



# TAMARACK ELEMENTARY SCHOOL

Grades K-5  
 Judy Horn, Principal  
 1000 Union Avenue, Avenal, CA 93204  
 (559) 386-4051



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

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

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

Tamarack Elementary is located in the southeastern area of Avenal. During the 2014-15 school year, 503 students were enrolled, including 4.4% receiving special education services, 70.8% qualifying for English Learner support, and 90.5% enrolled in the free and reduce-price meal program.

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	0.2%	Kindergarten	89
American Indian or Alaskan Native	0.2%	Grade 1	99
Asian	1.6%	Grade 2	69
Filipino	0.0%	Grade 3	93
Hawaiian or Pacific Islander	0.0%	Grade 4	80
Hispanic or Latino	96.8%	Grade 5	73
White (not Hispanic)	1.2%	Grade 6	0
Two or More Races	0.0%	Grade 7	0
Socioeconomically Disadvantaged	90.5%	Grade 8	0
English Learners	70.8%		
Students with Disabilities	4.4%		
Migrant Education	0.0%	Total	
Foster Youth	0.8%	Enrollment	503

### District Mission

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

### District & School Profile

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

### 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 always welcome to help out in the classroom, read stories to students in the library, and attend Parent Club, Parent Literacy or regular fundraising project meetings.

Leadership Opportunities:

- School Site Council
- English Learner Advisory Council

School Activities:

- After School Tutoring
- ASB-sponsored Activities
- Back to School Night
- Book Fair
- Boy Scouts
- Club Read
- Open House
- Parent Conferences
- Red Ribbon Week
- Student Recognition Activities

Parents who want more information on school activities or committees may contact the school secretary at (559) 386-4051.

All school-to-home communication is provided in English and Spanish. Monthly newsletters are mailed to students' homes. Class newsletters and flyers are used to keep parents up to date on school news and classroom activities. Important outgoing messages and announcements are expedited through School Messenger (an automated telephone system). The school marquee and school website display important announcements, dates, and reminders. Parents may access the Parent

Portal (Aeries), an Internet-based student information system, to securely obtain their student's grades, attendance record, academic progress, and teacher contact data; a link is available on the district's website home page at [www.rsusd.net](http://www.rsusd.net).

## Student Achievement

### District Benchmark Assessments

Reef-Sunset Unified School District administers 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 Standards Tests (CST)

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

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

California Standards Test (CST)									
All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Tamarack			RSUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	13	9	9	18	21	17	59	60	56

California Standards Test (CST) Results by Student Subgroup	
2014-15	
	Percentage of Students Scoring at Proficient and Advanced Levels
RSUSD	17
Tamarack	9
Male	7
Female	11
Hispanic or Latino	9
English Learners	2
Students with Disabilities	10

*Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

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

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

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

	English Language Arts/Literacy							Mathematics						
				Achievement Level							Achievement Level			
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
	<b>Grade 3</b>							<b>Grade 3</b>						
All Students Tested	96	95	99.0%	69.0%	22.0%	7.0%	1.0%	96	95	99.0%	65.0%	22.0%	11.0%	2.0%
Male	96	48	50.0%	77.0%	15.0%	8.0%	0.0%	96	48	50.0%	60.0%	27.0%	10.0%	2.0%
Female	96	47	49.0%	62.0%	30.0%	6.0%	2.0%	96	47	49.0%	70.0%	17.0%	11.0%	2.0%
Asian	96	2	2.1%	*	*	*	*	96	2	2.1%	*	*	*	*
Hispanic or Latino	96	90	93.8%	71.0%	21.0%	7.0%	1.0%	96	90	93.8%	66.0%	22.0%	10.0%	2.0%
White (not Hispanic)	96	3	3.1%	*	*	*	*	96	3	3.1%	*	*	*	*
Socioeconomically Disadvantaged	96	85	88.5%	9.0%	24.0%	7.0%	0.0%	96	85	88.5%	66.0%	22.0%	11.0%	1.0%
English Learners	96	68	70.8%	76.0%	21.0%	3.0%	0.0%	96	68	70.8%	72.0%	19.0%	9.0%	0.0%
Students with Disabilities	96	6	6.3%	*	*	*	*	96	6	6.3%	*	*	*	*
Migrant Education	96	4	4.2%	*	*	*	*	96	4	4.2%	*	*	*	*
	<b>Grade 4</b>							<b>Grade 4</b>						
All Students Tested	81	80	98.8%	65.0%	16.0%	16.0%	3.0%	81	80	98.8%	58.0%	29.0%	13.0%	1.0%
Male	81	37	45.7%	73.0%	14.0%	11.0%	3.0%	81	37	45.7%	57.0%	35.0%	8.0%	0.0%
Female	81	43	53.1%	58.0%	19.0%	21.0%	2.0%	81	43	53.1%	58.0%	23.0%	16.0%	2.0%
Asian	81	1	1.2%	*	*	*	*	81	1	1.2%	*	*	*	*
Hispanic or Latino	81	79	97.5%	65.0%	16.0%	16.0%	3.0%	81	79	97.5%	58.0%	28.0%	13.0%	1.0%
Socioeconomically Disadvantaged	81	76	93.8%	64.0%	16.0%	17.0%	3.0%	81	76	93.8%	57.0%	30.0%	12.0%	1.0%
English Learners	81	56	69.1%	82.0%	13.0%	5.0%	0.0%	81	56	69.1%	71.0%	21.0%	7.0%	0.0%
Students with Disabilities	81	8	9.9%	*	*	*	*	81	8	9.9%	*	*	*	*
Migrant Education	81	5	6.2%	*	*	*	*	81	5	6.2%	*	*	*	*
	<b>Grade 5</b>							<b>Grade 5</b>						
All Students Tested	73	72	98.6%	60.0%	22.0%	13.0%	6.0%	73	72	98.6%	71.0%	19.0%	7.0%	3.0%
Male	73	44	60.3%	64.0%	23.0%	11.0%	2.0%	73	44	60.3%	75.0%	20.0%	2.0%	2.0%
Female	73	28	38.4%	54.0%	21.0%	14.0%	11.0%	73	28	38.4%	64.0%	18.0%	14.0%	4.0%
Asian	73	1	1.4%	*	*	*	*	73	1	1.4%	*	*	*	*
Hispanic or Latino	73	70	95.9%	60.0%	21.0%	13.0%	6.0%	73	70	95.9%	70.0%	20.0%	7.0%	3.0%
White (not Hispanic)	73	1	1.4%	*	*	*	*	73	1	1.4%	*	*	*	*
Socioeconomically Disadvantaged	73	65	89.0%	60.0%	23.0%	11.0%	6.0%	73	65	89.0%	71.0%	18.0%	8.0%	3.0%
English Learners	73	41	56.2%	66.0%	27.0%	7.0%	0.0%	73	41	56.2%	85.0%	15.0%	0.0%	0.0%
Students with Disabilities	73	8	11.0%	*	*	*	*	73	8	11.0%	*	*	*	*
Migrant Education	73	3	4.1%	*	*	*	*	73	3	4.1%	*	*	*	*

*Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded*

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

	Tamarack	RSUSD	CA
English-Language Arts/Literacy	15	18	44
Mathematics	12	15	33

*Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

**Physical Fitness**

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	22.3%	16.7%	2.8%

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

**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/).

**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	Tamarack	RSUSD
Overall Performance	Yes	Yes
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	Yes
Attendance Rates	Yes	Yes

**AYP Performance Level**

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

**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, Tamarack Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

**Title I PI Status**

**2015-16**

	Tamarack	RSUSD
PI Status	In PI	In PI
First Year of PI Implementation	2004-05	2004-05
Year in PI	Year 5	Year 3
# Schools Currently In PI		5
% Schools Currently In PI		55.6%

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

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency

levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

**School Facilities & Safety**

**Supervision & Safety**

Each morning as students arrive on campus, they are required to assemble around the flag pole with other students in their grade level; supervision is provided by instructional aides and teachers. During recesses, instructional aides and paraprofessionals monitor student behavior on the playground. During lunch, instructional aides share supervision of students in the cafeteria and on the playground. When students are dismissed at the end of the day, teachers escort students to the campus exit areas to ensure students leave in a safe and orderly manner. The principal, secretary, and the custodian carry hand held radios at all times. Paraeducators carry hand-held radios only when supervising students during recesses. Grade level coordinators are assigned hand held radios when conducting physical education.

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

**School Inspections**

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

school year, 100% of student restrooms were fully operational and available for student use at all times.

