

Avenal High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Website	https://www.rsusd.net/ahs
County-District-School (CDS) Code	16-73932-1630953

Entity	Contact Information
District Name	Reef Sunset Unified School District
Phone Number	(559) 386-9083
Superintendent	Dr. David East
Email Address	deast@rsusd.org
Website	www.rsusd.net

School Description and Mission Statement (School Year 2019-20)

Principal's Message

Dear Parents and Students,

Welcome to the 2019-2020 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 2019-2020 school year, as we will start this school year with our new small engines classes. Students will have the opportunity to learn how to repair gas and diesel small engines. We will also be offering West Hills College classes for our students to enroll and take during the school day as part of their daily schedule. Technology will continue to play a big role in the education of AHS students. We continue to upgrade and purchase new technology that teachers and students will use in the classroom to enhance learning. We will continue to stress the essence of instructional quality and reinvigorate the academics. This cannot be done without the help of the parents, students, staff and the community. I will do my very best to ensure that students continue to be challenged. That we continue to build their knowledge, enrich and strengthen the self-esteem of students to the highest expectations to carry them into the environment of their own unique place of their calling into society. Thank you for giving us the opportunity to be a part of your child's life and entrusting their care to Avenal High School. I look forward to meeting each and every one of you as the school year progresses. Let's have an AMAZING year!! GO BUCS!!!

Sincerely,

Juan Ruiz, Principal

District Mission

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

School Description

Reef-Sunset Unified School District is located in the city of Avenal which is situated on the coastal range foothills in the Western San Joaquin Valley in Kings County. More than 2,600 students in grades TK-12 receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of three elementary schools, one junior high school, one comprehensive high school, two continuation high schools, 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 2018-19 school year, 615 students were enrolled, including 7.8% receiving special education services, 24.4% qualifying for English Learner support, and 93.8% enrolled in the free and reduced-price meal program. Avenal High School's program is designed to prepare students for their post-secondary journey. To graduate, students must have 240 credits of core and elective coursework and complete 50 hours of community service. School-to-career elements are embedded 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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 9	173
Grade 10	176
Grade 11	117
Grade 12	149
Total Enrollment	615

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Hispanic or Latino	97.6
White	2.3
Socioeconomically Disadvantaged	93.8
English Learners	24.4
Students with Disabilities	7.8
Foster Youth	0.8
Homeless	4.2

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	24	30	109
Without Full Credential	3	3	1	17
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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

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.

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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<p>Networks Geography: The Human & Physical World; 2018</p> <p>Geography: The Human & Physical World Student learning Center; 2018</p> <p>CA Impact: World History, Culture & Geography: The Modern World; 2018</p> <p>CA Impact: United States History & Geography: Continuity and Change; 2018</p> <p>CA Impact: Inquiry Journal: United States History & Geography; 2018</p> <p>CA Impact: Principles of Economics; 2018</p> <p>CA Impact: Inquiry Journal: Principles of Economics; 2018</p> <p>CA Impact: Principles of American Democracy; 2018</p> <p>CA Impact: Inquiry Journal: Principles of American Democracy; 2018</p>	Yes	0%
Foreign Language	<p>Spanish 1: Holt: Ven Conmigo!; 2003</p> <p>Spanish 1: H.M. (Heath) Tu Mundo; 2003</p> <p>Spanish 2: Holt: Ven Conmigo! II; 2003</p> <p>Spanish 2: H.M. (Heath) Tu Mundo II; 2002</p>	Yes	0%
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 (Most Recent Year)

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.

2019-20 Campus Improvements:

- Replacement of carpet in some classrooms
- Landscaping projects
- Purchase new classroom furniture
- Replaced sewer 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 September 19, 2019. 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 2019-20 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2019/08

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Tiles in various areas need to be replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Doors to be replaced
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	33	43	24	26	50	50
Mathematics (grades 3-8 and 11)	6	14	15	15	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	107	98.17	1.83	42.99
Male	61	59	96.72	3.28	35.59
Female	48	48	100.00	0.00	52.08
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	106	104	98.11	1.89	42.31
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	103	101	98.06	1.94	42.57
English Learners	52	50	96.15	3.85	18.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative 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.

Note: 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.

Note: 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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	109	107	98.17	1.83	14.02
Male	61	59	96.72	3.28	15.25
Female	48	48	100.00	0.00	12.50
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	106	104	98.11	1.89	13.46
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	103	101	98.06	1.94	13.86
English Learners	52	50	96.15	3.85	2.00
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative 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.

Note: 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.

Note: 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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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

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/.

Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	276
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	66.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	39.33

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
9	25.6	9.1	0.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

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. Students publish a weekly YouTube video news feed as part of a media communication class. Students and parents may also utilize the school's Facebook page to stay current on upcoming events and activities. Parents may access the Parent Portal (Aeries), an Internet-based student information system, to securely obtain their student's grades, attendance record, academic progress, and teacher contact data; a link is available on the district's website home page at www.rsusd.net.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	9.1	3	2.5	11	5.3	7.1	9.7	9.1	9.6
Graduation Rate	89.4	96.3	93.1	86.3	94	89	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	8.7	9.3	8.5	7.0	7.0	5.6	3.6	3.5	3.5
Expulsions	0.3	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	23	11	15	3	22	13	20		19	24	12	1
Mathematics	27	4	14	3	23	5	18		22	11	15	
Science	25	5	10	1	25	6	11	1	24	4	13	1
Social Science	22	9	10	1	22	13	13		22	11	10	1

*Number of classes indicates how many classrooms 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10057.78	2083.02	7974.75	75918.64

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	7095.31	69,940
Percent Difference - School Site and District	N/A	N/A	11.7	8.2
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	6.0	4.0

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

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.

Types of Services Funded (Fiscal Year 2018-19)

Expenditures Per Student

For the 2018-19 school year, the Reef-Sunset Unified School District allocated funds based on per-pupil expenses to educate each student. These funds are based on 2018-19 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 2018-19 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- After School Education program through West Hills Community Collage
- 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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,822	\$46,208
Mid-Range Teacher Salary	\$72,991	\$72,218

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$93,716	\$92,742
Average Principal Salary (Elementary)	\$122,434	\$134,864
Average Principal Salary (Middle)	\$130,367	\$118,220
Average Principal Salary (High)	\$132,714	\$127,356
Superintendent Salary	\$164,403	\$186,823
Percent of Budget for Teacher Salaries	29%	33%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics		N/A
Science		N/A
Social Science	6	N/A
All courses	10	28.6

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

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	23

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 2017-2018, 2018-2019 and 2019-2020 school years, Reef Sunset Unified School District held district-sponsored staff development days that focused on the following topics:

2017-2018

*Google: Docs; Read/Write for Google; Google Main & Google Classroom

*Reaching Higher DOK Levels in Math

*Kagan Structures- Beyond Think, Pair, Share

*AVID Strategies

*i-Ready

*Mindfulness

- *IO Assessment
- *Differentiated Instruction for those with Special Needs within the General Education Classroom
- *Visual 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 Math
- *Small Group Instruction and Rtl in the High School Math Class
- *StudySync

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

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, Google Docs, Google Classroom, and Grade book calibration.