Avenal High School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Avenal High School
Street	601 Mariposa Street
City, State, Zip	Avenal, CA 93204
Phone Number	(559) 386-5253
Principal	Juan Ruiz
Email Address	jruiz@rsusd.org
School Website	www.rsusd.org
County-District-School (CDS) Code	16-73932-1630953

2021-22 District Contact Information

District Name	Reef Sunset Unified School District
Phone Number	(559) 386-9083
Superintendent	Pat Sanchez
Email Address	psanchez@rsusd.org
District Website Address	www.rsusd.org

2021-22 School Overview

Principal's Message
Dear Parents and Students,
Welcome to the 2020-2021 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 2020-2021 school year, as we continue to build our CTE programs and expand small engines classes. We are very excited to start construction of our new CTE building. 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

2021-22 School Overview

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 middle school, one comprehensive high school, two continuation high schools, and one secondary community day school. Avenal High School is located in the northeast area of Avenal and serves students in grades 9-12. At the beginning of the 2021-22 school year, 745 students were enrolled, including 9% receiving special education services, 25% qualifying for English Learner support, and 90% 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 220 credits of core and elective coursework and complete 50 hours of community service. School-to-career elements are embedded in 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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	233
Grade 10	202
Grade 11	161
Grade 12	149
Total Enrollment	745

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	0.3
Hispanic or Latino	96.9
White	2.7
English Learners	28.6
Foster Youth	0.5
Homeless	2.4
Socioeconomically Disadvantaged	92.9
Students with Disabilities	9.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum throughout Reef-Sunset Unified School District are being aligned to the Common Core State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Trustees.

The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in a foreign language, visual and performing arts, and health. District textbook review and adoption activities occur the year following the state's adoption. On September 19, 2019, 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 #2019:12 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 2019-20 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.

Year and month in which the data were collected	2019/08

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: StudySync; 2016	Yes	0%
Mathematics	McGraw-Hill: Integrated Math I, II, III, IV; 2019 Curriculum Press: Calculus; 2005	Yes	0%
Science	Holt, Rinehart, and Winston: Biology California; 2007 Holt, Rinehart, and Winston: Chemistry; 2007 Pearson: Physical Science - Concepts in Action; 2007 Delmar: Agriscience; 2007 Prentice-Hall: Conceptual Physics; 2001 Pearson: Fundamentals of Anatomy and Physiology; 2018 Benjamin-Cummings: Essentials of Human Anatomy and Physiology; 2005	Yes	0%
History-Social Science	Networks Geography: The Human & Physical World; 2018 Geography: The Human & Physical World Student learning Center; 2018 CA Impact: World History, Culture & Geography: The Modern World; 2018 CA Impact: United States History & Geography: Continuity and Change; 2018 CA Impact: Inquiry Journal: United States History & Geography; 2018 CA Impact: Principles of Economics; 2018 CA Impact: Inquiry Journal: Principles of Economics; 2018 CA Impact: Principles of American Democracy; 2018 CA Impact: Inquiry Journal: Principles of American Democracy; 2018	Yes	0%
Foreign Language	Spanish 1: Holt: Ven Conmigo!; 2003 Spanish 1: H.M. (Heath) Tu Mundo; 2003 Spanish 2: Holt: Ven Conmigo! II; 2003	Yes	0%

	Spanish 2: H.M. (Heath) Tu Mundo II; 2002		
Health	Positive Prevention Plus Sexual Health Education for America's Youth; 2018	Yes	0%
Visual and Performing Arts	Thomson-Wadsworth-Garners Art through the Ages (12th); 2005	Yes	0%
Science Laboratory Equipment (grades 9-12)	Carolina Biological; 2019	Yes	0%

School Facility Conditions and Planned Improvements

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.
2020-21 Campus Improvements:

- Replacement of carpet in some classrooms
- Landscaping projects
- Purchase new classroom furniture
- Replaced sewer and water lines in restrooms.
- Replaced old LCD projectors with TV screens
- Several doors to classrooms and cafeteria replaced.

