

Avenal Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

2025-26 School Contact Information

School Name	Avenal Elementary School
Street	500 South First Avenue
City, State, Zip	Avenal, CA 93204
Phone Number	(559) 386-5173
Principal	Hugo Ibarra (Acting Principal)
Email Address	hibarra@rsusd.org
School Website	https://www.rsusd.org/o/aes
Grade Span	K-5
County-District-School (CDS) Code	16739326010565

2025-26 District Contact Information

District Name	Reef Sunset Unified School District
Phone Number	(559) 386-9083
Superintendent	Juan Ruiz
Email Address	jruiz@rsusd.org
District Website	www.rsusd.org

2025-26 School Description and Mission Statement

Principal's Message

At Avenal Elementary School, we believe that the success of our Wildcats relies on the collaboration and dedication of all educational partners—students, staff, families, and the community. By working together, we create a supportive environment where every child can thrive academically, socially, and emotionally. Through open communication, shared goals, and a commitment to our G.R.O.W.L. values, we can ensure that every Wildcat achieves their fullest potential and contributes to a vibrant, united school community.

GROWTH

Growth is a shared journey for students, staff, and educational partners, where we all commit to learning and improving together. By supporting each other's development, we create an environment where Wildcats can achieve their personal and academic goals. Together, we foster a culture of continuous progress and collective success.

RESPECT

Respect is the foundation of strong relationships between students, staff, families, and the community. Wildcats will demonstrate respect by valuing diverse perspectives, showing kindness, and building trust with one another. When we all embrace respect, we create a school culture where everyone feels heard and appreciated.

OUTSTANDING

Being outstanding is a goal that students, staff, and educational partners strive toward together. By celebrating achievements, setting high expectations, and supporting one another, we inspire Wildcats to excel in every area. Together, we'll build a community of excellence that reflects the pride of Avenal Elementary.

WORK HARD

Hard work is a shared commitment between students, families, and staff. By encouraging effort, perseverance, and dedication in every task, we help Wildcats understand the value of consistent effort. Together, we'll achieve remarkable outcomes and instill a lasting work ethic in every student.

LEADERSHIP

2025-26 School Description and Mission Statement

Leadership is a collective effort that grows when students, staff, and educational partners lead by example. Wildcats will practice leadership by inspiring others, taking responsibility, and contributing positively to our school community. Together, we nurture future leaders who will make a meaningful impact on our school and beyond.

AES Vision

We at Avenal Elementary School will use our knowledge and dedication to support and elevate our educational organization to improve academic achievement among students that ensure student success in life.

AES Mission

Our mission at Avenal Elementary School is to prepare all students for future learning and life by providing a rigorous education with high expectations in a safe and caring environment that enables to become life-long learners, all while building upon their solid foundational skills.

AES Demographic Description

During the 2024-2025 school year, 650 students were enrolled, including 9.1% receiving special education services, 58.3% qualifying for English Learner support, and 94.2% socioeconomically disadvantaged.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	101
Grade 2	91
Grade 3	120
Grade 4	104
Grade 5	118
Total Enrollment	654

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
Asian	2.1
Hispanic or Latino	96.3
Two or More Races	0.2
White	1.4
English Learners	56.1
Foster Youth	0.5
Homeless	3.4
Migrant	4.6
Socioeconomically Disadvantaged	95.4
Students with Disabilities	9.2

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28	93.33	97.3	82.5	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.1	4.36	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.33	6.6	5.65	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.5	1.31	11953.1	4.28
Unknown/Incomplete/NA	1	3.33	7.2	6.17	15831.9	5.67
Total Teaching Positions	30	100	117.9	100	279044.8	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28	93.33	90.5	74.61	231142.4	83.24
Intern Credential Holders Properly Assigned	1	3.33	7	5.8	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.33	13.1	10.85	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.6	3.03	11746.9	4.23
Unknown/Incomplete/NA	0	0	6.9	5.7	14303.8	5.15
Total Teaching Positions	30	100	121.3	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20	68.97	79.3	65.29	230039.4	100
Intern Credential Holders Properly Assigned	3	10.34	8.8	7.27	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6	20.69	25	20.58	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.2	3.53	12112.8	4.34
Unknown/Incomplete/NA	0	0	4	3.31	13705.8	4.91
Total Teaching Positions	29	100	121.6	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	1.00	1	4
Misassignments	0.00	0	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1	6

