



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.

TAMARACK ELEMENTARY SCHOOL

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



School Accountability Report Card

A Report of 2017-18 Activity Published in February 2019

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.

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.

Tamarack Elementary is located in the southeastern area of Avenal. During the 2017-18 school year, 443 students were enrolled, including 4.1% receiving special education services, 74.5% qualifying for English Learner support, and 98.6% enrolled in the free and reduce-price meal program.

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%	Kindergarten	92
American Indian or Alaskan Native	0.0%	Grade 1	73
Asian	1.1%	Grade 2	70
Filipino	0.0%	Grade 3	79
Hawaiian or Pacific Islander	0.0%	Grade 4	83
Hispanic or Latino	96.2%	Grade 5	46
White	2.7%		
Two or More Races	0.0%		
Socioeconomically Disadvantaged	98.6%		
English Learners	74.5%		
Students with Disabilities	4.1%		
Foster Youth	1.6%	Total Enrollment	443

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

District Mission

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

District & 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.

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 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.

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 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.

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/.

California Physical Fitness Test Results			
2017-18			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	16.7%	7.1%	4.8%

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.

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/.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)
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	208	204	98.08%	18.63%	208	205	98.56%	11.22%
Male	109	107	98.17%	13.08%	109	108	99.08%	--
Female	99	97	97.98%	24.74%	99	97	97.98%	12.37%
Hispanic or Latino	200	196	98.00%	18.37%	200	197	98.50%	11.17%
White	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	206	202	98.06%	18.32%	206	203	98.54%	--
English Learners	156	154	98.72%	14.94%	156	155	99.36%	9.68%
Students with Disabilities	21	21	100.00%	4.76%	21	21	100.00%	4.76%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--

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 Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8**

Percentage of Students Meeting or Exceeding the State Standards

	Tamarack		RSUSD		CA	
	16-17	17-18	16-17	17-18	16-17	17-18
English-Language Arts/Literacy	15	19	21	24	48	50
Mathematics	9	11	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.

**California Assessment of Student Performance and Progress Test Results in Science
All Students**

Percentage of Students Meeting or Exceeding the State Standards

	Tamarack		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.

School Facilities & Safety

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.

Campus Description

Year Built	2002
Bldg. Square Footage	34080
	Quantity
# of Permanent Classrooms	21
# of Portable Classrooms	0
# of Restrooms (student use)	3 sets & 3 unisex for Kinder.
Art/Music Room	1
Cafeteria	1
Computer Lab	2
Library	1
Staff Lounge	1

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 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, 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 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 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

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date:				
August 20, 2018				
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

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

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.

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 20, 2018. 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 2017-18 school year, 100% of student restrooms were fully operational and available for student use at all times.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Suspensions (%)	4.00%	1.60%	5.30%	6.90%	7.00%	7.00%	3.70%	3.60%	3.50%
Expulsions (%)	0.00%	0.00%	0.00%	0.46%	0.18%	0.00%	0.09%	0.09%	0.08%

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.

Average Class Size and Class Size Distribution				
Grade Level	2015-16			
	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	25.0		3	
1	24.0		4	
2	25.0		4	
3	23.0		2	
4	29.0		3	
5	30.0		2	
2016-17				
K	21.0	1	3	
1	21.0		3	
2	25.0		3	
3	25.0		3	
4	29.0		1	
5	26.0		3	
2017-18				
K	23.0	1	3	
1	24.0		3	
2	23.0		3	
3	26.0		3	
4	32.0		2	
5	33.0		1	1

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

** "Other" category is for multi-grade level classes.

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

- Happily Ever After and TK Math Training
- Reading Wonders Training
- Accelerated Reader
- Google Classroom
- Technology Training
- I-Ready Data
- Writing in the Curriculum
- Professional Learning Communities (PLC's)
- KAGAN Training

2017-18 3 days

- 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
- My Math
- 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

2018-19 3 days

- 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)
- Reading Wonders
- 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 Wednesdays (early release days) during the 2017-18 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 2017-18 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 2017-18 school year, staff attended the following workshops:

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

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			
	Yes	MacMillan McGraw-Hill: <i>Wonders</i>	0%
	Yes	SRA/McGraw Hill: FLEX	0%
Math			
2014	Yes	MacMillan McGraw-Hill; <i>My Math</i>	0%
Science			
2007	Yes	Houghton Mifflin: <i>Houghton Mifflin California Science</i>	0%
Social Science			
2007	Yes	Houghton Mifflin: <i>Houghton Mifflin History-Social Science</i>	0%

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 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, Tamarack Elementary School had 11 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 teacher that grade level, subject area, student group, etc.

Teacher Credentials and Assignments

	Tamarack			RSUSD		
	16-17	17-18	18-19	16-17	17-18	18-19
Total Teachers	19	18	18	125	121	121
Teachers with Full Credential	16	11	11	106	99	99
Teachers without Full Credential	3	7	7	19	22	22
Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Misassignments of Teachers of English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
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.

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.rsusd.net.

Academic Counselors and Other Support Staff 2017-18

	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/> that 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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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 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.)

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/>.

Expenditures Per Pupil and School Site Teachers Salaries 2016-17

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	7,481	N/A	N/A	N/A	N/A
Restricted (Supplemental)	423	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,058	110,417	6.4%	7,125	1549.7%
Average Teacher Salary	70,372	69,940	100.6%	71,392	98.0%

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.