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 31, 2021. 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 2021-22 school year, 100% of restrooms were fully operational and available for student use at all times.

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 the 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.

Year and month of the most recent FIT report	2021/8

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior:	X			

School Facility Conditions and Planned Improvements

Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	159	131	82.39	17.61	46.83
Female	77	68	88.31	11.69	46.97
Male	82	63	76.83	23.17	46.67
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	155	128	82.58	17.42	46.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	39	29	74.36	25.64	3.7
Foster Youth	--	--	--	--	--
Homeless	16	14	87.5	12.5	66.67
Military	0	0	0	0	0
Socioeconomically Disadvantaged	147	121	82.31	17.69	46.55
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	159	132	83.02	16.98	19.84
Female	77	69	89.61	10.39	17.65
Male	82	63	76.83	23.17	22.41
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	155	129	83.23	16.77	20.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	39	29	74.36	25.64	3.57
Foster Youth	--	--	--	--	--
Homeless	16	14	87.50	12.50	28.57
Military	0	0	0	0	0
Socioeconomically Disadvantaged	147	123	83.67	16.33	19.66
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students					

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	9.34	N/A	7.33	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	301	260	86.38	13.62	9.34
Female	153	132	86.27		
Male	148	128	86.49		
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	294	255	86.73	13.27	9.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	64	49	76.56	23.44	2.08
Foster Youth	--	--	--	--	--
Homeless	24	22	91.67	8.33	18.18
Military	0	0	0	0	0
Socioeconomically Disadvantaged	278	241	86.69	13.31	8.40
Students Receiving Migrant Education Services	12	10	83.33	16.67	--
Students with Disabilities	14	10	71.43	28.57	--

2020-21 Career Technical Education Programs

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 once a year which 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.

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
- Small engine repair

2020-21 Career Technical Education Programs

Regional Occupational Program (ROP) is offered in partnership with the Kings County Office of Education. ROP courses help prepare high school students 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/.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	384
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57.9
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	6.3

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.33
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	58.82

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental 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. Parents are encouraged to attend school activities and events to support their child and the school:

- Athletic events
- Student Performances
- Parent Conference (one per semester)
- Quarterly Grade Level Meetings
- Scholarship Recognition Event
- Scholarship Recognition Assembly
- 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. Student Body publishes school information on several social media platforms . Students and parents may also utilize the school's Facebook page to stay current on upcoming events. 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.org.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	4.6	6.4	8.7	8.1	9.8	13.6	9.0	8.9	9.4
Graduation Rate	95.4	92.7	87.9	91.9	87.9	81.3	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	149	131	87.9
Female	79	74	93.7
Male	70	57	81.4
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	146	129	88.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	67	56	83.6
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	143	126	88.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	13	8	61.5

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	776	762	43	5.6
Female	393	385	16	4.2
Male	383	377	27	7.2
American Indian or Alaska Native	1	1	1	100.0
Asian	2	2	1	50.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	752	738	37	5.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	21	21	4	19.0
English Learners	227	222	13	5.9
Foster Youth	7	7	2	28.6
Homeless	22	22	4	18.2
Socioeconomically Disadvantaged	723	710	41	5.8
Students Receiving Migrant Education Services	22	22	1	4.5
Students with Disabilities	74	74	8	10.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	8.47	0.00	5.57	0.00	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	6.04	4.74	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School 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 2020.

