



REEF SUNSET MIDDLE SCHOOL

Grades 7-8
Freddy Guerrero, Principal
608 North First Street, Avenal, CA 93204
(559) 386-4128



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 Reef Sunset Middle School! My name is Fred Guerrero and the 2015-16 school year is set to be a rewarding year with many exciting challenges. I am thrilled to be a part of this wonderful family and I look forward to being a part of your child's success in middle school. The staff here believes that every child can succeed and we know that this can be accomplished by dreaming big, working hard, and giving back.

DREAM BIG

We at Reef Sunset Middle School will prepare all of our students for high school and beyond. We want to ensure they are ready to have a successful high school experience that will lead them to college and/or the workplace. We also believe that all students can learn and grow. If we dream big, we can help our students dream big!

"Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world." – Harriet Tubman

WORK HARD

How do we reach our dream? We have to include all stakeholders in this endeavor. Administration, staff, students, parents, and community members all play a part in the success of each of our students. This will be an exciting year with the integration of common core state standards in all grade levels, an academic language acquisition program, and a student-centered curriculum focused on the integration of technology. By working hard together, we will prepare our students to succeed in high school. This will give them the drive to continue working hard in college and/or the workplace.

"It's hard to beat a person who never gives up."
— Babe Ruth

GIVE BACK

Everyone here at Reef Sunset Middle School will help our students truly understand the meaning of giving back. This may be through the classroom, school, district, or community. We believe that giving others time is a way to give back to those who have assisted us. We

will work hard to get the community involved in our school and the school involved in our community. Communication is the best way to support the growth of giving back, and you play a key role in their academic and social success. Please contact our main office if you are interested in volunteering your time with the students here at Reef Sunset Middle School.

"Service to others is the rent you pay for your room here on earth." ~ Muhammad Ali

District Mission

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

District & 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 middle school, one comprehensive high school, two continuation high schools, one elementary community day school, and one secondary community day school.

Reef Sunset Middle School is located in the northwest corner of Avenal and currently services the community's entire population of middle school age children (grades 7-8). At the beginning of the 2014-15 school year, 314 students were enrolled, including 8.6% receiving special education services, 43.3% qualifying for English Learner support, and 87.3% enrolled in the free and reduced-price meal program.

Departmentalized class schedules and teacher assignments are structured to provide the highest level of student success. Students' seven period class schedule provides flexibility for both struggling students and high achievers.

Percentage of Students by Ethnicity/Grade Level 2014-15

Ethnic Group	%	Grade Level	#
African American	0.0%	Kindergarten	0
American Indian or Alaskan Native	0.0%	Grade 1	0
Asian	2.2%	Grade 2	0
Filipino	0.0%	Grade 3	0
Hawaiian or Pacific Islander	0.0%	Grade 4	0
Hispanic or Latino	96.5%	Grade 5	0
White (not Hispanic)	1.3%	Grade 6	0
Two or More Races	0.0%	Grade 7	145
Socioeconomically Disadvantaged	92.4%	Grade 8	169
English Learners	43.3%		
Students with Disabilities	8.6%		
Migrant Education	0.0%	Total	
Foster Youth	0.6%	Enrollment	314

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

Reef Sunset Middle School continues to strive for maximum parent involvement, holding activities throughout the school year specifically designed to bring parents to the school and provide an opportunity for students, parents, and staff to interact in educational social settings.

Volunteer Opportunities:

- In the classrooms
- Extracurricular activities
- Sports

Leadership Opportunities

- School Site Council
- District English Learner Advisory Council
- English Learner Advisory Council
- Parent Teacher Association

School Events

- Back to School Night
- Fall Parent Meeting
- Open House
- Parent Education Nights (Monthly Technology Training)
- Student Recognition Assemblies

Parents who want more information on school activities or committees may contact the principal at (559) 386-4128.

The Fall Parent meeting helps parents understand how the state's standardized assessments are used to evaluate student progress. District representatives explain how test results are used to place students in classes that meet their current levels of proficiency in reading and math. Parents may request a copy of their child's assessment results.

All school-to-home communication is provided in English and Spanish. Personal phone calls, school newsletters, School Messenger

(automated phone system), AERIES Parent Portal, letters, flyers, Facebook, Twitter, online school calendar, and the school website are used to keep parents up to date on school news, classroom activities, and student recognition. 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.

