



AVENAL HIGH SCHOOL

Grades 9-12
 Juan Ruiz, Principal
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School Accountability Report Card

A Report of 2017-18 Activity Published in February 2019

Reef-Sunset Unified School District
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The statistical information disclosed in this report is obtained from the California Department of Education and the Reef-Sunset Unified School District. At the time of publication, this report met all SARC-related state and federal requirements using the most current data available. Information for the instructional materials section was obtained in December 2018 and information for the school facilities section was obtained in November 2017.

Principal's Message

Dear Parents and Students,

Welcome to the 2018-2019 school year. It is an honor and a privilege to be the Principal of Avenal High School. My commitment at Avenal High School is to continue to provide a safe and intellectually challenging environment for all students. Welcome to another exciting school year at AHS.

We are excited about the 2018-2019 school year, as we will start this school year with our new CNA program (Certified Nursing Assistant). We will also be offering West Hills College classes for our students to enroll and take during the school day as part of their daily schedule. Technology will continue to play a big role in the education of AHS students. We continue to upgrade and purchase new technology that teachers and students will use in the classroom to enhance learning. We will continue to stress the essence of instructional quality and reinvigorate the academics. This cannot be done without the help of the parents, students, staff and the community.

I will do my very best to ensure that students continue to be challenged. That we continue to build their knowledge, enrich and strengthen the self-esteem of students to the highest expectations to carry them into the environment of their own unique place of their calling into society.

Thank you for giving us the opportunity to be a part of your child's life and entrusting their care to Avenal High School. I look forward to meeting each and every one of you as the school year progresses.

Let's have an AMAZING year!! GO BUCS!!!

Sincerely,

Juan Ruiz, Principal

District Mission

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

School Description

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.

Student Enrollment by Student Group and Grade Level 2017-18			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.0%	Grade 9	185
American Indian or Alaskan Native	0.2%	Grade 10	131
Asian	0.0%	Grade 11	157
Filipino	0.0%	Grade 12	155
Hawaiian or Pacific Islander	0.0%		
Hispanic or Latino	97.3%		
White	2.5%		
Two or More Races	0.0%		
Socioeconomically Disadvantaged	92.5%		
English Learners	35.5%		
Students with Disabilities	7.8%		
Foster Youth	0.3%		
		Total Enrollment	628

Avenal High School is located in the northeast area of Avenal and serves students in grades 9-12. At the beginning of the 2017-18 school year, 628 students were enrolled, including 7.8% receiving special education services, 35.5% qualifying for English Learner support, and 92.5% enrolled in the free and reduced-price meal program.

Avenal High School's program is designed to prepare students for their post-secondary journey. To graduate, students must have 240 credits of core and elective coursework, and complete 50 hours of community service. School-to-career elements are embedded into each curricular area for all students, including English learners and students with special needs.

School Mission

Our mission is to provide a comprehensive education in a safe environment in order to prepare all students to be lifelong learners, capable of functioning as conscientious, responsible citizens ready to succeed in future educational and career opportunities.

School ESLR's

- Be accountable and responsible
- Use effective communication
- Collaborate effectively
- Succeed in all endeavors

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart;

and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.

Parent Involvement

Parents are encouraged to chaperone field trips and dances, support fundraisers, and assist with athletic activities. The School Site Council, English Learner Advisory Council, the District English Language Advisory Council, and Strategic Planning Committee are examples of the many opportunities available to parents who want to get involved with the decision-making process and support their child's educational experience. PIQE (Parent Institute for Quality Education) offers assistance, support, and strategies for parents who want to support their child's academic efforts and personal growth. Parents are encouraged to attend school activities and events to support for their child and the school:

- Athletic events
- Student Performances
- Parent Conference (one per semester)
- PIQE
- Quarterly Grade Level Meetings
- Scholarship Recognition Event
- Scholarship Recognition Assembly
- Student Recognition Letters Sent Out Once a Month (held once per month in the classrooms)
- Back to School Night
- Open House

Parents who want more information on school activities or committees may contact the school office at (559) 386-5253.

