

Sunrise Continuation 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 | Sunrise Continuation High School |
| Street | 205 North Park Avenue |
| City, State, Zip | Avenal, CA 93204 |
| Phone Number | (559) 386-4162 |
| Principal | Estela Jimenez |
| Email Address | ejimenez@rsusd.org |
| Website | www.rsusd.net |
| County-District-School (CDS) Code | 16739321630078 |

| 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

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

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

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.

Sunrise Continuation High School ("Sunrise") is adjacent to the district office building and currently serves students in grades 9-12. During the 2018-19 school year, the attendance snapshot was 27 students on CalPads data retrieval date; however, due to the nature of alternative education settings and year-round admissions, enrollment fluctuates to upwards of 40 students. Of the 27 students, subgroups consisted of 11.1% of students with disabilities, 55.6% English learners, and 96.3% socioeconomically disadvantaged. Highly qualified teachers specialize in providing a structured, well-disciplined curriculum required in the continuation school environment. The instructional program at the high school is focused on student success, providing the necessary tools and opportunities for students to earn a high school diploma. Sunrise has one instructional aide for support. Two teachers hold a Special Education teaching credential. School-to-career principles are embedded in all subject areas to prepare students for successful entry into the workforce.

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 10 | 2 |
| Grade 11 | 10 |
| Grade 12 | 15 |
| Total Enrollment | 27 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Hispanic or Latino | 100 |
| Socioeconomically Disadvantaged | 96.3 |
| English Learners | 55.6 |
| Students with Disabilities | 11.1 |
| Homeless | 3.7 |

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 | 1 | 1 | 2 | 109 |
| Without Full Credential | 1 | 1 | 0 | 17 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 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

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.

| 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 Pearson: iLit ELL; 2017 | Yes | 0% |
| Mathematics | McGraw-Hill: Integrated Math I, II, III; 2019 Curriculum Press: Calculus; 2005 | Yes | 0% |
| Science | Holt, Rinehart, and Winston: Modern Biology; 2007 AGS Publishing: Biology Cycles of Life; 2006 Holt, Rinehart, and Winston: Chemistry; 2007 Pearson: Physical Science - Concepts in Action; 2007 Delmar: Agriscience; 2007 Prentice-Hall: Conceptual Physics; 2001 Glencoe/McGraw-Hill: AP Biology; 2011 Pearson: Fundamentals of Anatomy & Physiology, 11th Edition; 2018 | Yes | 0% |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|----------------------------|--|
| History-Social Science | McGraw-Hill Networks Geography - Human and Physical World; 2018 Modern World; 2018 McGraw-Hill: U.S. History and Geography - Continuity & Change; 2018 Democracy; 2018 | Yes | 0% |
| Foreign Language | Spanish - 1 Holt Ven Conmigo!; 2003 | 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

Sunrise provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff.

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. The principal and teachers prepare and submit formal work orders directly to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

One full-time day custodian is shared by Adelante, Sunrise, Secondary Community Day School, and RSUSD district offices. Custodians work closely with the site principals to manage routine maintenance, daily custodial duties, and special events. The principal and custodians communicate daily to discuss cleaning needs, campus maintenance concerns, and safety issues. Every morning before school begins, custodians inspect each campus for safety hazards, graffiti, or other conditions that require removal prior to students' arrival. Custodians are responsible for the general cleaning of restrooms, classrooms, and office areas. The day custodians check restrooms 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 Inspections

Sunrise works closely with M&O for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Sunrise High took place in January 2020. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2019-2020 school year, 100% of restrooms were fully operational and available for student use at all times.

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: 2020/01

| 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 | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating | Exemplary | |

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) | 0 | 0 | 24 | 26 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 0 | 0 | 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 | 12 | 6 | 50.00 | 50.00 | 0.00 |
| Male | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 12 | 6 | 50.00 | 50.00 | 0.00 |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 12 | 6 | 50.00 | 50.00 | 0.00 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| English Learners | -- | -- | -- | -- | -- |
| 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 | 12 | 8 | 66.67 | 33.33 | 0.00 |
| Male | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 12 | 8 | 66.67 | 33.33 | 0.00 |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 12 | 8 | 66.67 | 33.33 | 0.00 |
| English Learners | -- | -- | -- | -- | -- |
| 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

Reef-Sunset Unified School District offers a variety of opportunities to help students get a head start on the college preparation and work readiness process. The principal meets with each student frequently during the year to address interests, goals, and long-term planning. College and military representatives visit the campus to discuss future opportunities and offer preplanning guidance. Students are encouraged to enroll in West Hills Community College courses and/or adult school after graduation from Sunrise High. The adult school transition specialist meets with students to discuss post-secondary options and available college/career resources based upon each student’s Education Options Program (individualized goal-setting tool). Teachers also hold Individual Learning Plan meetings with each student to set goals and target dates for current educational needs.