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, 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.

California Standards Test (CST)									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	RSMS			RSUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	20	25	26	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
RSMS	26
Male	31
Female	22
Hispanic or Latino	27
English Learners	4
Students with Disabilities	27

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.

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.

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/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	RSMS	RSUSD	CA
English-Language Arts/Literacy	16	18	44
Mathematics	14	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.

Physical Fitness

In the spring of each year, Reef Sunset Middle School is required by the state to administer a physical fitness test to all students in seventh 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 website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	73.2%	52.2%	23.9%

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.

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
	Grade 7							Grade 7						
All Students Tested	144	143	99.3%	65.0%	21.0%	11.0%	2.0%	144	140	97.2%	56.0%	24.0%	14.0%	5.0%
Male	144	78	54.2%	68.0%	15.0%	12.0%	4.0%	144	76	52.8%	57.0%	20.0%	12.0%	9.0%
Female	144	65	45.1%	62.0%	28.0%	11.0%	0.0%	144	64	44.4%	55.0%	28.0%	17.0%	0.0%
Asian	144	5	3.5%	*	*	*	*	144	5	3.5%	*	*	*	*
Hispanic or Latino	144	135	93.8%	64.0%	21.0%	12.0%	2.0%	144	132	91.7%	54.0%	25.0%	14.0%	5.0%
White (not Hispanic)	144	3	2.1%	*	*	*	*	144	3	2.1%	*	*	*	*
Socioeconomically Disadvantaged	144	133	92.4%	64.0%	22.0%	11.0%	2.0%	144	130	90.3%	55.0%	22.0%	15.0%	5.0%
English Learners	144	71	49.3%	90.0%	8.0%	1.0%	0.0%	144	71	49.3%	75.0%	20.0%	4.0%	1.0%
Students with Disabilities	144	10	6.9%	*	*	*	*	144	10	6.9%	*	*	*	*
Migrant Education	144	4	2.8%	*	*	*	*	144	4	2.8%	*	*	*	*
Grade 8							Grade 8							
All Students Tested	162	160	98.8%	49.0%	31.0%	16.0%	3.0%	162	160	98.8%	73.0%	18.0%	6.0%	3.0%
Male	162	77	47.5%	58.0%	27.0%	12.0%	0.0%	162	77	47.5%	75.0%	16.0%	6.0%	1.0%
Female	162	83	51.2%	41.0%	34.0%	19.0%	5.0%	162	83	51.2%	70.0%	19.0%	19.0%	4.0%
Asian	162	1	0.6%	*	*	*	*	162	1	0.6%	*	*	*	*
Hispanic or Latino	162	158	97.5%	50.0%	30.0%	16.0%	3.0%	162	158	97.5%	73.0%	17.0%	6.0%	3.0%
White (not Hispanic)	162	1	0.6%	*	*	*	*	162	1	0.6%	*	*	*	*
Socioeconomically Disadvantaged	162	150	92.6%	51.0%	29.0%	15.0%	3.0%	162	150	92.6%	72.0%	17.0%	7.0%	3.0%
English Learners	162	56	34.6%	84.0%	11.0%	0.0%	0.0%	162	56	34.6%	98.0%	2.0%	0.0%	0.0%
Students with Disabilities	162	12	7.4%	100.0%	0.0%	0.0%	0.0%	162	12	7.4%	100.0%	0.0%	0.0%	0.0%
Migrant Education	162	9	5.6%	*	*	*	*	162	9	5.6%	*	*	*	*

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

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.

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/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

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	RSMS	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		

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, Reef Sunset

Middle School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Title I PI Status

2015-16

	RSMS	RSUSD
PI Status	In PI	In PI
First Year of PI Implementation	2003-04	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.

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.

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 website www.cde.ca.gov/ta/ac/ay/.

School Facilities & Safety

Facilities Profile

Reef Sunset Middle School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1989; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. Between 1996 and 2002, additional classrooms were installed to accommodate growth in enrollment. A joint effort continues among students, staff, and custodians to maintain an organized, litter free, and safe facility. Everyone enjoys the beautiful, park-like atmosphere.

