



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 SECONDARY COMMUNITY DAY

Grades 7-12
 Juan Ruiz, Principal
 Secondary Campus: 861 Monterey Street, Avenal, CA 93204
 (559) 386-9083

School Accountability Report Card

A Report of 2014-15 Activity Published in January 2016

Principal's Message

Welcome to Reef Sunset Secondary 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 Secondary Community Day's campus is adjacent to the district office in the northeast area of town. At the beginning of the 2014-15 school year, five students were enrolled in the school. Demographic composition of students included 20% receiving special education services, 20% qualifying for English Learner support, and 80% 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	20.0%	Grade 7	0
American Indian or Alaskan Native	0.0%	Grade 8	0
Asian	0.0%	Grade 9	2
Filipino	0.0%	Grade 10	2
Hawaiian or Pacific Islander	0.0%	Grade 11	1
Hispanic or Latino	60.0%	Grade 12	0
White (not Hispanic)	20.0%		
Two or More Races	0.0%		
Socioeconomically Disadvantaged	80.0%		
English Learners	20.0%		
Students with Disabilities	20.0%		
Migrant Education	0.0%	Total	
Foster Youth	0.0%	Enrollment	5

The community day school serves students who have been expelled, placed on probation, or referred under special circumstances by the primary and secondary 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 Secondary Community Day had fewer than ten students enrolled, therefore, no scores are 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									
	SCDS			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 Secondary Community Day had fewer than ten students enrolled, therefore, no scores are 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			
	SCDS	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.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report. Only two student was enrolled in tenth grade at the time the test was administered; to maintain confidentiality exam results are not disclosed. Detailed information about the CAHSEE can be found at www.cde.ca.gov/ta/tg/hs/. Note: The CAHSEE, formerly a graduation requirement for students in California public schools, was suspended effective January 1, 2016.

**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	4	1	25.0%	*	*	*	*	4	1	25.0%	*	*	*	*
Male	4	1	25.0%	*	*	*	*	4	1	25.0%	*	*	*	*
Female	4	0	0.0%	*	*	*	*	4	0	0.0%	*	*	*	*
Hispanic or Latino	4	1	25.0%	*	*	*	*	4	1	25.0%	*	*	*	*
Socioeconomically Disadvantaged	4	1	25.0%	*	*	*	*	4	1	25.0%	*	*	*	*
English Learners	4	0	0.0%	*	*	*	*	4	0	0.0%	*	*	*	*
Students with Disabilities	4	1	25.0%	*	*	*	*	4	1	25.0%	*	*	*	*
	Grade 8							Grade 8						
All Students Tested	1	0	0.0%	*	*	*	*	1	0	0.0%	*	*	*	*
Male	1	0	0.0%	*	*	*	*	1	0	0.0%	*	*	*	*
Hispanic or Latino	1	0	0.0%	*	*	*	*	1	0	0.0%	*	*	*	*
Socioeconomically Disadvantaged	1	0	0.0%	*	*	*	*	1	0	0.0%	*	*	*	*
English Learners	1	0	0.0%	*	*	*	*	1	0	0.0%	*	*	*	*
Students with Disabilities	1	0	0.0%	*	*	*	*	1	0	0.0%	*	*	*	*

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

Physical Fitness

In the spring of each year, Reef Sunset Secondary Community Day is required by the state to administer a physical fitness test to all students in seventh, and ninth grades. 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 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 Secondary 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	SCDS	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		
	SCDS	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		56%

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

School Facilities & Safety

Facilities Profile

Reef Sunset Secondary 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 at the primary campus have access to the Avenal Elementary School's library and a designated play area for recess activities. Secondary students have access to a lunch area and basketball courts.

Secondary Community Day Campus Description	
Year Built	1999
Bldg. Square Footage	960
	Quantity
# of Permanent Classrooms	0
# of Portable Classrooms	1
# of Restrooms (student use)	1 unisex

School Inspections

Reef Sunset Secondary 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.