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	6.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 18, 2025, 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 # #2025-13 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 2024-25 school year, Reef-Sunset Unified School District provided all students enrolled in a visual/ performing arts class with their own digital textbook and/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

2025/08

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders; 2015	0%
Mathematics	McGraw-Hill: My Math; 2014	0%
Science	Twig Education: Twig Science 2023	0%
History-Social Science	McGraw-Hill: Impact: California Social Science; 2017	0%

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

School Facility Conditions and Planned Improvements

Facilities Profile

Avenal Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1939; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. A comprehensive renovation of facilities took place between 1985 and 1996. A 4,000-square-foot cafeteria was added to campus in 1998. During the 2020-21 school year Classrooms A-D were demolished and a new building was added in it's place. Student, restrooms were remodeled, flooring in the 5th grade wing, Windows and HVAC were replaced in the library building, main hallway classroom and front office. A new ramp, stairs and entry/exit were added to the front office area. During the 2021-22 School year a new Kindergarten wing with playground was added, adding an additional 3 classrooms. In 2022-2023 a solar shade structure was added and a playground structure was replaced.

2024-2025 Campus Improvements:

Installation of new key fob entrance system to each door in the campus provides an additional layer of safety for students and staff.
The painting of all school columns in a bright yellow color to complement our school colors was completed this school year. Installation of positive expectations and school pride banners were completed and placed around campus

Facilities Maintenance

School custodial staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs a work order process enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers submit a request form for unscheduled projects and special requests to the principal for approval. The principal reviews and forwards approved requests to the day custodian. Projects outside the regular scope of the custodian's responsibilities are submitted to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff. Two full-time day custodians, two full-time evening custodians, and one part-time evening custodian are assigned to Avenal Elementary and work closely with the principal to manage routine maintenance, daily custodial duties, and special events. The principal and lead custodian communicate daily concerning cleaning needs and safety issues. Every morning before school begins, the lead day custodian inspects the facilities for safety hazards, graffiti, or other conditions that require removal prior to students and staff entering school grounds. Custodians are responsible for the general cleaning of restrooms, classrooms, hallways, office areas, and cafeteria. The day custodians check restrooms throughout the day as a proactive measure in keeping restrooms adequately stocked and sanitary. Groundskeepers are dispatched by the district office weekly to perform general gardening and maintenance work.

School Inspections

Avenal Elementary works closely with M&O for larger projects, routine facilities maintenance projects, and school inspections. The most recent facilities inspection at Avenal Elementary took place in September of 2025. 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.

Year and month of the most recent FIT report	08/24
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

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).

College and Career Ready

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	16	17	19	20	47	48
Mathematics (grades 3-8 and 11)	11	16	9	11	35	37

2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	344	340	98.84	1.16	16.76
Female	169	167	98.82	1.18	16.17
Male	175	173	98.86	1.14	17.34
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	331	327	98.79	1.21	16.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	204	201	98.53	1.47	8.96
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	327	324	99.08	0.92	15.74
Students Receiving Migrant Education Services	20	20	100.00	0.00	5.00
Students with Disabilities	41	40	97.56	2.44	12.50

2024-25 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	344	342	99.42	0.58	16.08
Female	169	169	100.00	0.00	11.83
Male	175	173	98.86	1.14	20.23
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	331	329	99.40	0.60	16.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	204	203	99.51	0.49	11.82
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	327	326	99.69	0.31	15.03
Students Receiving Migrant Education Services	20	20	100.00	0.00	20.00
Students with Disabilities	41	40	97.56	2.44	7.50

