Mokelumne Continuation High School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Mokelumne Continuation High School
Street	160 Courtland High School Ln.
City, State, Zip	Courtland, CA 95615
Phone Number	(916) 775-1771
Principal	Dr. MJ Kiwan Gomez
Email Address	mjkiwangomez@rdusd.org
School Website	https://rdusd-
County-District-School (CDS) Code	34674133430550

2023-24 District Contact Information

District Name	River Delta Joint Unified
Phone Number	(707) 374-1700
Superintendent	Katherine Wright
Email Address	kwright@rdusd.org
District Website	http://www.riverdelta.org/

2023-24 School Description and Mission Statement

Mokelumne High School's mission is to develop a student through an individualized learning environment. We believe all students can learn with different styles, rates, and modes. We encourage our students to become part of community service and career partnerships. These activities promote positive self-esteem, encouraging academic, career, and working skills; decision-making skills; problem-solving skills; and interpersonal skills. Students are provided with the opportunity to recover credits and complete courses required for high school graduation; a program of instruction that emphasizes occupational orientation, or a work-study program that offers guidance services to meet students' special needs; a program designed to meet each student's educational needs with classroom instruction supplemented by independent study, regional occupational programs, work-study, career counseling, and/or job placement services. Even though most of the students at Mokelumne High School are credit deficient, others may need a different learning environment based on their individual needs. Some students choose continuation education because of family needs or other circumstances. Students who attend continuation high schools must spend 20 hours per week in our physical classroom.

Mokelumne High School students are encouraged to understand and obey laws, manage money wisely, and engage in constructive recreational activities. The students who attend Mokelumne HS take online courses and receive direct instruction from a credentialed teacher, as well as receive college and career guidance from support staff and administration. In addition, a support staff provides additional help students may need to complete their courses. The school population and profile undergo constant change, as we intake and exit students on an as-needed basis. While some students graduate from Mokelumne High School, many of our students complete the required courses and return to their comprehensive high school in their residential area to complete graduation requirements and graduate. We strive to provide a positive learning environment created by a one-on-one relationship between staff and students. It is a nurturing environment based on trust, support, encouragement, and understanding. We maintain constant communication between the school and home, which helps sustain this positive environment. Each student is provided with a daily planner/agenda containing an annual calendar, a weekly assignment calendar, rules, procedures, and expectations for the school. The teacher establishes classroom behavior, expectations, and consequences policies. In addition, students are recognized for positive activities and behavior throughout the school year. To prepare Mokelumne students for the opportunity to explore college and career options, the staff and administration arrange college campus trips as well as classroom presentations.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	1
Grade 12	3
Total Enrollment	4

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	25%
Male	75%
Hispanic or Latino	75%
White	25%
English Learners	50%
Migrant	25%
Socioeconomically Disadvantaged	75%
Students with Disabilities	75%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.40	38.26	105.00	84.84	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.90	3.17	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.50	6.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.70	61.74	6.30	5.11	18854.30	6.86
Total Teaching Positions	1.10	100.00	123.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.50	44.25	97.00	82.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.00	4.31	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.80	7.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	29.20	0.70	0.59	11953.10	4.28
Unknown	0.30	26.55	6.20	5.30	15831.90	5.67
Total Teaching Positions	1.10	100.00	117.80	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.30
Total Out-of-Field Teachers	0.00	0.30

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

The students at Mokelumne High School meet their graduation requirements by enrolling in courses offered online through Edgenuity as well as direct instruction from the teacher for support classes. These courses are self-paced and provide the students the opportunity to complete them at a pace that suits their individual needs. Students are expected to put time and effort into completing their assigned courses. Students enroll in multiple courses concurrently and as they complete one course, another can be added. Edgenuity courses can be worked on at any computer that has internet access (school, home, library, etc.). To receive a passing grade in an Edgenuity course, the students must complete the course requirements with a passing grade. This unique opportunity has proven to be a successful way for students to complete courses they were not able to finish earlier and gives students the opportunity to take courses not otherwise offered at this school site.

Year and month in which the data were collected	December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Development English 3D - Houghton Mifflin Copy Right 2011 Edgenuity Available to all students	Yes	0%
Mathematics	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0%
Science	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0%
History-Social Science	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0%
Foreign Language	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0%
Health	Imagine Learning Edgenuity https://www.imaginelearning.com/	Yes	0%
Visual and Performing Arts	Imagine Learning Edgenuity https://www.imaginelearning.com/		n/a
Science Laboratory Equipment (grades 9-12)	N/A	N/A	n/a

School Facility Conditions and Planned Improvements

Although the building is older, it is well-kept by staff, students, and district maintenance staff with established daily cleaning schedules. District maintenance staff ensure that repairs necessary to keep the school in good working order are completed in a timely manner. The classroom, office, and bathroom are cleaned daily. The custodial staff is quick to respond to emergency clean-ups both in the building and on campus. They monitor the building, grounds, and equipment for safety issues. A district gardener helps maintain the grounds twice a week.