All school-to-home communication is provided in English and Spanish. Monthly calendars are available on the school website to keep parents up to date on school news, exam dates, athletic events, and school activities. Important announcements and news are promptly forwarded to students' homes through the automated School Messenger telephone system. The school marquee displays important announcements and reminders. School staff contact parents directly to share positive accomplishments as well as serious concerns. Students publish a weekly YouTube video news feed as part of a media communication class. Students and parents may also utilize the school's Facebook page to stay current on upcoming events and activities. Parents may access the Parent Portal (Aeries), an Internet-based student information system, to securely obtain their student's grades, attendance record, academic progress, and teacher contact data; a link is available on the district's website home page at www.rsusd.net.

Student Achievement

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and

are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Physical Fitness

In the spring of each year, Avenal High School is 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." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Avenal High		RSUSD		CA	
	16-17	17-18	16-17	17-18	16-17	17-18
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

The 2016-17 data is not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grade Eleven						
Percentage of Students Meeting or Exceeding the State Standards						
	Avenal High		RSUSD		CA	
	16-17	17-18	16-17	17-18	16-17	17-18
English-Language Arts/Literacy	29	33	21	24	48	50
Mathematics	6	6	14	15	37	38

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grade 11)								
2017-18								
	English Language Arts/Literacy				Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students Tested	142	140	98.59%	32.86%	143	140	97.90%	5.71%
Male	58	58	100.00%	31.03%	59	58	98.31%	6.90%
Female	84	82	97.62%	34.15%	84	82	97.62%	4.88%
Hispanic or Latino	140	138	98.57%	31.88%	141	138	97.87%	5.80%
White	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	127	126	99.21%	34.13%	128	126	98.44%	5.56%
English Learners	61	61	100.00%	13.11%	61	61	100.00%	0.00%
Students with Disabilities	--	--	--	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

California Physical Fitness Test Results 2017-18

Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	28.5%	10.5%	2.3%

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.

District Benchmark Assessments

Reef-Sunset Unified School District administers English Language Arts and Mathematics benchmarks to evaluate instructional programs and measure student proficiency. During the 2017-18 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.

School Facilities & Safety

Facilities Profile

Avenal High School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1938; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. Since its original construction, additional buildings and classrooms have been added to support expanding curriculum and increase in enrollment.

2017-18 Campus Improvements:

- Replacement of carpet in some classrooms
- Replacement of wood in stadium seating
- Installation of a new heating system in auditorium
- Landscaping projects
- Replacement of flooring in the main hall

Campus Description

Year Built	1938
Bldg. Square Footage	114651
	Quantity
# of Permanent Classrooms	33
# of Portable Classrooms	4
# of Restrooms (student use)	5 sets
Auditorium	2
Conference Room	1
Gym	2
Infant Center	1
Library	1
Preschool	1
Sports Stadium	1
Staff Lounge/Teacher Work Room	2
Swimming Pool	1
Weight Room	1
Music Room	1
Science Labs	2

School Inspections

Avenal High School works closely with M&O for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Avenal High School took place on August 27, 2018. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2017-18 school year, 100% of restrooms were fully operational and available for student use at all times.

Supervision & Safety

Each morning before classes begin, school administrators and a hall monitor greet and supervise students as they arrive on campus in the front of the school. During lunch, supervision is provided by one noon duty aide stationed in the cafeteria, and the custodian and three instructional aides located at the southeast area of the campus. One instructional aide and the principal monitor the northwest area of the campus and gym area. All administrators circulate among the students on the patio areas; on occasion, counselors, the head custodian and teachers will help with lunch period supervision. When students are dismissed at the end of the day, school administrators circulate throughout the campus and supervise the bus area to ensure students travel to after school activities or leave campus in a safe and orderly manner. Hand-held radios enhance routine and emergency communication efforts concerning students, staff, and campus facilities. Instructional aides providing supervision, the district nurse, custodian and all administrators carry hand-held radios to facilitate routine and urgent communications. There are campus security cameras throughout the campus monitoring student activity.

