



# AVENAL ELEMENTARY SCHOOL

Grades K-6  
 Blanca Price, Principal  
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 (559) 386-5173



## School Accountability Report Card

A Report of 2014-15 Activity Published in January 2016

**Reef-Sunset Unified School District**  
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*The statistical information disclosed in this report is obtained from the California Department of Education and the Reef-Sunset Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Information for the instructional materials and school facilities sections was obtained in September 2015.*

### Principal's Message

Welcome to Avenal Elementary School! The purpose of this School Accountability Report Card is to provide parents and the community with information about academic achievements, adequacy of instructional materials, status of campus facilities, student safety practices, qualifications of professional staff, and progress in meeting state standards. This report is provided in accordance with Proposition 98; every school in the state of California is required to publish this report annually.

We have made a commitment to provide the best educational program possible for our students. The excellent quality of our program is a reflection of our highly committed staff. Our school provides a welcoming, stimulating environment where students are actively involved in learning academics through a standards-based curriculum. We hold both staff and students accountable for their work, as we provide educational programs that meet or exceed state standards. Using assessment data to drive curricular programs, teachers analyze this information to develop effective instructional strategies and differentiated instruction that enable our students to reach proficiency. Collaborative efforts among administration, teaching staff, and parents will ensure students thrive in an environment that fosters emotional and academic success.

### District Mission

Reef-Sunset Unified School District is committed to providing a rigorous, inspiring and nurturing educational program.

### School Profile

Reef-Sunset Unified School District is located in the city of Avenal which is situated on the coastal range foothills in the Western San Joaquin Valley in Kings County. More than 2,600 students in grades TK-12 receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of three elementary schools, one junior high school, one comprehensive high school, two continuation high schools, one elementary community day school, and one secondary community day school.

Avenal Elementary is located in the southwestern area of Avenal and serves students in grades TK-6. At the beginning of the 2014-15 school year, 824 students were enrolled, including 6.9% receiving special education services, 61.9% qualifying for English Learner support, and 90.8% enrolled in the free and reduced-price meal program.

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	0.0%	TK/Kinder	161
American Indian or Alaskan Native	0.1%	Grade 1	111
Asian	1.5%	Grade 2	97
Filipino	0.0%	Grade 3	103
Hawaiian or Pacific Islander	0.0%	Grade 4	102
Hispanic or Latino	97.2%	Grade 5	85
White (not Hispanic)	1.1%	Grade 6	165
Two or More Races	0.1%	Grade 7	0
Socioeconomically Disadvantaged	90.8%	Grade 8	0
English Learners	61.9%		
Students with Disabilities	6.9%		
Migrant Education	0.0%	Total	
Foster Youth	0.6%	Enrollment	824

Through a partnership with West Hills College, Avenal Elementary hosts a state preschool program and after-school day care program. Enrollment in the preschool program is open to children ages 3 and 4 in families meeting designated income criteria. Free after-school day care is available daily until 6:00 p.m. to all Avenal students; attending children may receive tutoring on homework or participate in organized activities and sports.

### Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CST Results and CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

## Parent Involvement

Parents are encouraged to volunteer on campus, attend school events, and get involved in the decision-making process through school committees. School staff welcome parent assistance in the classroom, office, and library. The School Site Council, English Learner Advisory Council, Parent Conferences, Back to School Night, Open House, Student Performances, Parent Education Workshops, and Kindergarten Institute are examples of the many opportunities available to parents who want to get involved with their child's educational experience. Parents who want more information on school activities or committees may contact their child's teacher or the school office at (559) 386-5173.

All school-to-home communication is provided in English and Spanish. Personal phone calls, letters, teacher newsletters, district newsletter, school messenger, school website, district website, and the local newspaper are used to keep parents up to date on school news and classroom activities. The school marquee displays important announcements, dates, and reminders. Parents may access the Parent Portal (Aeries), an Internet-based student information system, to securely obtain their student's grades, attendance record, academic progress, and teacher contact data; a link is available on the district's website home page at [www.rsusd.net](http://www.rsusd.net).

## Student Achievement

### District Benchmark Assessments

Reef-Sunset Unified School District administers English Language Arts and Mathematics benchmarks to evaluate instructional programs and measure student proficiency. During the 2014-15 school year, I-Ready, digital benchmark assessments were administered to all students in English language arts and math three times. Test results are used to 1) help teachers identify areas where instruction may or may not be effective, 2) guide classroom instruction, and 3) identify students who need targeted academic assistance or intervention.