School Facility Good Repair Status Secondary Community Day Schools				
Item Inspected	Repair Status			
Inspection Date: August 24, 2015	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			<i>No deficiencies were noted during the inspection</i>
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
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.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Reef Sunset Secondary 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 Secondary Community Day School's site safety plan is incorporated into Avenal High School's safety plan which was reviewed, updated, and shared with school staff 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, grades 7-12 are released from the classroom to walk home. 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.

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 each community day campus and work closely with the site teacher to manage routine maintenance, daily custodial duties, and special events. Reef Sunset Secondary Community Day School shares custodians assigned to the district office. Each 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.

Classroom Environment

Discipline & Climate for Learning

Reef Sunset Secondary 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 Secondary 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.

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.

Suspensions and Expulsions

	SCDS			RSUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	13	11	5	760	311	195	329,370	279,383	243,603
Expulsions (#)	2	1	4	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.

Dropouts & Graduation Rates

Reef Sunset Secondary Community Day's teachers practice early identification and intervention of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Enrollment in the community day school program is a temporary resolution for most students until they meet individual criteria to return to their comprehensive school or continuation school. During their placement at the community day school, the principal closely monitors students' credit completion and attendance trends to identify those students most at risk of not earning their high school diploma. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, and concurrent enrollment in local colleges. Understanding that the needs of each student are different, teachers continue their efforts to discover successful solutions to help students complete their high school program.

In the adjacent Dropout & Graduation Rates table, 2013-14 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Beginning with the graduation class of 2010, the California Department of Education developed Cohort Dropout and Cohort Graduate rate formulas, based on CALPADS' (California Longitudinal Pupil Achievement Data System) four-year accumulation of student data, to more accurately determine dropout and graduation rates in California's schools. The new calculations take many factors into consideration when identifying actual dropouts/graduates. Graduation rates include only graduates that earned their diplomas within a specific four-year period of time; graduation rates do not include students who, for a variety of reasons, took longer than four years to graduate. Since Reef Sunset Secondary Community Day is an ASAM school, individual rates are not calculated and therefore the school receives district cohort rates. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	SCDS		
	11-12	12-13	13-14
Dropout Rate (%)	100	19.1	N/A
Graduation Rate (%)	-	77.1	N/A
	RSUSD		
	11-12	12-13	13-14
Dropout Rate (%)	16	19.1	18.2
Graduation Rate (%)	74.7	77.1	79.7
	CA		
	11-12	12-13	13-14
Dropout Rate (%)	13.1	11.4	11.5
Graduation Rate (%)	78.7	80.4	80.9

Graduation Requirements

Student must accumulate 205 course credits and pass their Algebra I course with a D or higher to receive a high school diploma from the Reef Sunset Unified School District. Alternative methods of acquiring a diploma are available through the adult school and community college for those students who have been unsuccessful in the comprehensive or continuation high school environment or have exhausted their opportunities to remain at the community day school. The following table illustrates the percentage of students who graduated from Reef Sunset Secondary Community Day having met the district graduation requirements. Reef Sunset Secondary Community Day did not enroll any twelfth grade students during the 2014-15 school year.

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.

Site-Based Staff Development

The teachers for Reef Sunset Secondary Community Day collaborate with the teaching staff at Avenal High School to ensure the curriculum is in alignment with state and district standards and teaching methods incorporate best practices.

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 SARC's 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.

College Preparation & Work Readiness

Reef-Sunset Unified School District offers a variety of opportunities to help students get a head start on the college preparation and work readiness process. The principal meets with each student frequently during the year to address interests, goals, and long-term planning. College and military representatives visit the campus to discuss future opportunities and offer pre-planning guidance. Students are encouraged to enroll in West Hills Community College courses and/or adult school after graduation from Reef-Sunset Unified School District. The adult school transition specialist meets with students to discuss post-secondary options and available college/career resources based upon each student's Education Options Program (individualized goal setting tool).