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.

Item Inspected	School Facility Good Repair Status			
	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: August 27, 2018	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

School Site Safety Plan

Avenal High School incorporates safety procedures, disaster preparedness, and emergency response procedures into its staff handbook. On an annual basis, school administrators review safety procedures and update pertinent information as needed. Fire, disaster, earthquake, and lockdown drills are held on a regular basis throughout the school year. As part of the Back-to-School process, administrators revisit safety components of and recent updates to the handbook as well as address individual roles and responsibilities of staff during drills and emergency situations.

The Comprehensive School Site Safety Plan was developed for Avenal High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The most current school site safety plan was reviewed, updated, and shared with school staff in January 2019.

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

Facilities Maintenance

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs a work order process enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers and school staff forward requests to the principal for review and approval. The principal forwards approved requests to the

custodian who prepares and submits a formal work order to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

Two full-time day custodians, one part-time day custodian, and two full-time evening custodians are assigned to Avenal High School and work closely with the principal to manage routine maintenance, daily custodial duties, and special events. The assistant principal and lead custodian communicate daily regarding cleaning needs, campus maintenance concerns, and safety issues. On Mondays, the Principal's Administration Team and custodians meet formally to review the weeks' schedule of events, maintenance projects, and housekeeping practices. Every morning before students arrive on campus, both custodians monitor facilities for safety hazards, graffiti, or unsafe conditions as part of their daily routines; unacceptable and unsafe conditions are corrected immediately. Custodians are responsible for general cleaning of restrooms, classrooms, hallways, office areas, and cafeteria. The day custodians check restrooms frequently throughout the school day as a proactive measure in keeping restrooms adequately stocked and sanitary. Groundskeepers are dispatched by the district office as needed to perform general gardening and maintenance work.

Classroom Environment

Discipline & Climate for Learning

Avenal High School follows district policies governing schoolwide discipline procedures. The Time to Teach classroom management strategies establish an operational, decision-making framework that guides selection, integration, and implementation of best academic and behavioral practices academics and behavior. Good discipline procedures 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.

Behavior expectations, school rules, and consequences for poor conduct are clearly explained. 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. During the first day of school, at the back to school assembly, the assistant principal meets with newly enrolled students as a group to discuss school rules, safety procedures, and behavior expectations. Throughout the school year at assemblies and at student grade level meetings, students are reminded to conduct themselves in a safe and responsible manner.

Avenal High School follows the Positive Behavior Intervention & Support (PBIS) program and employs a progressive discipline approach which involves the student, parent, and administrator in the behavior improvement process. Students who continue to have difficulty with their behavior are referred to the assistant principal who considers past behavior and severity of infraction when considering consequences. Disciplinary action is administered in a fair, firm, and consistent manner.

Suspensions and Expulsions									
	Avenal High			RSUSD			CA		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Suspensions (%)	7.20%	8.70%	9.30%	6.90%	7.00%	7.00%	3.70%	3.60%	3.50%
Expulsions (%)	1.29%	0.30%	0.00%	0.46%	0.18%	0.00%	0.09%	0.09%	0.08%

Class Size

The Average Class Size & Class Size Distribution table in this report illustrates the distribution of class sizes in core subject areas, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
Subject	2015-16			
	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	24	7	19	3
Math	28	8	18	1
Science	28	2	11	4
Social Science	24	6	14	3
2016-17				
English	23	11	15	3
Math	27	4	14	3
Science	25	5	10	1
Social Science	22	9	10	1
2017-18				
English	22	13	20	
Math	23	5	18	
Science	25	6	11	1
Social Science	22	13	13	