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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	24	12	1
Mathematics	22	11	15	
Science	24	4	13	1
Social Science	22	11	10	1

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	11	21	2
Mathematics	23	9	15	1
Science	27	3	12	1
Social Science	23	7	10	3

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	9	27	4
Mathematics	28	5	18	4
Science	28	3	12	2
Social Science	25	7	11	3

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	372.5

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10,156.44	1,959.06	8,197.38	115,410.45
District	N/A	N/A	8,984.92	$76,518
Percent Difference - School Site and District	N/A	N/A	-9.2	40.5
State			$8,444	$77,042
Percent Difference - School Site and State	N/A	N/A	-3.0	39.9

2020-21 Types of Services Funded

Expenditures Per Student
For the 2020-21 school year, the Reef-Sunset Unified School District allocated funds based on per-pupil expenses to educate each student. These funds are based on 2020-21 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.)

In addition to general fund state funding, Reef-Sunset Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- After School Education program
- Agricultural Career Technical Education Incentive
- 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 Program

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,228	$48,119
Mid-Range Teacher Salary	$78,190	$74,665
Highest Teacher Salary	$100,391	$98,160
Average Principal Salary (Elementary)	$137,724	$118,542
Average Principal Salary (Middle)	$141,005	$125,068
Average Principal Salary (High)	$143,544	$133,516
Superintendent Salary	$177,818	$194,199
Percent of Budget for Teacher Salaries	26%	31%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	20.0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	1
Mathematics	0
Science	0
Social Science	4
Total AP Courses Offered	6

Professional 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 2018-2019, 2019-2020, and 2020-2021 school years, Reef Sunset Unified School District held district-sponsored staff development days that focused on the following topics:

2018-2019
*Structured Note-taking
*Differentiated Instruction for those with Special Needs within the General Education Classroom
*Language and Content Objectives
*Positive Behavior Intervention and Support Systems
*Collaborative Structures and Engagement in P.E.
*How to Use Annotation during Close Reading
*Pacing Guides for StudySync

2019-2020
*Kagan
*Core: Reading/English Language Arts; Mathematics; Social Science
*NGSS (Science)
*Writing
*ELD
*Social-Emotional
*Mandated Reporting
*Sexual Harassment Training
*Professional Learning Community: Data Review; Set School Year Goals; Data; Pacing Guides; Lesson Design (Ongoing)
*IAB's and NWEA

2020-2021
*Blended and Online Learning
*English Learner Roadmap
*EL Toolkit
*Renaissance STAR
*Google training
*Zoom
*Social Emotional Learning
*Culturally Responsive Teaching
*Mandated Reporting
*Sexual Harassment 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 school-wide 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. New Teacher Induction (NTI), a state-accredited program, is designed for first- and second-year preliminary credentialed teachers and provides skills assistance over a two-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. The classified support staff is 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,

Professional Development

Google Docs, Google Classroom, and Grade book calibration.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	23	23	23

Reef Sunset Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Reef Sunset Unified School District
Phone Number	(559) 386-9083
Superintendent	Pat Sanchez
Email Address	psanchez@rsusd.org
District Website Address	www.rsusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1501	1212	80.75	19.25	16.97
Female	709	581	81.95	18.05	18.75
Male	792	631	79.67	20.33	15.34
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	1458	1180	80.93	19.07	16.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	32	26	81.25	18.75	24.00
English Learners	717	580	80.89	19.11	1.73
Foster Youth	--	--	--	--	--
Homeless	172	128	74.42	25.58	15.87
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1430	1153	80.63	19.37	16.26
Students Receiving Migrant Education Services	33	28	84.85	15.15	10.71
Students with Disabilities	135	98	72.59	27.41	2.04

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1501	1197	79.75	20.25	6.30
Female	709	576	81.24	18.76	6.27
Male	792	621	78.41	21.59	6.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	1458	1166	79.97	20.03	6.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	32	25	78.13		4.00
English Learners	717	566	78.94	21.06	0.88
Foster Youth	--	--	--	--	--
Homeless	172	128	74.42	25.58	4.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	1430	1138	79.58	20.42	5.92
Students Receiving Migrant Education Services	33	27	81.82	18.18	3.70
Students with Disabilities	135	99	73.33	26.67	1.01

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.