2014-15 Campus Improvements

- Installation of new/upgraded projectors in all portables
- Addition of new MAC Air laptops for all English Language Learner teachers
- Installation of new filtered drinking water stations
- Upgraded library to media center (21st Century Learning Center)
- Addition of a Learning Garden (to be taken care of by Green Technology classes)

Campus Description

Year Built	1989
Bldg. Square Footage	43336
	Quantity
# of Permanent Classrooms	14
# of Portable Classrooms	11
# of Restrooms (student use)	2 sets
Art Room	1
Cafeteria/Multipurpose Room	1
Computer Lab	1
Library	1
Music Room	1
Staff Lounge	1
Staff Meeting Room	1
Teacher Work Room	1
Workout Room	1

Supervision & Safety

Each morning as students arrive on campus, they are required to assemble in the quad area before classes begin. Three teachers, the principal, and the student support coordinator circulate throughout the campus and entrance areas supervising student activities. During lunch, the student support coordinator, two instructional aides, one student supervisory aide, the principal, and custodian help with the supervision of students in the cafeteria and on the grounds. The principal routinely assists with the supervision, absent only when scheduled meetings interfere. When students are dismissed at the end of the day, three teachers and the student support coordinator or principal monitor students to ensure students leave campus in a safe and orderly manner.

Hand-held radios enhance routine and emergency communication efforts concerning students, staff, and campus facilities. The principal, student support coordinator, custodian, instructional aides, and student supervisory aide carry hand-held radios when supervising students.

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. Visitors are required to display their visitor badge at all times while on campus.

School Inspections

Reef Sunset Middle School works closely with M&O for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Reef Sunset Middle School took place on August 15, 2014. 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 student restrooms were fully operational and available for student use at all times.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Reef Sunset Middle School 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 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 and school staff forward requests for unscheduled projects either to the principal or the custodian who prepares and submits a formal work order to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

One full-time day custodian and two evening custodians (one full-time and one part-time) are assigned to Reef Sunset Middle School and work closely with the principal to manage routine maintenance, daily custodial duties, and special events. The principal and lead day custodian meet multiple times daily to discuss cleaning needs, campus maintenance concerns, and safety issues. Every morning before school begins, the principal and day custodian inspect 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 the cafeteria. The custodian, principal, and student support coordinator check restrooms routinely throughout the school day as a proactive measure in keeping restrooms adequately stocked and sanitary. Groundskeepers are dispatched by the district office as needed to perform general gardening and maintenance work.

Classroom Environment

Class Sizes & Teaching Loads

The Teaching Load table in this report illustrates the distribution of class sizes in core subjects, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2012-13			
	Average Class Size	1-20	21-32	33+
English	33	12	9	
Math	20	26	9	
Science	21	6	4	
History	21	20	6	
2013-14				
English	21	17	7	
Math	21	23	12	
Science	21	6	2	
History	20	19	10	
2014-15				
English	22	11	9	
Math	23	6	15	
Science	24	1	6	
History	24	4	15	

**Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.*

Discipline & Climate for Learning

Reef Sunset Middle School teachers take a proactive approach to minimizing classroom disruptions. The PBIS curriculum (Positive Behavior Intervention Support) establishes the foundation for core values and discipline practices. This program provides tiered disciplinary interventions that are progressive to assist students in making the right choice.

Behavioral expectations, school rules, and consequences for poor conduct are clearly explained. Teachers have developed their own classroom management plans, character education programs, and behavior incentive programs that promote good citizenship and maximize learning time.

School rules and core values are posted in every classroom. At the beginning of the school year, each student receives a student/parent handbook which outlines school rules, conduct code, behavioral expectations, and safety procedures. During the first week of school, teachers review the contents of the student handbook as part of their classroom orientation process. Students are reminded throughout the school year as needed by their teachers and the principal to conduct themselves in a safe and responsible manner.

Item Inspected	School Facility Good Repair Status			
	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: August 15, 2014				
Systems	✓			
Interior Surfaces	✓			Boys Restroom & Girls Restroom Quad Area - Counter tops damaged; Room 16 - Tile floor has cracks on north side and south side of room
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			Room 20 - Drinking fountain leaking
Safety	✓			
Structural	✓			Room 9 - Front room 9 outside crack on stucco (wall ceiling); Room 12 - Small hole on outside wall
External	✓			Room 5 - Window on top of classroom door has a nick like if a BB gun hit it
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.