**Facilities Profile**

Tamarack Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2002; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

**2014-15 Campus Improvements**

- Addition of a new drop off/pick up zone
- Replacement of pump and repairs to well
- Installation of new lights in parking lot
- Painting of the exterior of campus
- Installation of additional solar screens
- Addition of laptops to have a 1:2 laptop to student ratio
- Painting of the playground and parking lot
- Star of phase II of solar screens

**Campus Description**

	Quantity
Year Built	2002
Bldg. Square Footage	34080
# of Permanent Classrooms	21
# of Portable Classrooms	0
# of Restrooms (student use)	unisex for Kinder.
Art/Music Room	1
Cafeteria	1
Computer Lab	2
Library	1
Staff Lounge	1

**School Site Safety Plan**

The Comprehensive School Site Safety Plan was developed for Tamarack Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures,

**School Facility Good Repair Status**

Item Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: August 14, 2015				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			Boys Restroom - Broken seat on one toilet
Safety	✓			
Structural	✓			
External	✓			

**Overall Summary of School Facility Good Repair Status**

Overall Summary	Exemplary	Good	Fair	Poor
	✓			

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.

teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most current safety plan was reviewed, updated, and shared with school staff in January 2016.

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

### Facilities Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs a work order process enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers and school staff forward requests for unscheduled projects to the principal, school secretary, or custodian who prepares and submits a formal work order to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

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

## Classroom Environment

### Discipline & Climate for Learning

Tamarack Elementary teachers take a proactive approach to minimizing classroom disruptions based on its schoolwide discipline model and PBIS (Positive Behavior Intervention and Support). Teachers use Assertive Discipline and strive to prevent inappropriate behaviors. Tamarack Elementary School is working with the Fresno County Office of Education to implement PBIS; program implementation takes place over a three-year period and includes scripted lessons for the students and professional training for teachers and school staff.

Behavior expectations, school rules, and consequences for poor conduct are clearly explained to all students. At the beginning of the school year, each student receives a student/parent handbook which outlines school rules, behavior expectations, and safety procedures. Teachers and instructional aides reinforce behavioral responsibilities and review school rules in classroom orientations held during the first few days of the school term.

Suspensions and Expulsions									
	Tamarack			RSUSD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	38	37	16	760	311	195	329,370	279,383	243,603
Expulsions (#)	0	0	0	29	17	10	8,266	6,611	5,692

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

Tamarack Elementary teachers employ a step-by-step approach. Minor offenses are identified by staff and are dealt with in the classroom. Major offenses (ie. physical injury, vandalism, harrassment) are dealt with by administration. 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.

Tamarack Elementary's staff look for opportunities to recognize and reinforce positive behavior. Once a month, teachers select one student from their class who has experienced a unique accomplishment; selected students receive the Student of the Month award. Students who have demonstrated improvement in either behavior or academics are recognized with the Most Improved award.

All students who have maintained a perfect attendance record for the month qualify for the Perfect Attendance Award and enter a drawing to win a stuffed tiger. All awards are presented at Tiger Day assemblies held at the end of each month.

Students maintaining perfect attendance for the entire school year are invited to participate in a special celebration. Students work as a team to improve attendance; on a monthly basis, the classroom with the highest attendance for the month (one per grade span, K-2 & 3-5) qualifies for a drawing at the end of the month for a pizza party.

To reinforce the importance of reading, students are encouraged to participate in Spelling Bee, Accelerated Reader, Read Across America, and Rocket Math. At the monthly assembly, the classroom with the most spirit earns the Spirit Award.

Club Read: Accelerated Reader program with adult support offering prizes for motivation such as books, Kindles, and gift cards. Program offered to fourth and fifth graders after school two days per week.

ASES (Life Program operated by West Hills College): This program offers homework help, physical education activities, arts and crafts, and healthy snacks Monday-Friday until 6:00 p.m.

SES Tutoring (ATS and Club Z): After school tutoring and homework help program offered to those students who need extra help in English Language Arts and math.

Students may be referred to the after-school reading, language arts, and math intervention program. Certificated staff provide 60 minutes of targeted instructional support based upon participating students' individual academic needs.

## Class Size

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

Class Size Distribution Self-Contained Classrooms				
2012-13				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	24.0	1	3	
1	26.0	1	3	
2	29.0		3	
3	27.0		3	
4	29.0		3	
5	32.0		1	1
2013-14				
K	27.0		5	
1	23.0		3	
2	24.0		4	
3	29.0		3	
4	27.0		3	
5	28.0		3	
2014-15				
K	30.0		3	
1	20.0	3	2	
2	23.0		3	
3	23.0	1	3	
4	27.0		3	
5	24.0		3	

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

## Curriculum & Instruction

### Staff Development

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

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

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

- Central Valley Educational Leadership Institute
- SPSA Training
- PBIS/Resilience Training
- National Compadres Network
- Efficacy Institute Training
- Collaborative Learning for Educational Achievement
- Embracing Diverse Schools
- Legal Workshop

- CASCWA Conference on Attendance and Truancy
- Transformative Justice Training
- Restorative Justice Training