### California Standards Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/sr/cstsciref.asp](http://www.cde.ca.gov/ta/tg/sr/cstsciref.asp).

California Standards Test (CST)									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Avenal			RSUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	27	33	17	18	21	17	59	60	56

California Standards Test (CST) Results by Student Subgroup	
2014-15	
	Percentage of Students Scoring at Proficient and Advanced Levels
RSUSD	17
Avenal	17
Male	22
Female	13
Hispanic or Latino	16
English Learners	4
Students with Disabilities	17

*Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in 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.*

### Physical Fitness

In the spring of each year, Avenal Elementary School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's web site [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

Physical Fitness Test			
Percentage of Students Meeting California Fitness Standards			
2014-15			
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	41.7%	25.0%	7.1%

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

### California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

**CAASPP Assessment Results Disaggregated by Student Groups  
2014-15**

	English Language Arts/Literacy							Mathematics						
				Achievement Level							Achievement Level			
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
<b>Grade 3</b>							<b>Grade 3</b>							
All Students Tested	104	100	96.2%	80.0%	13.0%	7.0%	0.0%	104	100	96.2%	6.0%	29.0%	8.0%	1.0%
Male	104	48	46.2%	83.0%	13.0%	4.0%	0.0%	104	48	46.2%	63.0%	29.0%	4.0%	2.0%
Female	104	52	50.0%	77.0%	13.0%	10.0%	0.0%	104	52	50.0%	60.0%	29.0%	12.0%	0.0%
Asian	104	2	1.9%	*	*	*	*	104	2	1.9%	*	*	*	*
Hispanic or Latino	104	97	93.3%	79.0%	13.0%	7.0%	0.0%	104	97	93.3%	61.0%	29.0%	8.0%	1.0%
White (not Hispanic)	104	1	1.0%	*	*	*	*	104	1	1.0%	*	*	*	*
Socioeconomically Disadvantaged	104	91	87.5%	78.0%	14.0%	8.0%	0.0%	104	91	87.5%	57.0%	32.0%	9.0%	1.0%
English Learners	104	64	61.5%	88.0%	9.0%	3.0%	0.0%	104	64	61.5%	69.0%	25.0%	5.0%	0.0%
Students with Disabilities	104	8	7.7%	*	*	*	*	104	8	7.7%	*	*	*	*
Migrant Education	104	7	6.7%	*	*	*	*	104	7	6.7%	*	*	*	*
<b>Grade 4</b>							<b>Grade 4</b>							
All Students Tested	102	92	90.2%	57.0%	22.0%	18.0%	3.0%	102	92	90.2%	23.0%	45.0%	28.0%	3.0%