Suspensions and Expulsions

	RSMS			RSUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	212	98	55	760	311	195	329,370	279,383	243,603
Expulsions (#)	6	6	3	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.

Reef Sunset Middle School is working with the Fresno County Office of Education to implement PBIS (Positive Behavior Intervention), a discipline management program in place for four years. Reef Sunset Middle School's staff look for opportunities to recognize and reinforce positive behavior immediately. Once a month, teachers select one student from their class who has experienced a unique accomplishment; selected students receive a Student of the Month certificate, have their picture posted on campus, and have their name published in the local newspaper. Annually each year, a CST Awards Night is held to honor those students meeting state proficiency standards.

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.

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

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.

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.

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 early release days (three per month) during the 2014-15 school year allow teaching staff at Reef Sunset Middle School to participate in additional professional development. Through the Professional Learning Communities model, staff training activities held on early release days focused on:

- Collaboration
- Common Core State Standards
- Data Analysis
- Formative Assessments
- iReady
- PBIS
- Time to Teach

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.

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				
2008	Yes	Great Source: <i>ACCESS - English</i>	0%	7-8
2003	Yes	McDougal Littell: <i>Language of Literature</i>	0%	7-8
Math				
2008	Yes	Great Source: <i>ACCESS - Math</i>	0%	7-8
2001	Yes	MacMillan McGraw-Hill; <i>California Math</i>	0%	7-8
Science				
2008	Yes	Great Source: <i>ACCESS - Science</i>	0%	7-8
2007	Yes	McDougal Littell: <i>Focus on Life Science</i>	0%	7-8
2007	Yes	McDougal Littell: <i>Focus on Physical Science</i>	0%	7-8
2007	Yes	McDougal Littell: <i>Focus on Earth Science</i>	0%	7-8
Social Science				
2007	Yes	McDougal Littell: <i>California Middle School Social Studies</i>	0%	7-8
2008	Yes	Great Source: <i>ACCESS - American History</i>	0%	7-8
2008	Yes	Great Source: <i>ACCESS - World History</i>	0%	7

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

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.

Professional Staff

Teacher Assignment

Reef Sunset Middle School recruits and employs the most qualified credentialed teachers. For the 2014-15 school year, the school employed 17 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.

	RSMS			RSUSD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	22	18	16	125	130	126
Teachers with Full Credential	22	17	16	120	122	118
Teachers without Full Credential	0	1	0	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 following 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/.

NCLB Compliance Percentage of Classes in Core Academic Subjects:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2014-15	
RSMS	100.0%	0.0%
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.

Support Services Staff

Support services staff consist of a district psychologist, district nurse, Juvenile Services Officer, and Speech and Language Specialist. 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's psychologist provides assessments to determine eligibility for Special Education services and facilitates coordination of Individual Education Plans (IEP). The district nurse is responsible for mandatory health screenings.

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.

Community resources and local service agencies have formed an ongoing partnership with Reef Sunset Middle School to help students and their families. Community services offer tutorial assistance, clothing, food, utility assistance with PG&E bills, and referral for housing, medical services through the Healthy Start Services Program administered through Business Services at the District Office. For more information on this program, contact Leticia at (559) 386-4230 or visit the district's website at www.rsusd.net.

Counselors and Support Personnel (Nonteaching Professional Staff)

2014-15

	No. of Staff	FTE
Academic Counselor	0	
District Nurse	1	0.2
Juvenile Services Officer	As needed	
Library Technician	1	1.0
Psychologist	1	0.4
Speech & Language Specialist	As needed	
Supervisory Aide	1	0.3

*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.

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/ and 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.)

Current Expense of Education Per Pupil 2013-14

Expenditures Per Pupil	Dollars Spent Per Student				
	RSMS	RSUSD	State Average		
			% Difference - School and District	for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,344	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,431	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,913	75,779	7.8%	5,348	1417.0%
Average Teacher Salary	65,463	61,909	105.7%	65,267	94.9%

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

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> and containing additional information about Reef Sunset Middle 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 Reef Sunset Middle School's SARC and access the Internet at any of the county's public libraries. The closest library to Reef Sunset Middle 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

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 Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.