



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.

REEF SUNSET PRIMARY COMMUNITY DAY

Grades K-6
 Juan Ruiz, Principal
 Primary Campus: 500 South First Street, Avenal, CA 93204
 (559) 386-5173

School Accountability Report Card

A Report of 2014-15 Activity Published in January 2016

Principal's Message

Welcome to Reef Sunset Primary Community Day 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.

Reef Sunset Primary Community Day has a primary campus for grades K-6 located on the Avenal Elementary School campus, in the southwest area of Avenal. At the beginning of the 2014-15 school year, four students were enrolled in this program. Demographic composition of students included 75% qualifying for English Learner support and 75% enrolled in the free and reduced-price meal program. Enrollment continuously fluctuates throughout the year simply due to the temporary nature of the program.

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	0.0%	Grade 2	0
Filipino	0.0%	Grade 3	2
Hawaiian or Pacific Islander	0.0%	Grade 4	0
Hispanic or Latino	100.0%	Grade 5	0
White (not Hispanic)	0.0%	Grade 6	2
Two or More Races	0.0%	Grade 7	0
Socioeconomically Disadvantaged	75.0%	Grade 8	0
English Learners	75.0%		
Students with Disabilities	0.0%		
Migrant Education	0.0%	Total	
Foster Youth	0.0%	Enrollment	4

The community day school serves students who have been expelled, placed on probation, or referred under special circumstances by the primary schools in the district. A low student-to-teacher ratio enables students to receive individualized instruction and assessment in a small, self-contained classroom environment. Students typically return to their home school after they have completed a semester or one-year term in the community day program.

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 support their child's efforts at home by attending parent conferences and parent education workshops. The School Site Council, Parent Leadership Team, English Learner Advisory Committee, and district's Parent Advisory Council offer parents the opportunity to obtain current information about the school, district, student assessments and progress with academic achievement as well as the opportunity to address their individual concerns. For more information about school programs, parents may contact Noemi (at the Sunrise High School campus) at (559) 386-4162.

All school-to-home communication is provided in English and Spanish. School staff contact parents individually to discuss student progress and concerns. Letters to parents are distributed as a handout or mailed to students' homes on an as-needed basis. The district distributes important information about districtwide activities, policies, and announcements throughout the year when appropriate. 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.

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. During the 2014-15 school year, Reef Sunset Primary Community Day had fewer than ten students enrolled, therefore, scores are not shown to protect student privacy. 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 Standards Test (CST)									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	PCDS			RSUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	-	-	-	18	21	17	59	60	56

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. During the 2014-15 school year, Reef Sunset Primary Community Day had fewer than ten students enrolled, therefore, scores are not shown to protect student privacy. 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		
	PCDS	RSUSD	CA
English-Language Arts/Literacy	-	18	44
Mathematics	-	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 Primary Community Day 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." To maintain confidentiality, results for the 2014-15 fitness exam are not disclosed in this report because the number of students tested is ten or less. Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

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

**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 3								Grade 3							
All Students Tested	2	2	100.0%	*	*	*	*	2	2	100.0%	*	*	*	*		
Male	2	2	100.0%	*	*	*	*	2	2	100.0%	*	*	*	*		
Hispanic or Latino	2	2	100.0%	*	*	*	*	2	2	100.0%	*	*	*	*		
Socioeconomically Disadvantaged	2	1	50.0%	*	*	*	*	2	1	50.0%	*	*	*	*		
English Learners	2	2	100.0%	*	*	*	*	2	2	100.0%	*	*	*	*		
Students with Disabilities	2	1	50.0%	*	*	*	*	2	1	50.0%	*	*	*	*		
Grade 5								Grade 5								
All Students Tested	2	2	100.0%	*	*	*	*	2	2	100.0%	*	*	*	*		
Male	2	2	100.0%	*	*	*	*	2	2	100.0%	*	*	*	*		
Hispanic or Latino	2	2	100.0%	*	*	*	*	2	2	100.0%	*	*	*	*		
Socioeconomically Disadvantaged	2	2	100.0%	*	*	*	*	2	2	100.0%	*	*	*	*		
English Learners	2	2	100.0%	*	*	*	*	2	2	100.0%	*	*	*	*		
Grade 6								Grade 6								
All Students Tested	3	3	100.0%	*	*	*	*	3	3	100.0%	*	*	*	*		
Male	3	1	33.3%	*	*	*	*	3	1	33.3%	*	*	*	*		
Female	3	2	66.7%	*	*	*	*	3	2	66.7%	*	*	*	*		
Hispanic or Latino	3	3	100.0%	*	*	*	*	3	3	100.0%	*	*	*	*		
Socioeconomically Disadvantaged	3	3	100.0%	*	*	*	*	3	3	100.0%	*	*	*	*		
English Learners	3	2	66.7%	*	*	*	*	3	2	66.7%	*	*	*	*		
Students with Disabilities	3	1	33.3%	*	*	*	*	3	1	33.3%	*	*	*	*		

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

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/.

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 Primary Community Day 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.

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/.

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	PCDS	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	N/A	Yes
AYP Performance Level		
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	2/2	12/12

Title I PI Status 2015-16		
	PCDS	RSUSD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2004-05
Year in PI	N/A	Year 3
# Schools Currently In PI		5
% Schools Currently In PI		55.6%

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

School Facilities & Safety

Facilities Profile

Reef Sunset Primary Community Day provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. Students have access to the Avenal Elementary School's library and a designated play area for recess activities.