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

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

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

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

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

### Site-based Staff Development

Extra time provided on Wednesdays (early release days) during the 2014-15 school year allowed the teaching staff at Tamarack Elementary to participate in additional site-based professional development to serve the individual needs of its teachers and students. Based on teacher surveys, student assessment data results, and input from WestEd, the school leadership team selected appropriate teacher training programs. During the 2014-15 school year, professional development activities focused on:

- Common Core Standards
- Data Analysis - How to Improve Instruction
- Common Formative Assessments
- Board Math

- New Math Texts Training
- Positive Behavior Support and Intervention
- Professional Learning Communities
- School Plan Preparation Training
- Total Education System Support (TESS) - Explicit Direct Instruction

Throughout the year, teaching staff, based upon their areas of expertise, participate in professional workshops and training sessions offered by the county office of education, trade organizations, and program specialists. During the 2014-15 school year, staff attended the following workshops:

- Accelerated Reader
- Common Core State Standards
- Math and Science Project (Kings County)
- Technology (Google Classroom)

### 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. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption.

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

In addition to the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2014-15 school year, Reef-Sunset Unified School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the Common Core State Standards.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2003	Yes	Houghton Mifflin: <i>A Legacy of Literacy/Medallions (English and Spanish gr. K-2)</i>	0%	1-4
2008	Yes	Rowland; <i>Happily Everafter/Superkids</i>	0%	TK-K
	Yes	Houghton Mifflin: <i>ELD (ELL)</i>	0%	K-5
Math				
2008	Yes	MacMillan, McGraw-Hill; <i>My Math</i>	0%	K-5
Science				
2007	Yes	Houghton Mifflin: <i>Houghton Mifflin California Science</i>	0%	K-4
Social Science				
2007	Yes	Houghton Mifflin: <i>Houghton Mifflin History-Social Science</i>	0%	K-4

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

## Professional Staff

### Teacher Assignment

Tamarack Elementary recruits and employs the most qualified credentialed teachers. For the 2014-15 school year, the school employed 22 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.

	Tamarack			RSUSD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	22	23	23	125	130	126
Teachers with Full Credential	22	22	23	120	122	118
Teachers without Full Credential	0	1	0	5	8	8
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	1
Total Teacher Misassignments*	0	0	0	0	0	1
Teacher Vacancies	0	0	0	0	0	0

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

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

	NCLB Compliance Percentage of Classes in Core Academic Subjects:	
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2014-15		
Tamarack	100.0%	0.0%
District Totals		
All Schools	94.0%	6.0%
High-Poverty Schools	94.0%	6.0%
Low-Poverty Schools	-	-

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

### Support Services Staff

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

A district psychologist is available as needed to provide assessments to determine eligibility for Special Education services and facilitates coordination of Individual Education Plans (IEP). The district nurse is responsible for mandatory health screenings. When necessary the district will provide a counselor to provide academic guidance, behavioral counseling, and emotional support. The instructional strategies coach provides staff development training aimed at improving teacher effectiveness and student proficiency levels.

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.

A representative from Kings County Behavioral Health visits the campus once a week over a nine-week period to meet with a small group of fifth grade students. The weekly sessions address a variety of behaviors such as social interaction, decision-making, and bully prevention. When necessary, referrals to other agencies may be provided for more specialized services and support. The Kings County Behavioral Health representative supports parent education and leads a bully prevention presentation at one of the PTO meetings.

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

**Counselors and Support Personnel  
(Nonteaching Professional Staff)  
2014-15**

	No. of Staff	FTE
Academic Counselor	0	0.0
District Nurse	As needed	
Physical Therapist	1	0.1
Speech & Language Specialist	1	0.4
Psychologist	1	0.2
Library Technician	1	0.75
Instructional Aides	5	5.0
Resource Specialist Personnel	1	1.0

\*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 contains additional information about Tamarack Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to AYP, CST, CAASPP, enrollment, and staffing.

### Public Internet Access Location

Parents may access Tamarack Elementary School's SARC and access the internet in the school's computer lab or at any of the county's public libraries. The closest library to Tamarack Elementary School is the Avenal Branch Library located at 501 East Kings Street, Avenal.

Avenal Branch Library (559) 386-5741  
Hours: Mon. - Wed. 11-7  
Thurs. & Fri. 12-5

Number of Computers Available: 9  
Printers Available: Yes

Tamarack Elementary School  
Computer Lab  
Hours: call to schedule an appointment  
Number of Computers Available: 32  
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				
	Tamarack	RSUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	3,465	N/A	N/A	N/A	N/A
Restricted (Supplemental)	398	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,067	75,779	4.0%	5,348	1417.0%
Average Teacher Salary	62,924	61,909	101.6%	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