Male	102	46	45.1%	65.0%	17.0%	15.0%	2.0%	102	46	45.1%	20.0%	52.0%	24.0%	4.0%
Female	102	46	45.1%	48.0%	26.0%	22.0%	4.0%	102	46	45.1%	26.0%	37.0%	33.0%	2.0%
Asian	102	4	3.9%	*	*	*	*	102	4	3.9%	*	*	*	*
Hispanic or Latino	102	88	86.3%	5.0%	20.0%	17.0%	3.0%	102	88	86.3%	24.0%	44.0%	27.0%	3.0%
Socioeconomically Disadvantaged	102	83	81.4%	55.0%	24.0%	18.0%	2.0%	102	83	81.4%	23.0%	45.0%	28.0%	4.0%
English Learners	102	55	53.9%	76.0%	18.0%	5.0%	0.0%	102	55	53.9%	33.0%	45.0%	16.0%	4.0%
Students with Disabilities	102	6	5.9%	*	*	*	*	102	6	5.9%	*	*	*	*
Migrant Education	102	6	5.9%	*	*	*	*	102	6	5.9%	*	*	*	*
<b>Grade 5</b>							<b>Grade 5</b>							
All Students Tested	86	84	97.7%	69.0%	12.0%	12.0%	6.0%	86	84	97.7%	70.0%	15.0%	8.0%	6.0%
Male	86	38	44.2%	79.0%	3.0%	8.0%	11.0%	86	38	44.2%	66.0%	16.0%	5.0%	13.0%
Female	86	46	53.5%	61.0%	20.0%	15.0%	2.0%	86	46	53.5%	74.0%	15.0%	11.0%	0.0%
American Indian or Alaskan Native	86	1	1.2%	*	*	*	*	86	1	1.2%	*	*	*	*
Asian	86	2	2.3%	*	*	*	*	86	2	2.3%	*	*	*	*
Hispanic or Latino	86	80	93.0%	70.0%	11.0%	13.0%	5.0%	86	80	93.0%	71.0%	16.0%	8.0%	5.0%
White (not Hispanic)	86	1	1.2%	*	*	*	*	86	1	1.2%	*	*	*	*
Socioeconomically Disadvantaged	86	81	94.2%	69.0%	12.0%	11.0%	6.0%	86	81	94.2%	70.0%	16.0%	7.0%	6.0%
English Learners	86	48	55.8%	85.0%	4.0%	8.0%	0.0%	86	48	55.8%	83.0%	15.0%	0.0%	2.0%
Students with Disabilities	86	8	9.3%	*	*	*	*	86	8	9.3%	*	*	*	*
Migrant Education	86	6	7.0%	*	*	*	*	86	6	7.0%	*	*	*	*
<b>Grade 6</b>							<b>Grade 6</b>							
All Students Tested	165	161	97.6%	47.0%	31.0%	19.0%	3.0%	165	161	97.6%	47.0%	29.0%	14.0%	10.0%
Male	165	75	45.5%	59.0%	21.0%	16.0%	4.0%	165	75	45.5%	48.0%	25.0%	13.0%	12.0%
Female	165	86	52.1%	36.0%	40.0%	21.0%	2.0%	165	86	52.1%	45.0%	31.0%	14.0%	8.0%
Asian	165	2	1.2%	*	*	*	*	165	2	1.2%	*	*	*	*
Hispanic or Latino	165	158	95.8%	46.0%	32.0%	18.0%	3.0%	165	158	95.8%	46.0%	29.0%	13.0%	10.0%
White (not Hispanic)	165	1	0.6%	*	*	*	*	165	1	0.6%	*	*	*	*
Socioeconomically Disadvantaged	165	147	89.1%	46.0%	31.0%	20.0%	3.0%	165	147	89.1%	46.0%	29.0%	15.0%	10.0%
English Learners	165	85	51.5%	71.0%	25.0%	4.0%	0.0%	165	85	51.5%	68.0%	26.0%	4.0%	0.0%
Students with Disabilities	165	17	10.3%	82.0%	6.0%	0.0%	6.0%	165	17	10.3%	88.0%	0.0%	6.0%	6.0%
Migrant Education	165	9	5.5%	*	*	*	*	165	9	5.5%	*	*	*	*