Maintenance and Repair Process:
We use a district-wide software solution called SchoolDude for all maintenance and repair requests. This system allows multiple requesters across all school sites to identify and request repairs or maintenance at their school site. This system is monitored daily for new requests, progress reporting, and work order completion. In case of emergencies, district staff is notified via email, phone, or text to follow up with the work order submitted.

Cleaning Process
We provide regular cleaning of all surfaces with general cleaning agents and clearly outline which surfaces need to be disinfected. Soap and towels or hand dryers are available at every sink. Floors are swept on a daily basis and mopped regularly or as needed. We use the International Sanitary Supply Association (ISSA) Cleaning Standards for measuring cleanliness for all facilities. We provide an internal audit twice a year for each school site to ensure the standard of cleanliness is met.

Deferred Maintenance:
Deferred maintenance is captured in our SchoolDude software program. Once a deferred maintenance project or repair is identified, it is quantified (budget estimates) and prioritized as a future maintenance project, capital renewal, or replacement project according to the urgency of need and significance within the district.

Year and month of the most recent FIT report	1/12/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer			X	Community Day: HVAC Sytems are old and need to be updated. Floors are chipped and in need of repair or replacement. Bathroom need a complete remodel. Drinking fountain need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatins. windows need to be repaired and or updated. Needs to be painted. Mokulemne: HVAC Sytems are old and need to be updated. Floors are chipped and in need of repair or replacement. Bathroom need a complete remodel. Drinking fountain need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatins. windows need to be repaired and or updated. Needs to be painted
Interior: Interior Surfaces			X	Community Day: HVAC Sytems are old and need to be updated. Floors are chipped and in need of repair or replacement. Bathroom need a complete remodel. Drinking fountain need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatins. windows need to be repaired and or updated. Needs to be painted. Mokulemne: HVAC Sytems are old and need to be updated. Floors are chipped and in need of repair or

School Facility Conditions and Planned Improvements

				replacement. Bathroom need a complete remodel. Drinking fountian need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatins. windows need to be repaired and or updated. Needs to be painted
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Community Day: HVAC Sytems are old and need to be updated. Floors are chipped and in need of repair or replacement. Bathroom need a complete remodel. Drinking fountian need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatins. windows need to be repaired and or updated. Needs to be painted. Mokulemne: HVAC Sytems are old and need to be updated. Floors are chipped and in need of repair or replacement. Bathroom need a complete remodel. Drinking fountian need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatins. windows need to be repaired and or updated. Needs to be painted
Safety: Fire Safety, Hazardous Materials			X	Community Day: HVAC Sytems are old and need to be updated. Floors are chipped and in need of repair or replacement. Bathroom need a complete remodel. Drinking fountian need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatins. windows need to be repaired and or updated. Needs to be painted. Mokulemne: HVAC Sytems are old and need to be updated. Floors are chipped and in need of repair or replacement. Bathroom need a complete remodel. Drinking fountian need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatins. windows need to be repaired and or updated. Needs to be painted
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Community Day: HVAC Sytems are old and need to be updated. Floors are chipped and in need of repair or replacement. Bathroom need a complete remodel. Drinking fountian need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatins. windows need to be repaired and or updated. Needs to be painted. Mokulemne: HVAC Sytems are old and need to be updated. Floors are chipped and in need of repair or

School Facility Conditions and Planned Improvements

			replacement. Bathroom need a complete remodel. Drinking fountian need to be replaced. Fire Systems are antiquated and need an upgrade. Roofs do not leak, however are in need of new roof coatins. windows need to be repaired and or updated. Needs to be painted

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	--	--	43	34	47	46
Mathematics (grades 3-8 and 11)	--	--	27	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)			24.88	18.69	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--				
Female	0	0	0	0	0
Male	--				
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--				
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--				
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--				
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--				

2022-23 Career Technical Education Programs

Although Career Technical Education (CTE) courses are not available, we provide ongoing education in career and vocational guidance. Students at Mokelumne High School have monthly college presentations based on their student's interests. In addition, students have the opportunity to explore their college and career options by participating in and attending the field trip to the community college to learn about the different certificate and associate programs. Unique and individualized instructional strategies and classroom practices encourage students to achieve their goals. The addition of technology, business partnerships, community service, and career guidance along with traditional high school classes provide diversity and challenge.

