



# SUNRISE CONTINUATION HIGH SCHOOL

Grades 9-12  
 Juan Ruiz, Principal  
 205 North Park Avenue  
 Avenal, CA 93204  
 (559) 386-4162

## School Accountability Report Card

A Report of 2014-15 Activity Published in January 2016

**Reef-Sunset Unified  
 School District**  
 205 North Park Avenue  
 Avenal, CA 93204  
 (559) 386-9083  
 www.rsusd.net

**Board of Trustees**  
 Ricardo Verdugo, President  
 Leticia Lopez, Clerk  
 Enrique Jimenez, Member  
 Claudia Casarez, Member  
 Christopher Collins, Member  
 Edwin Martinez, Student

**District  
 Administration**  
 Dr. David East  
 Superintendent

Michelle Cutillo  
 Chief Business Officer

Ken Horn  
 Director of Curriculum

Micky Yocum  
 Director of Student Services

*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 Sunrise Continuation High 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 tailor differentiated instruction. 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.

### Sunrise Continuation High School

Sunrise Continuation High School ("Sunrise") is adjacent to the district office building and currently serves students in grades 9-12. During the 2014-15 school year, a total of 28 students were enrolled, including 14.3% students with disabilities, 46.4% English learners, and 96.4% socioeconomically disadvantaged. Highly qualified teachers specialize in providing a structured, well-disciplined curriculum required in the continuation school environment.

**Percentage of Students by  
 Ethnicity/Grade Level  
 2014-15**

Ethnic Group	%	Grade Level	#
African American	0.0%	Grade 9	0
American Indian or Alaskan Native	0.0%	Grade 10	0
Asian	0.0%	Grade 11	13
Filipino	0.0%	Grade 12	15
Hawaiian or Pacific Islander	0.0%		
Hispanic or Latino	100.0%		
White (not Hispanic)	0.0%		
Two or More Races	0.0%		
Socioeconomically Disadvantaged	96.4%		
English Learners	46.4%		
Students with Disabilities	14.3%		
Migrant Education	0.0%	Total	
Foster Youth	0.0%	Enrollment	28

The instructional program at the high school is focused on student success, providing the necessary tools and opportunities for students to earn a high school diploma. Each teacher has an instructional aide for support. One teacher holds a Special Education teaching credential. School-to-career principles are embedded in all subject areas to prepare students for successful entry into the workforce.

### 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 chaperone field trips. The School Site Council, Back to School Night, English Learner Advisory Council, District English Learner Advisory Council, and Parent Leadership Team (PLT) offer opportunities for parents to get involved with the educational process and support their child's achievements. The principal welcomes parents to visit either school and sit in on classroom instruction to gain a better understanding of the schools' programs. Parents who want more information on school activities or committees may contact Juan Ruiz or the school secretary at (559) 386-4162.

All school-to-home communication is provided in English and Spanish. Letters are issued every quarter to keep parents up to date on school news, exam dates, and classroom activities. Flyers are generated as needed for important announcements and reminders. School staff contact parents directly to share positive accomplishments as well as serious concerns. Progress reports are distributed every six weeks; students meet with the principal once every three weeks to discuss progress in meeting academic goals and fulfilling graduation requirements. Parents may access the Parent Portal (Aeries), an Internet-based student information system, to securely obtain their student's grades, attendance record, academic progress, and teacher contact data; a link is available on the district's website home page at [www.rsusd.net](http://www.rsusd.net).

## Student Achievement

### District Benchmark Assessments

Reef-Sunset Unified School District administers the 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 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. Less than ten students at Sunrise were 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/](http://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.

California High School Exit Exam									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	SHS			RSUSD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English-Language Arts				29	32	27	56	57	56
Math				32	45	31	58	60	62

### 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, Sunrise High 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](http://www.cde.ca.gov/ta/tg/sr/cstsciref.asp).

California Standards Test (CST)									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	SHS			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, Sunrise High 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/](http://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			
	SHS	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.

**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 11							Grade 11						
All Students Tested	13	9	69.2%	*	*	*	*	13	8	61.5%	*	*	*	*
Male	13	6	46.2%	*	*	*	*	13	5	38.5%	*	*	*	*
Female	13	3	23.1%	*	*	*	*	13	3	23.1%	*	*	*	*
Hispanic or Latino	13	9	69.2%	*	*	*	*	13	8	61.5%	*	*	*	*
Socioeconomically Disadvantaged	13	8	61.5%	*	*	*	*	13	7	53.8%	*	*	*	*
English Learners	13	5	38.5%	*	*	*	*	13	4	30.8%	*	*	*	*
Students with Disabilities	13	0	0.0%	*	*	*	*	13	0	0.0%	*	*	*	*
Migrant Education	13	1	7.7%	*	*	*	*	13	1	7.7%	*	*	*	*

*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/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria.

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/](http://www.cde.ca.gov/ta/ac/ay/).