*Note: 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. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded*

**California Assessment of Student Performance and Progress  
All Students  
Percentage of Students Meeting or Exceeding the State Standards  
2014-15**

	Avenal	RSUSD	CA
English-Language Arts/Literacy	18	18	44
Mathematics	20	15	33

*Note: Students in grades 3-8 and 11 are given this test. 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.*

**Adequate Yearly Progress**

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

**Adequate Yearly Progress  
Results Reported by Indicator  
and Compared to  
District Performance  
2014-15**

Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?

AYP Criteria	Avenal	RSUSD
Overall Performance	Yes	Yes
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	Yes
Attendance Rates	Yes	Yes

**AYP Performance Level**

Number of AYP Criteria		
Met Out of the Total	9/9	12/12
Number of Criteria Possible		

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Avenal Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

Title I PI Status 2015-16		
	Avenal	RSUSD
PI Status	In PI	In PI
First Year of PI Implementation	2004-05	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		5
% Schools Currently In PI		55.6%

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

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's web site [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

## School Facilities & Safety

### Facilities Profile

Avenal Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1939; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students

and staff. A comprehensive renovation of facilities took place between 1985 and 1996. A 4,000-square foot cafeteria, completed in 1998, is the school's most recent addition to the campus.

Campus Description	
Year Built	1939
Bldg. Square Footage	82172
	Quantity
# of Permanent Classrooms	33
# of Portable Classrooms	3
# of Restrooms (student use)	7 sets
Cafeteria	1
Computer Lab	4
Dining Hall	1
Library	1
Staff Lounge	1
Teacher Work Room	2

2014-15 Campus Improvements:

- Installation of new playground equipment to replace old playground equipment
- Replacement of all windows (using bond money)
- Replacement of lighting and thermostats (using prop 39 money)

### Supervision & Safety

Each morning as students arrive on campus, they are required to report to a central location where their teacher is located who then walks the class to the classroom. Breakfast is then served to all students in the classroom prior to the teacher beginning their school work for the day.

During lunch recess, the student support coordinator, instructional aides, the custodian, and three noon duty aides circulate throughout the cafeteria and playground monitoring student behavior and activities. When students are dismissed at the end of the day, grades 1-6 are released from the classroom to walk home, and TK and kindergarten students are released from the classroom to an authorized parent or guardian. Hand-held radios enhance routine and emergency communication efforts concerning students, staff, and campus facilities. All staff members providing student supervision duty carry hand-held radios.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival and then return to the school office upon departure.

### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Avenal Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment

policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated, and shared with school staff in January 2016.

Campus culture promotes a secure learning environment that encourages mutual respect, safe and healthy relationships, dignity, and equality. Bullying and harassment are not tolerated. The district has employed policies, procedures, and practices to reduce and eliminate bullying and harassment as well as the means to address such incidents when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

### Facilities Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs a work order process enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers submit a request form for unscheduled projects and special requests to the principal for approval. The principal reviews and forwards approved requests to the day custodian. Projects outside the regular scope of the custodian's responsibilities are submitted to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

Two full-time day custodians and two full-time evening custodians are assigned to Avenal Elementary and work closely with the principal to manage routine maintenance, daily custodial duties, and special events. The principal and lead custodian communicate daily concerning cleaning needs and safety issues. Every morning before school begins, the lead day custodian inspects the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds. Custodians are responsible for general cleaning of restrooms, classrooms, hallways, office areas, and cafeteria. The day custodians check restrooms throughout the day as a proactive measure in keeping restrooms adequately stocked and sanitary. Groundskeepers are dispatched by the district office weekly to perform general gardening and maintenance work.

### School Inspections

Avenal Elementary works closely with M&O for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Avenal Elementary took place on August 14, 2015. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2014-15 school year, 100% of restrooms were fully operational and available for student use at all times.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: August 14, 2015	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			Restroom Next to Room 24 - Rust visible on stalls and doors
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			Kindergarten Playground - Broken slide (order placed for replacement)
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

**Percentage Description Rating:**

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

## Classroom Environment

### Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

### Discipline & Climate for Learning

Avenal Elementary teachers take a proactive approach to minimizing classroom disruptions. Behavior expectations, school rules, and consequences for poor conduct are clearly explained.

Students receive a student handbook at the beginning of the school year during their classroom orientation; the handbook outlines school rules, safety procedures, dress code, behavior expectations, and scope of disciplinary actions. Teachers reinforce behavioral responsibilities and review the contents of the handbook in classroom discussions held during the first week of school. On the first day of the school term, the student support coordinator visits each classroom to remind students to conduct themselves in a safe and responsible manner. The daily bulletin occasionally includes a reminder concerning student behavior or school rules.

The Positive Behavior Intervention Support (PBIS) program provides comprehensive curriculum to promote responsible, safe behaviors as well as bully prevention strategies through classroom activities, presentations, hands-on activities, and scripted weekly lessons.

Class Size Distribution Self-Contained Classrooms				
2012-13				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	27.0		4	
1	23.9	1	4	
2	23.7	1	3	
3	29.1		3	
4	26.8		3	
5	29.9		3	
2013-14				
K	23.0	1	5	
1	24.0		4	
2	21.0	1	4	
3	20.0	1	4	
4	21.0	1	3	
5	21.0	1	3	
2014-15				
K	20.0	1	7	
1	28.0		4	
2	24.0		4	
3	25.0		4	
4	32.0		3	
5	8.0		3	
6	29.0	1	3	2

\*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Avenal Elementary's staff look for opportunities to recognize and reinforce positive behavior. K-3 students demonstrating kindness and good citizenship are given "PAW" awards (Positive Acting Wildcats); students may submit PAW awards into a weekly drawing for incentive prizes.