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

Dropouts & Graduation Rates

Avenal High School's teachers and administrative staff practice early identification and intervention of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Avenal High School recorded 7 dropouts for the 2016-17 school year. Administrators, teachers, and counselors monitor student-by-student behavior records, credit completion efforts, and attendance trends to identify those students most at risk of not earning their high school diploma. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, Edgenuity online, targeted math intervention classes, community service hours, small group discussion/self-discovery counseling, and referral to alternative education programs. Intervention is provided by the counselors during the day for at risk students each grading period and each department comes up with a plan. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2015-16 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. 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)			
	Avenal High		
	14-15	15-16	16-17
Dropout Rate (%)	8	9.1	3.0
Graduation Rate (%)	90.4	89.4	96.3
RSUSD			
Dropout Rate (%)	10.5	11.0	5.3
Graduation Rate (%)	88.1	86.3	94.0
CA			
Dropout Rate (%)	10.7	9.7	9.1
Graduation Rate (%)	82.3	83.80	82.70

Note: For the formula to calculate the 2016-17 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Graduation Requirements

Students must accumulate 220 course credits and complete 50 hours of community service to receive a high school diploma from Avenal High School. Alternative methods of acquiring a diploma are available through the continuation schools, California High School Proficiency Exam (CHSPE), and community college for those students who have been unsuccessful in the comprehensive high school environment or have exhausted their opportunities to remain at Avenal High School. The following table illustrates the percentage of students who graduated from Avenal High School having met the district graduation requirements.

Completion of High School Graduation Requirements (One-Year Rate)			
	Graduating Class of:		
	2017		
	Avenal High	RSUSD	CA
All Students	99%	96%	89%
Black or African American	79%	0%	82%
American Indian or Alaskan Native	100%	0%	83%
Asian	0%	0%	95%
Filipino	0%	0%	94%
Hispanic or Latino	98%	97%	87%
Hawaiian or Pacific Islander	0%	0%	89%
White	100%	100%	92%
Two or More Races	0%	0%	91%
Socioeconomically Disadvantaged	99%	97%	89%
English Learners	79%	76%	57%
Students with Disabilities	100%	86%	67%
Foster Youth	0%	0%	74%

Curriculum & Instruction

Staff Development

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

During the 2016-17, 2017-18, and 2018-19 school years, Reef Sunset Unified School District held district-sponsored staff development days that focused on the following topics:

Professional Development Days & Topics Three-Year Trend	
2016-17	3 days
<ul style="list-style-type: none"> Brain Based Research Training Rise to Rigor Depth of Knowledge Training StudySync Pilot Training Collections Pilot Training Positive Prevention Health Training Professional Learning Communities (PLC's) KAGAN Training KCOE Next Generation Science Standards (NGSS) Training Get Focused, Stay Focused Training 	
2017-18	3 days
<ul style="list-style-type: none"> Google Docs Reaching Higher DOK Levels in Math Kagan Structures - Beyond Think, Pair, Share AVID Strategies i-Ready Mindfulness Google Main & Google Classroom IO Assessment Differentiated Instruction for Those with Special Needs within the General Education Visula Thinking Strategies Across the Curriculum Mathematical Modeling Positive Discipline - Understanding Misbehaviors and Building Relationships 5E Lesson Planning - An Inquiry Approach to Science ELPAC Suicide Prevention and Awareness Discovery Education Freckle Read Write for Google Small Group Instruction and RtI in the High School Math Class Study Sync 	
2018-19	3 days
<ul style="list-style-type: none"> Structured Note Taking Differentiated Instruction for Those with Special Needs within the General Education Classroom Language & Content Objectives (L.O.C.O.'s) Positive Intervention & Support Systems (PBIS) Collaborative Structures and Engagement in P.E. How to Use Annotation During Close Reading Pacing Guides for Study Sync 	

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

The district supports ongoing staff training for new teachers and teachers new to the district. At the beginning of each school year, the district conducts a training session covering the math and language arts curricula. During the school

year, teachers receive follow-up training at the county office location in Kings County and other neighboring districts and county agencies.