Advanced Placement

Advanced placement courses enable students to qualify for college credit while earning their high school diploma. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges. During the 2014-15 school year, advanced placement classes were not offered at Reef Sunset Secondary Community Day.

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. Schools are required to report (1) the total number of students enrolled in college preparation classes and (2) the number of students who graduated and completed college preparation coursework. During the 2014-15 school year, none of the community day students were enrolled in college preparation courses.

Admission Requirements for California Public Universities: University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the University of California Web site at www.universityofcalifornia.edu/admissions/general.html.

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: ACCESS - English	0%	7-8
2003	Yes	McDougal Littell: Language of Literature	0%	7-8
2005	*	Holt: Literature and Language Arts	0%	9-12
	*	Hampton Brown/National Geographic: EDGE	0%	9-12
Math				
2008	Yes	Great Source: ACCESS - Math	0%	7-8
2001	Yes	MacMillan McGraw-Hill; California Math	0%	7-8
	*	Pearson Prentice Hall: Algebra Readiness	0%	9
2004	*	Pearson Prentice Hall: Algebra I	0%	9-12
2005	*	Pearson Prentice Hall: Algebra II	0%	9-12
2005	*	Pearson Education: Pre Calculus	0%	9-12
	*	Carnegie Learning: National Common Core Integrated Math 1-3	0%	9-12
	*	Curriculum Press: Calculus	0%	9-12
Science				
2008	Yes	Great Source: ACCESS - Science	0%	7-8
2007	Yes	McDougal Littell: Focus on Life Science	0%	7-8
2007	Yes	McDougal Littell: Focus on Physical Science	0%	7-8
2007	Yes	McDougal Littell: Focus on Earth Science	0%	7-8
2007	*	Holt, Rinehart and Winston: Modern Biology	0%	9-12
	*	AGS Publishing: Biology Cycles of Life	0%	9-12
2007	*	Holt, Rinehart and Winston: Chemistry	0%	9-12
2007	*	Pearson: Physical Science - Concepts in Action	0%	9-12
	*	Delmar: Agriscience	0%	9-12
	*	Prentice Hall: Conceptual Physics	0%	9-12
Social Science				
2007	Yes	McDougal Littell: California Middle School Social Studies	0%	7-8
2008	Yes	Great Source: ACCESS - American History	0%	7-8
2008	Yes	Great Source: ACCESS - World History	0%	7
2002	*	TCI - Teachers' Curriculum Institute; History Alive!	0%	9-12
2004	*	Prentice Hall: Economics - Principles in Action	0%	9-12
	*	TCI - Teachers' Curriculum Institute; Geography Alive!	0%	9-12
2003	*	Prentice Hall: Macgruder's American Government	0%	9-12
2000	*	McDougal Littell: Modern World History	0%	9-12

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

Admission Requirements for California State University: Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at www.calstate.edu/admission/.

Workforce Preparation

Students receive structured career planning guidance on post-secondary goals and career planning. Students are encouraged to concurrently enroll in West Hills College and the adult school for a more diverse selection of career-oriented electives and programs.

Professional Staff

Teacher Assignment

Reef Sunset Secondary 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.

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/.

Teacher Credentials and Assignments

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

NCLB Compliance Percentage of Classes in Core Academic Subjects:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2014-15	
SCDS	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

Reef Sunset Secondary 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 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 Secondary 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.

Counselors and Support Personnel (Nonteaching Professional Staff)

2014-15

	No. of Staff	FTE
	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.*

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 Secondary 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 Secondary 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/cs/>.

Current Expense of Education Per Pupil 2013-14					
Expenditures Per Pupil	Dollars Spent Per Student				
	SCDS	RSUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	23,387	N/A	N/A	N/A	N/A
Restricted (Supplemental)	0	N/A	N/A	N/A	N/A
Unrestricted (Basic)	23,387	75,779	30.9%	5,348	1417.0%
Average Teacher Salary	73,758	61,909	119.1%	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