Teachers have individual classroom incentive awards celebrating good citizenship and academic achievements. Once a month, students demonstrating outstanding behavior and academic effort are eligible for the Student of the Month award; selected students (one from each classroom) are invited to a special lunch-time celebration and awarded incentive prizes. At the end of each trimester, students with perfect attendance for the period are entered into a drawing for a bicycle. Students who score at the Proficient or Advanced level on STAR assessment are honored at the annual Avenal Academic Excellence celebration held in the Avenal High School auditorium.

## Curriculum & Instruction

### Staff Development

Staff development concentrations are selected and identified based on student performance on district formative and state assessments, NCLB requirements, Common Core State Standards, and federal grant requirements.

During the 2014-15 school year, Reef Sunset Unified School District participated in three district-sponsored staff development days. Staff training topics focused on the following:

- Central Valley Educational Leadership Institute
- SPSA Training
- PBIS/Resilience Training
- National Compadres Network
- Efficacy Institute Training
- Collaborative Learning for Educational Achievement
- Embracing Diverse Schools
- Legal Workshop
- CASCWA Conference on Attendance and Truancy
- Transformative Justice Training
- Restorative Justice Training

FCOE representatives worked with the principal and teaching staff to develop an effective classroom observation/self-assessment system to evaluate daily instructional practices. Following a highly structured rubric, classroom observations address the teacher's use of employing state standards instruction and instructional strategies techniques. Observation results are used to identify individual and schoolwide strengths and weaknesses in delivering lessons that successfully convey course content and concepts.

Suspensions and Expulsions									
	Avenal			RSUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	148	72	60	760	311	195	329,370	279,383	243,603
Expulsions (#)	6	1	0	29	17	10	8,266	6,611	5,692

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

The district supports ongoing staff training for new teachers and teachers new to the district. At the beginning of each school year, the district conducts a training session covering the math and language arts curricula. During the school year, teachers receive follow-up training at the county office location in Kings County and other neighboring districts and county agencies.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
2	3	3

Reef-Sunset Unified School District and the Kings County Office of Education jointly support new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a three-year period.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by neighboring county offices of education. Long-term substitutes who are actively teaching in the classroom are expected to participate in Wednesday staff meetings and training activities.

Classified support staff are provided job-related training from vendors, department supervisors, and professional agencies.

#### Site-Based Staff Development

Extra time provided on Wednesdays (early release days) allows teaching staff at Avenal Elementary to participate in additional professional development which is customized to address the specific needs of its students and teaching staff. The principal, student support coordinator, and grade level representatives identify staff development needs based upon teacher input, data analysis findings, classroom observation, walkthroughs, and districtwide goals. During the 2014-15 school year, site-based training activities focused on:

- Total Education System Support (TESS) - Explicit Direct Instruction
- Professional Learning Communities
- IReady for Reading/Language Arts - Intervention and Enrichment

Professional Learning Communities (PLCs) diversify collaborative efforts by meeting in grade level teams, cross-grade level teams, and interdistrict grade level teams. During the 2014-15 school year, Professional Learning Communities support schoolwide goals, concentrating on the implementation and development of:

- TESS - English/Language Arts and Math
- English Language Development
- Houghton Mifflin *Medallions* Curriculum

#### Instructional Materials

All textbooks used in the core curriculum throughout Reef-Sunset Unified School District are being aligned to the Common Core State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption.

On August 20, 2015, the Reef-Sunset Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #2015:16 which certifies as required by Education Code §60119 that (1) textbooks and instructional materials were provided to all students, including English learners, in the district, (2) each pupil has a textbook or instructional materials, or both, to use in class and to take home, (3) textbooks and instructional materials are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, language arts, social studies, and science, (4) sufficient textbooks or instructional materials were provided to each student enrolled in foreign language or health classes, and (5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9 to 12, inclusive.

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2015-16 school year, Reef-Sunset Unified School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the Common Core State Standards.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	Yes	Houghton Mifflin: <i>A Legacy of Literacy/Medallions (English and Spanish gr. K-2)</i>	0%	1-6
2014	Yes	Rowland; <i>Happily Everafter/Superkids</i>	0%	TK-K
	Yes	Houghton Mifflin: <i>ELD (ELL)</i>	0%	K-6
Math				
2014	Yes	MacMillan, McGraw-Hill; <i>My Math</i>	0%	K-5
2008	Yes	MacMillan, McGraw-Hill; <i>California Math</i>	0%	6
Science				
2007	Yes	Houghton Mifflin: <i>Houghton Mifflin California Science</i>	0%	K-5
Social Science				
2007	Yes	Houghton Mifflin: <i>Houghton Mifflin History-Social Science</i>	0%	K-5

Textbook information was obtained from district office personnel in August 2015.