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

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

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

Site-Based Staff Development

Extra time provided on "early out" days during the school year allows teaching staff at Avenal High to participate in additional professional development and to hold staff meetings. Based on teacher feedback and student assessment data results, training activities held on early out days focused on KAGAN Strategies, Meeting the Needs of All Students, Instructional Strategies, Google Docs, Google Classroom, and Gradebook Training.

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.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
	*	McGraw-Hill: <i>StudySync</i>	0%
	*	Pearson: <i>iLit ELL</i>	0%
Math			
	*	McGraw-Hill: <i>Integrated Math I, II, III, IV</i>	0%
	*	Curriculum Press: <i>Calculus</i>	0%
Science			
2007	*	Holt, Rinehart and Winston: <i>Modern Biology</i>	0%
	*	AGS Publishing: <i>Biology Cycles of Life</i>	0%
2007	*	Holt, Rinehart and Winston: <i>Chemistry</i>	0%
2007	*	Pearson: <i>Physical Science - Concepts in Action</i>	0%
	*	Delmar: <i>Agriscience</i>	0%
	*	Prentice Hall: <i>Conceptual Physics</i>	0%
	*	Glencoe/McGraw-Hill: <i>AP Biology</i>	0%
	*	Pearson: <i>Fundamentals of Anatomy & Physiology, 11th Edition</i>	0%
Social Science			
	*	McGraw-Hill: <i>Networks Geography - Human and Physical World</i>	0%
	*	<i>Modern World</i>	0%
	*	McGraw-Hill: <i>U.S. History and Geography - Continuity & Change</i>	0%
	*	<i>Democracy</i>	0%

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 September 20, 2018, 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 #2018:12 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 2018-19 school year, Reef-Sunset Unified School District provided all students enrolled in a visual/performing arts class with their own textbook or supplemental materials to use in class and to take home. These materials comply with the Common Core State Standards.

Professional Staff

Teacher Assignment

During the 2017-18 school year, Avenal High School had 24 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments"

refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials and Assignments			
	Avenal High		
	16-17	17-18	18-19
Total Teachers	30	27	27
Teachers with Full Credential	27	24	24
Teachers without Full Credential	3	3	3
Teaching Outside Subject Area (with full credential)	0	0	0
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	0
	RSUSD		
	16-17	17-18	18-19
Total Teachers	125	121	121
Teachers with Full Credential	106	99	99
Teachers without Full Credential	19	22	22
Teaching Outside Subject Area (with full credential)	0	0	0
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
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.

Support Services Staff

Through close collaboration, an expert team of support services staff is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns. Counselors are responsible for academic guidance, the master class schedule, and behavioral/academic intervention.

The psychologist provides assessments to determine eligibility for Special Education services and facilitates coordination of Individual Education Plans (IEP). The district nurse is responsible for mandatory health screenings. The prevention coordinator visits the campus one day a week over 12-week periods to lead small group counseling sessions; discussions address substance abuse, abstinence, anger management, and alcoholism.

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 Avenal High School to help students and their families. Community services offer tutorial assistance, clothing, food, utility assistance with PG&E bills, and referrals to housing and medical services through the Healthy Start Services Program administered through Business Services at the District Office. For more information on this program, contact Leticia at (559) 386-4230 or visit the district's website at www.rsusd.net.

Academic Counselors and Other Support Staff		
2017-18		
	No. of Staff	FTE*
Academic Counselor	2	2.0
District Nurse	As needed	
Juvenile Services Officer	1	1.0
Psychologist	1	0.4
Speech & Language Specialist	1	0.2
Nurse (LVN)	1	1.0
County Workability Representative	1	1.0
Average Number of Students per Academic Counselor		314

*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.