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 <http://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 <http://www.calstate.edu/admission/>.

Career Readiness

Students receive post-secondary and career planning literature from the district office and informal guidance from their teachers and school administration. Students are introduced to the district’s regional occupational programs and workability programs. Students are encouraged to concurrently enroll in West Hills College for a more diverse selection of career-oriented electives and programs. 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 principal. Through the California Employment Development Department (EDD), students may qualify for job placement assistance through the WIA (Workforce Investment Act) program. Eligible youth must be 14 to 21 years of age, low income, and meet at least one of six specific barriers to employment. The program emphasizes the attainment of basic skills competencies, enhance opportunities for academic and occupational training, and provides exposure to the job market and employment. For more information on the availability of vocational education programs, contact the principal. General information about 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 | |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| 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 | 96.15 |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

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 |
|-------------|--|--|---|
| 5 | | | |

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. The School Site Council, Back to School Night, English Learner Advisory Council, District English Learner Advisory Council, and bi-monthly family events offer opportunities for parents to get involved with the educational process and support their child's achievements. The principal welcomes parents to visit the school and sit in on classroom instruction to gain a better understanding of the schools' programs. Parents who want more information on school activities or committees may contact Estela Jimenez or the school secretary at (559) 386-4162.

All school-to-home communication is provided in English and Spanish. Letters are issued every quarter to keep parents up to date on school news, exam dates, and classroom activities. Flyers are generated as needed for important announcements and reminders. School staff contact parents directly to share positive accomplishments as well as serious concerns. Progress reports are distributed every six weeks; students meet with the principal once every quarter to discuss progress in meeting academic goals and fulfilling graduation requirements. 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 | 28.6 | 28.6 | 38.1 | 11 | 5.3 | 7.1 | 9.7 | 9.1 | 9.6 |
| Graduation Rate | 57.1 | 71.4 | 61.9 | 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 | 3.6 | 4.1 | 16.3 | 7.0 | 7.0 | 5.6 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Sunrise 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 safety plan for Sunrise 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 | 9 | 4 | | | 8 | 3 | | | 7 | 4 | | |
| Mathematics | 10 | 1 | | | 6 | 1 | | | 8 | 3 | | |
| Science | 13 | 3 | 1 | | 12 | 1 | 1 | | | | | |
| Social Science | 12 | 5 | | | 9 | 4 | 1 | | 8 | 3 | | |

*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 | |

*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 | 14067.79 | 660.94 | 12591.44 | 65644.00 |
| District | N/A | N/A | 7095.31 | \$71,576.00 |
| Percent Difference - School Site and District | N/A | N/A | 55.8 | -8.6 |
| State | N/A | N/A | \$7,506.64 | \$72,949.00 |
| Percent Difference - School Site and State | N/A | N/A | 50.6 | -10.5 |

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 |
| 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 | | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | | N/A |
| Science | | N/A |
| Social Science | 1 | N/A |
| All courses | 1 | 53.9 |

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

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 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)

FCOE representatives worked with the principal and teaching staff to develop an effective classroom observation/self-assessment system to evaluate daily instructional practices. Following a highly structured rubric, classroom observations address the teacher's use of employing state standards instruction and instructional strategies techniques. Observation results are used to identify individual and schoolwide strengths and weaknesses in delivering lessons that successfully convey course content and concepts. The district supports ongoing staff training for new teachers and teachers new to the district. At the beginning of each school year, the district conducts a training session covering the math and language arts curricula. During the school year, teachers receive follow-up training at the county office location in Kings County and other neighboring districts and county agencies.

Reef-Sunset Unified School District and the Kings County Office of Education jointly support new and veteran teachers in developing their teaching skills. 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

Sunrise High's teaching staff meet weekly to discuss each student's progress and subsequent instructional needs based upon individual performance results. The teaching staff participates in district-level Professional Learning Community activities and third-party sponsored professional workshops to access current trends and strategies related to continuation high school curricula.