# Professional Staff

## Teacher Assignment

Avenal Elementary recruits and employs the most qualified credentialed teachers. For the 2014-15 school year, the school employed 31 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	Avenal			RSUSD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	31	34	35	125	130	126
Teachers with Full Credential	28	31	30	120	122	118
Teachers without Full Credential	3	3	5	5	8	8
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	1
Total Teacher Misassignments*	0	0	0	0	0	1
Teacher Vacancies	0	0	0	0	0	0

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. \*Total teacher misassignments includes the number of misassignments of teachers of English learners.*

The adjacent table identifies the number of classrooms taught and not taught by NCLB compliant teachers. High poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

## Support Services Staff

Support services staff consist of a district psychologist and district nurse. Through close collaboration, this expert team is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

The district psychologist is available to assist with academic, social, and emotional issues, provide assessments to determine eligibility for Special Education services, and facilitate coordination of Individual Education Plans (IEP). The district nurse is responsible for mandatory health screenings. Students and their families who require counseling are referred to professionals in the community; social workers are appointed by the court when necessary.

Reef-Sunset Unified School District is a member of the multi-district Kings County Special Education Local Plan Area (SELPA), which serves 14 school districts in Kings County. The SELPA enables participating school districts to pool resources and expertise in the field of special education.

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2014-15		
Avenal	93.0%	7.0%
District Totals		
All Schools	94.0%	6.0%
High-Poverty Schools	94.0%	6.0%
Low-Poverty Schools	-	-

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

Counselors and Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE
Academic Counselor	0	
Adaptive PE Specialist	As needed	
Nurse	1	0.2
Psychologist	1	1.0
Speech & Language Specialist	1	0.4

*\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.*

Community resources and local service agencies have formed an ongoing partnership with Avenal Elementary to help students and their families. Community services offer tutorial assistance, food, housing, and medical care through the Healthy Start Services Program administered through the Business Services at the District Office. For more information on this program, contact Leticia at (559) 386-4230 or visit the district's web site at [www.rsusd.net](http://www.rsusd.net).

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> and containing additional information about Avenal Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to AYP, CST, CAASPP, enrollment, and staffing.

### Public Internet Access Location

Parents may access Avenal Elementary School's SARC and access the Internet at any of the county's public libraries. The closest library to Avenal Elementary School is the Avenal Branch Library located at 501 East Kings Street, Avenal.

Avenal Branch Library  
Phone: (559) 386-5741  
Hours: Mon. - Wed. 11-7  
Thur. & Fri. 12-5  
Number of Computers Available: 9  
Printers Available: Yes

# District Expenditures

## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

## Expenditures Per Student

For the 2013-14 school year, Reef-Sunset Unified School District spent an average of \$9,267 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report (1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and (2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2013-14		
	RSUSD	State Average of Districts in Same Category
Beginning Teacher Salary	40,897	40,379
Mid-Range Teacher Salary	61,816	62,323
Highest Teacher Salary	76,404	81,127
Average Principal Salaries:		
Elementary School	103,702	99,192
Middle School	99,157	91,287
High School	108,083	112,088
Superintendent Salary	126,956	159,821
Percentage of Budget For:		
Teacher Salaries	38	36
Administrative Salaries	5	6

For detailed information on salaries, see the CDE Certified Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## Current Expense of Education Per Pupil 2013-14

Expenditures Per Pupil	Dollars Spent Per Student				
	Avenal	RSUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,204	N/A	N/A	N/A	N/A
Restricted (Supplemental)	692	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,512	75,779	4.6%	5,348	65.7%
Average Teacher Salary	64,519	61,909	104.2%	65,267	98.9%

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

In addition to general fund state funding, Reef-Sunset Unified School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- After School Learning & Safe Neighborhood
- Agricultural Vocational Incentive Grants
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-cal Billing
- Other Local: Locally Defined
- Partnership Academies Program
- Quality Education Investment Act
- Special Education
- State Lottery
- Title I, II, III, IV
- Vocational Programs