College Preparations & Career Readiness

Avenal High School offers a variety of opportunities to help students get a head start on the college preparation and work readiness process. Career assessment and college/career exploration activities are integrated into the curriculum. Avenal High School's Career Fair (held every other year) exposes students to a wide variety of career opportunities available to them within the Central San Joaquin Valley. The career fair features representatives and presentations from many colleges and universities, military institutions, professional corporations, TV Channel 24, and Channel 21 (Telemundo).

College and military representatives visit the campus to discuss future opportunities and offer pre-planning guidance. Students are encouraged to concurrently enroll in West Hills Community College courses.

Advanced Placement

In 2017-18, Avenal High School offered advanced placement courses for those students seeking to qualify for college credit. 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.

Advanced Placement (AP) Courses 2017-18		
	No. of AP Courses Offered*	% of Students in AP Courses
English	1	N/A
Foreign Language	2	N/A
Social Science	4	N/A
Totals	7	34.2%

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

* Where there are student course enrollments of at least one student.

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The table below illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Enrollment in and Completion of UC/CSU-Required Courses		%
Students Enrolled in UC/CSU Courses Required for UC/CSU Admission		100
Graduates Who Completed All Courses Required for UC/CSU Admission		50

Admission Requirements for California Public Universities

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

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

Career Readiness

At least once a year, students in grades nine through twelve receive structured career planning guidance from counseling staff regarding post-secondary goals and career planning. Students are introduced to Avenal High School's career technical education programs, regional occupational programs, career academies, and workability programs. Career education courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses.

On-Campus Regional Occupational Courses

- CNA Certification Program

Career Pathway Academies

- Agriculture
- CNA Certification Program
- Communication
- Environmental

Career Pathway Sequences

- Agricultural and Environmental Studies
- CNA (Health Occupation)

On-Campus Career Technical Education Courses

- Advanced Agricultural Mechanics
- Agricultural Biology
- Agricultural Mechanics I
- Agricultural Welding
- AgriScience I, II
- Computer Applications I, II
- Farm and Livestock Management
- Furniture Construction
- General Office Operations
- Health Occupations (ROP)
- Woodworking I, II

Regional Occupational Programs (ROP) are offered in partnership with the Kings County Office of Education. ROP courses help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

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 school's counselor.

For more information on career technical programs and ROP, visit the career center or contact the school counselor. General information about the career technical education can be found at www.cde.ca.gov/ci/ct/.

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 2016-17 school year, Reef-Sunset Unified School District spent an average of \$11,696 of total general funds to educate each student (based on 2016-17 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report (1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and (2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2016-17					
Dollars Spent Per Student					
Expenditures Per Pupil	Avenal High	RSUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	9,539	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,106	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,433	110,417	6.7%	7,125	104.3%
Average Teacher Salary	72,093	69,940	103.1%	71,392	101.0%

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 2016-17 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Career Technical Education Incentive Grant Program
- College Readiness Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Medi-cal Billing Option
- Other Local: Locally Defined
- Partnership Academies Program
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III
- Vocational Programs

Note: The California Department of Education issued guidance to LEAs on August 1, 2018 regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Teacher and Administrative Salaries 2016-17		
	RSUSD	State Average of Districts in Same Category
Beginning Teacher Salary	46,429	45,681
Mid-Range Teacher Salary	70,865	70,601
Highest Teacher Salary	90,986	89,337
Average Principal Salaries:		
Elementary School	113,613	110,053
Middle School	125,353	115,224
High School	127,610	124,876
Superintendent Salary	161,120	182,466
Percentage of Budget For:		
Teacher Salaries	29	33
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/>.

SARC Data & Internet Access

[DataQuest](#)

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Avenal High 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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

[Public Internet Access Location](#)

Parents may access Avenal High School's SARC and access the Internet at any of the county's public libraries. The closest library to Avenal High School 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