2014-15 Campus Improvements:

- Installation of new lighting and thermostats (using prop 39 money)

Primary Community Day Campus Description	
Acreage	0
Bldg. Square Footage	43336
	Quantity
# of Permanent Classrooms	0
# of Portable Classrooms	1
# of Restrooms (student use)	1 unisex

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Reef Sunset Primary Community Day 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. Reef Sunset Primary Community Day's plan is a component of the Avenal Elementary School safety plan which 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.

Supervision & Safety

Each morning as students arrive on campus, they are required to report directly to their classroom. During recess and lunch period, the teacher and instructional aide share supervision of students in designated areas. When students are dismissed at the end of the day, they are released from the classroom to an authorized parent or guardian. The teacher and instructional aide ensure students depart in a safe and orderly manner. 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 Inspections

Reef Sunset Primary Community Day works closely with M&O for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection took place on August 24, 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.

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 submit a request form for unscheduled projects and special requests to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

Day and evening custodians are assigned to the campus and work closely with the site teacher to manage routine maintenance, daily custodial duties, and special events. The community day campus shares the custodians assigned to Avenal Elementary School. The community day school's site teacher, the principal, and day custodians communicate daily concerning cleaning needs and safety issues. Every morning before school begins, the lead custodian inspects 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, and office areas. Every morning and afternoon, custodians check restrooms for cleanliness and supplies. Each site teacher checks the restrooms after the morning nutrition break and after lunch 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.

School Facility Good Repair Status Primary Community Day Schools					
Item Inspected	Repair Status				
Inspection Date:	Good	Fair	Poor	Repair Needed and Action Taken or Planned	
August 24, 2015					
Systems	✓				
Interior Surfaces	✓				
Cleanliness	✓				
Electrical	✓			<i>No deficiencies were noted during the inspection</i>	
Restrooms/Fountains	✓				
Safety	✓				
Structural	✓				
External	✓				
Overall Summary of School Facility Good Repair Status					
	Exemplary	Good	Fair		Poor
Overall Summary	✓				

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Classroom Environment

Discipline & Climate for Learning

Reef Sunset Primary Community Day teachers take a proactive approach to minimizing classroom disruptions. Behavior expectations, school rules, and consequences for poor conduct are clearly explained.

Prior to enrollment, students and their parents meet with the principal and site teachers to develop the participating student's learning plan and establish expectations. Upon enrollment and at the beginning of the school year, each student is provided a student handbook which clearly outlines school rules, safety procedures, academic guidelines, and behavior expectations. Throughout the year on an as needed basis, the principal and teachers remind students to conduct themselves in a safe and responsible manner.

Reef Sunset Primary Community Day employs a progressive discipline approach which involves the student, parent, and administrator in the behavior improvement process. Disciplinary measures are initially applied in the classroom. Students who continue to have difficulty with their behavior are referred to the principal who considers past behavior and severity of infraction when considering consequences. Disciplinary action is administered in a fair, firm, and consistent manner. Teachers immediately reinforce and acknowledge good behavior and positive academic efforts as it takes place.

	Suspensions and Expulsions								
	PCDS			RSUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	16	6	3	760	311	195	329,370	279,383	243,603
Expulsions (#)	0	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.

Curriculum & Instruction

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

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.

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.

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

Reef Sunset Primary Community Day's teacher works closely with Avenal High School's staff to acquire the necessary techniques and strategies proven to help students succeed. Based on teacher feedback and student assessment data results, training activities held on early out days focused on department-level collaboration and goals related to Technology Training, Language Objectives, Lesson Design for Block Schedule, Google Docs, and Google Teacher Certification.

Professional Staff

Support Services Staff

Reef Sunset Primary Community Day school students have access to district and county support services on an as-needed basis. As a qualified counselor as well as teacher, Mr. Terry Cunningham is available to serve the counseling needs for students enrolled at the community day campus.

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.

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

Teacher Assignment

Reef Sunset Primary Community Day recruits and employs the most qualified credentialed teachers. For the 2014-15 school year, the school employed one fully credentialed teacher. 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.

Counselors and Support Personnel (Nonteaching Professional Staff)

2014-15

	No. of Staff	FTE
Primary Campus Counselor*	1	1.0
Secondary Campus Counselor	As needed	
Psychologist	As needed	
District Nurse	As needed	
Speech & Language Specialist	As needed	

*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.

**The principal is a credentialed counselor and is available on an as-needed basis to serve students at the Secondary Community Day School.

Teacher Credentials and Assignments

	PCDS			RSUSD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	1	1	1	125	130	126
Teachers with Full Credential	1	1	1	120	122	118
Teachers without Full Credential	0	0	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		
PCDS	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.

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 Primary Community Day and comparisons of the schools 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 Primary Community Day's SARC and access the Internet at any of the county's public libraries. The closest library to the campus is located at 501 East Kings Street, Avenal.

Avenal Branch Library
Phone: (559) 386-9804
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/ 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.)

**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/ec/>

**Current Expense of Education Per Pupil
2013-14**

Expenditures Per Pupil	Dollars Spent Per Student				
	PCDS	RSUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	14,959	N/A	N/A	N/A	N/A
Restricted (Supplemental)	62	N/A	N/A	N/A	N/A
Unrestricted (Basic)	14,897	75,779	19.7%	5,348	1417.0%
Average Teacher Salary	81,748	61,909	132.0%	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