2022-23 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	75
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement	State Priority: Parental Involvement
	The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents of students at Mokelumne High are encouraged to engage in their student's educational plans. They are invited to volunteer at the school. The parents are informed as to any upcoming activities via ParentSquare, email, phone, flyers, and other social media. In addition, the classroom teacher makes positive parent contact to inform them of the progress of students and to encourage parent involvement. Every student has an initial meeting with the parent and administration to review student plans, goals, and expectations. The student's goals are reviewed at the beginning of each semester. Additional parent meetings are scheduled based on student needs and academic progress.

C. Engagement	State Priority: Pupil Engagement
	The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
	• High school Dropout Rates;
	• High school Graduation Rates; and
	• Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	25	--	--	2.8	0.6	2.2	9.4	7.8	8.2
Graduation Rate	75	--	--	92.8	97.1	95.6	83.6	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	0.0	0.0	0.0
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	12	10	10	100.0
Female	1	1	1	100.0
Male	11	9	9	100.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	7	5	5	100.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	4	4	4	100.0
English Learners	4	3	3	100.0
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	10	9	9	100.0
Students Receiving Migrant Education Services	4	3	3	100.0
Students with Disabilities	4	3	3	100.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00		0.00	0.04	4.81	6.23	0.20	3.17	3.60
Expulsions	0.00		0.00	0.00	0.21	0.13	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

Mokelumne High School has an established safety team that collaborates with local law enforcement, fire, and emergency management agencies. We meet with the team during our staff meetings to develop or revise the safety plan to ensure effectiveness. After the plan is revised, students and staff are trained on how to use the plan. Exercises and drills are then conducted to test the plan's effectiveness and revisions are done depending on the turnout of the exercises and drills. A school safety plan consists of three components, Prevention, Response, and Recovery. Each component is vital to the effectiveness of the overall plan.

The plan also provides a climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution. We provide disciplinary policies and procedures that contain prevention strategies as well as behavioral expectations and consequences for violations. We provide a curriculum that emphasizes prevention and alternatives to violence. This includes multicultural education, character/value education, and conflict resolution. We implement parental involvement strategies that ensure parental support and reinforcement of the school's rules. Students and parents are informed of the school rules and discipline strategies upon entering and are held to those standards while attending. We provide an assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for the closing of campus to outsiders, securing the campus perimeter, and protecting buildings against vandalism.

We have procedures and protocols in place to ensure a safe school environment before, during, and after school. Students are supervised at all times by a staff member and/or teacher. All visitors are required to check in at the office prior to accessing the classroom. Quarterly fire drills and lockdown drills are scheduled on the master calendar, shared with the district administrators, and practiced regularly as required.

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	7		
Mathematics	3	4		
Science	1	4		
Social Science	2	5		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	5	0	0
Mathematics	3	2	0	0
Science	1	2	0	0
Social Science	1	4	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	0.1
Nurse	0.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15481	1244	14237	74231
District	N/A	N/A	6827	$60,719
Percent Difference - School Site and District	N/A	N/A	70.4	21.3
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	73.4	-6.4

Fiscal Year 2022-23 Types of Services Funded

Mokelumne High School is a small, alternative high school program. Students are transferred to Mokelumne High School mainly to recover credit and meet graduation requirements. Special education, Title I, and LCFF dollars support the program through an online learning environment.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,482	$50,875
Mid-Range Teacher Salary	$65,313	$79,761
Highest Teacher Salary	$86,350	$103,045
Average Principal Salary (Elementary)	$120,312	$128,154
Average Principal Salary (Middle)	$91,308	$131,774
Average Principal Salary (High)	$125,654	$142,676
Superintendent Salary	$169,987	$211,462
Percent of Budget for Teacher Salaries	30.76%	30.11%
Percent of Budget for Administrative Salaries	5.85%	5.49%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

The District provides professional development training each year. The primary areas of focus of staff development have been raising student achievement and teaching to Common Core State Standards, Odysseyware online program, and distance learning. Professional development is delivered primarily through attendance at workshops, attendance at conferences, or virtual conferences. Our teachers are also supported and mentored during implementation through peer coaching and teacher-administration meetings. Teachers at Mokelumne High School are provided with additional ongoing training/coaching to enhance their daily lessons. Additional training is provided when needed.

Professional Development

RDUSD's districtwide professional development occurred in August 2022 and spring of 2023. Our PD in August 2022 was Diversity, Equity and Inclusion, Academic Conversations for teachers. Additional PD was provided by health providers and administrators. Special Educations staff were provided professional development on utilization of SEIS and procedural best practices. For General Education teachers the district office provided support with technology and differentiated instruction strategies. In spring of 2023 the PD for certificated staff focused on integrated English Language Development standards.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	