12
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.94	5.37	4.22
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

#### 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.

##### 2014-15 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	No	Yes

##### 2015-16 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	64.7	

##### Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	20		22	1		3			1			
Math	20		22	1		2			2			
Science			19			1						
SS			24			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.

### 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	126
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\* 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.

### 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 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,026	\$42,315
Mid-Range Teacher Salary	\$60,363	\$66,451
Highest Teacher Salary	\$85,147	\$85,603
Average Principal Salary (ES)	\$102,484	\$105,079
Average Principal Salary (MS)	\$104,924	\$111,005
Average Principal Salary (HS)	\$118,662	\$121,310
Superintendent Salary	\$189,093	\$189,899
Percent of District Budget		
Teacher Salaries	32%	39%
Administrative Salaries	5%	6%

\* 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

General Fund  
Supplemental/Concentrated  
Lottery  
Title I

### FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$3,011	\$107	\$2,904	\$73,522
District	♦	♦	\$3,354	\$64,663
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			-13.4	11.1
Percent Difference: School Site/ State				

\* Cells with ♦ do not require data.

**2014-15 California High School Exit Examination Grade Ten Results by Student Group**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	48	30	22	44	42	14
All Students at the School	19	42	38	38	58	4
Female	22	44	33	50	50	
Hispanic or Latino	20	45	35	40	55	5
Socioeconomically Disadvantaged	24	38	38	43	52	5

\* 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.

**CAHSEE Results for All Students - Three-Year Comparison  
Percent of Students Scoring at Proficient or Advanced**

Reedley Middle College High School	2012-13	2013-14	2014-15
English-Language Arts		52	81
Mathematics		71	62
Kings Canyon Unified School District,	2012-13	2013-14	2014-15
English-Language Arts	53	50	52
Mathematics	53	60	56
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

\* 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.

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

Reedley Middle College High School	2011-12	2012-13	2013-14
Dropout Rate			
Graduation Rate			
Kings Canyon Unified School District,	2011-12	2012-13	2013-14
Dropout Rate			
Graduation Rate			
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	126
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

**Courses for University of California (UC)  
and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	100
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	

**2014-15 Advanced Placement Courses**

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

\* Where there are student course enrollments.

### **Career Technical Education Programs**

RMCHS has two career pathways, Ag Business and Business Administration.

Students are dual enrolled in both high school courses and community college courses beginning their 9th grade year. Academic counselors guide students to schedule their college courses. Each year they take a college course towards their selected pathway and also a college GE course. For 9th and 10th grade all courses are cohort model and the college professors come to RMCHS classrooms. 11th and 12th grade students are integrated into the college campus and take college courses with college students. All students take an Ag leadership CTE course their 11th grade year and Ag business pathway students all participate in FFA.

Ag business pathway students take: 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: Computer Concepts, Introduction to Business, Intro to Macroecon, 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, the county, and the state. 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.