### Physical Fitness

In the spring of each year, high schools are required by the state to administer a physical fitness test to all students in ninth 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." Sunrise did not administer the fitness exam during 2014-15, therefore results are not available. District, county, and state results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

## School Facilities & Safety

### Supervision & Safety

Supervisory policies and practices are consistent at Sunrise. The campus is very small, enabling teachers and administrators to monitor student behavior easily in the classroom and common areas. During lunch, supervision is provided by the principal and classified staff. When students are dismissed at the end of the day, the principal and teachers ensure students leave campus 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, display their visitor's pass while on campus, and then return to the school office upon departure. Student visitors must have prior authorization from both their principal and the site principal before entering campus grounds.

### 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	SHS	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

	SHS	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.*

In 2014-15, Sunrise qualified for Schoolwide Title I funding and are 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



## Facilities Profile

Sunrise 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.

Campus Description	
Year Built	1989
Bldg. Square Footage	3312
	<b>Quantity</b>
# of Permanent Classrooms	2
# of Portable Classrooms	0
# of Restrooms (student use)	1 set
Teacher Work Room	1

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Sunrise 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 most current school safety plan for Sunrise 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.

## 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. The principal and teachers prepare and submit formal work orders directly 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 full-time evening custodians are shared by Adelante and Sunrise schools and the District Office. Custodians work closely with the site principals to manage routine maintenance, daily custodial duties, and special events. The principal and custodians communicate daily to discuss cleaning needs, campus maintenance concerns, and safety issues. Every morning before school begins, custodians

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

inspect each campus for safety hazards, graffiti, or other conditions that require removal prior to students arrival. Custodians are responsible for general cleaning of restrooms, classrooms, and office areas. The day custodians check restrooms 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.

## School Inspections

Sunrise works closely with M&O for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Sunrise High 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.

## Classroom Environment

### Dropouts & Graduation Rates

Sunrise's teachers and administrative staff practice early identification and intervention of students who exhibit warning signs and/or behavior traits that may lead to dropping out of school. Close monitoring of student credit completion helps 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, referral to alternative education programs or adult school, and concurrent enrollment in local colleges and universities. Understanding that the needs of each student are different, administrators and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the 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 Sunrise High is an ASAM school, individual rates are not calculated and are therefore receive 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)			
	SHS		
	11-12	12-13	13-14
Dropout Rate (%)	16.0	19.1	-
Graduation Rate (%)	0.0	77.1	-
	RSUSD		
Dropout Rate (%)	16	19.1	18.2
Graduation Rate (%)	74.7	77.1	79.7
	CA		
Dropout Rate (%)	13.1	11.4	11.5
Graduation Rate (%)	78.7	80.4	80.9

## Discipline & Climate for Learning

Sunrise follows board-approved policies governing schoolwide discipline procedures. Good discipline practices help provide the best learning situation. School rules and classroom management policies are based on a shared vision: (1) teachers have the right to set firm limits for all students and (2) these limits need to be taught. Positive motivation, praise, and parent phone calls are used to encourage students to make good choices.

Teachers take a proactive approach to minimizing classroom disruptions. Behavior expectations, school rules, and consequences for poor conduct are clearly explained when a student enrolls in the continuation high school program. At the beginning of the school year, each student receives a student/parent handbook which outlines school rules, the conduct code, behavior expectations, and safety procedures. Throughout the school year, students are reminded individually by the principal and teachers on an as-needed basis to conduct themselves in a safe and responsible manner.

Sunrise employs a four-step progressive discipline approach as part of the behavior improvement process. After two reminders, students are suspended; after two suspensions, students are expelled. Students having difficulty with their behavior are counseled by their teacher and principal who consider past behavior and severity of infraction prior to administering disciplinary action. Consequences are delivered in a fair, firm, and consistent manner.

Suspensions and Expulsions									
	SHS			RSUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	67	21	9	760	311	195	329,370	279,383	243,603
Expulsions (#)	4	1	1	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.*

## Graduation Requirements

Students 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 community day school and community college for those students who have been unsuccessful in the comprehensive high school environment or have exhausted their opportunities to remain at Sunrise. The following table illustrates the percentage of students who graduated having met the district graduation requirements.

## Curriculum & Instruction

### Staff Development

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

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

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

Completion of High School Graduation Requirements for the Graduation Class of: 2014			
	SHS	RSUSD	CA
All Students	25%	80%	-
African American	-	-	76%
American Indian or Alaskan Native	-	80%	78%
Asian	-	-	93%
Filipino	14%	77%	96%
Hispanic or Latino	40%	2%	81%
Islander	-	58%	84%
White (not Hispanic)	80%	85%	90%
Two or More Races	-	-	83%
Socioeconomically Disadvantaged	-	-	81%
English Learners	-	-	51%
Students with Disabilities	-	50%	61%
Migrant Education	-	-	0%
Foster Youth	-	-	0%

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

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

Sunrise High's teaching staff meet on an as-needed basis to discuss each student's progress and subsequent instructional needs based upon individual performance results. Teaching staff participate in district-level Professional Learning Community activities and third-party sponsored professional workshops to access current trends and strategies related to continuation high school curricula.

### 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 Sunrise High. 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 Sunrise High.

### 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 Sunrises' 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 <http://www.universityofcalifornia.edu/admissions/general.html>.

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 <http://www.calstate.edu/admission/>.

### Workforce Preparation

Students receive post-secondary and career planning literature from the district office and informal guidance from their teachers and school administration. Students are introduced to the district's regional occupational programs and

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				
2005	*	Holt: <i>Literature and Language Arts</i>	0%	9-12
	*	Hampton Brown/National Geographic: <i>EDGE</i>	0%	9-12
Math				
	*	Pearson Prentice Hall: <i>Algebra Readiness</i>	0%	9
2004	*	Pearson Prentice Hall: <i>Algebra I</i>	0%	9-12
2005	*	Pearson Prentice Hall: <i>Algebra II</i>	0%	9-12
2005	*	Prentice Hall: <i>Geometry</i>	0%	9-12
2005	*	Pearson Education: <i>Pre Calculus</i>	0%	9-12
	*	Carnegie Learning: <i>National Common Core Integrated Math 1-3</i>	0%	9-12
	*	Curriculum Press: <i>Calculus</i>	0%	9-12
Science				
2007	*	Holt, Rinehart and Winston: <i>Modern Biology</i>	0%	9-12
	*	AGS Publishing: <i>Biology Cycles of Life</i>	0%	9-12
2007	*	Holt, Rinehart and Winston: <i>Chemistry</i>	0%	9-12
2007	*	Pearson: <i>Physical Science - Concepts in Action</i>	0%	9-12
	*	Delmar: <i>Agriscience</i>	0%	9-12
	*	Prentice Hall: <i>Conceptual Physics</i>	0%	9-12
Social Science				
2002	*	TCI - Teachers' Curriculum Institute; <i>History Alive!</i>	0%	9-12
2004	*	Prentice Hall: <i>Economics - Principles in Action</i>	0%	9-12
	*	TCI - Teachers' Curriculum Institute; <i>Geography Alive!</i>	0%	9-12
2003	*	Prentice Hall: <i>Macgruder's American Government</i>	0%	9-12
2000	*	McDougal Littell: <i>Modern World History</i>	0%	9-12

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



workability programs. A career advisor from the Kings County Office of Education meets with students in the special education program to discuss academic and career goals and job seeking guidance. Students are encouraged to concurrently enroll in West Hills College for a more diverse selection of career-oriented electives and programs.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan. For more information, contact the principal.

Through the California Employment Development Department (EDD), students may qualify for job placement assistance through the WIA (Workforce Investment Act) program. Eligible youth must be 14 to 21 years of age, low income, and meet at least one of six specific barriers to employment. The program emphasizes attainment of basic skills competencies, enhances opportunities for academic and occupational training, and provides exposure to the job market and employment.

For more information on availability of vocational education programs, contact the principal. General information about career technical education can be found at [www.cde.ca.gov/ci/ct/](http://www.cde.ca.gov/ci/ct/).

## Professional Staff

### Support Services Staff

Counseling services are coordinated through the principal and district nurse. Through close collaboration with the principal and teaching staff, community professionals in the mental and physical health care services industries are recruited to help improve student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

The district's psychologist conducts 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 and coordinating supplementary mental and physical health care services.

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 Adelante and Sunrise schools 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 the 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](http://www.rsusd.net).

Counselors and Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE
Academic Counselor	1	1.0
Average Number of Students per Academic Counselor	28	

\*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.

### Teacher Assignment

Sunrise recruits and employs the most qualified credentialed teachers who have proven to be effective the continuation school classroom. For the 2014-15 school year, Sunrise employed two 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.

	SHS		
	13-14	14-15	15-16
Total Teachers	2	2	2
Teachers with Full Credential	2	2	2
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.

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

	NCLB Compliance Percentage of Classes in Core Academic Subjects:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2014-15	
SHS	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/> containing additional information about Sunrise and a comparison 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 Sunrise High School's SARC and access the Internet at any of the county's public libraries. The closest library to Sunrise is the Avenal Branch Library 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

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

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

## Current Expense of Education Per Pupil 2013-14

Expenditures Per Pupil	Dollars Spent Per Student				
	SHS	RSUSD	State Average for Districts of Same Size and Type		
			% Difference - School and District	% Difference - School and State	% Difference - School and State
Total Restricted and Unrestricted	11,849	N/A	N/A	N/A	N/A
Restricted (Supplemental)	59	N/A	N/A	N/A	N/A
Unrestricted (Basic)	11,790	75,779	15.6%	5,348	1417.0%
Average Teacher Salary	73,740	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