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	18.1	17.86	9.52	8.97	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	118	117	99.15	0.85	17.95
Female	60	60	100.00	0.00	15.00
Male	58	57	98.28	1.72	21.05
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	112	111	99.11	0.89	18.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	74	74	100.00	0.00	8.11
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	110	110	100.00	0.00	16.36
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	16	94.12	5.88	6.25

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.3%	95.0%	98.3%	94.1%	98.3%

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.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to volunteer on campus, attend school events, and get involved in the decision-making process through school committees. The School Site Council, English Learner Advisory Council, Parent Conferences, Coffee with the Principal, Back to School Night, Open House, Student Performances, Family Literacy and Family Art Nights are examples of the many opportunities available to parents who want to get involved with their child’s educational experiences. Parents who want more information on school activities or committees may contact their child’s teacher or the school office at (559) 386-5173.

All school-to-home communication is provided in English and Spanish. Personal phone calls, letters, teacher newsletters, district newsletters, school messengers, school website, district website, school social media sites, and Parent Square are used to keep parents up to date on school news and classroom 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.org.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	705	680	106	15.6
Female	340	329	45	13.7
Male	365	351	61	17.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	3	21.4
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	677	655	102	15.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	13	--	--	--
English Learners	404	392	49	12.5
Foster Youth	--	--	--	--
Homeless	30	26	5	19.2
Socioeconomically Disadvantaged	671	647	103	15.9
Students Receiving Migrant Education Services	38	37	11	29.7
Students with Disabilities	78	76	19	25.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.7	2.16	1.56	12.49	8.49	6.93	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.35	0.35	0.32	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.56	0.00
Female	0.29	0.00
Male	2.74	0.00
Non-Binary	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	1.48	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.69	0.00
English Learners	1.73	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.13	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Avenal Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bullying prevention policy. The school’s most current safety plan was reviewed, updated, and shared January 2026.

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.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	5	1	0
1	23	0	5	0
2	19	5	0	0
3	27	0	4	0
4	27	0	4	0
5	30	0	4	0
6	0	0	0	0
Other	16	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	5	0	0
1	21	1	3	0
2	23	0	5	0
3	25	0	4	0
4	28	0	4	0
5	26	0	4	0
6	0	0	0	0
Other	10	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	5		
1	24		4	
2	23		4	
3	23		5	
4	26		4	
5	29		4	
Other	12	3		

2024-25 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	0

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher 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	11,250.06	3,404.77	7,845.29	84,479.41
District	N/A	N/A	8,288.27	\$82,987
Percent Difference - School Site and District	N/A	N/A	-5.5	-0.7
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-31.4	-3.7

Fiscal Year 2024-25 Types of Services Funded

Expenditures Per Student

For the 2024-25 school year, the Reef-Sunset Unified School District allocated funds based on per-pupil expenses to educate each student. These funds are based on 2024-25 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 2024-25 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

Fiscal Year 2024-25 Types of Services Funded

- After School Education program through Teaching Fellows
- 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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$57,052	\$57,978
Mid-Range Teacher Salary	\$87,077	\$89,612
Highest Teacher Salary	\$111,801	\$117,194
Average Principal Salary (Elementary)	\$153,379	\$143,632
Average Principal Salary (Middle)	\$157,033	\$149,447
Average Principal Salary (High)	\$159,860	\$162,334
Superintendent Salary	\$205,000	\$234,076
Percent of Budget for Teacher Salaries	20.84%	27.81%
Percent of Budget for Administrative Salaries	4.82%	5.47%

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 2023-2024 school year, Reef Sunset Unified School District held district-sponsored staff development days that focused on the following topics:

2024-2025

- * Comprehensive Literacy Training
- * Renaissance STAR
- * Culturally Responsive Teaching
- * Mandated Reporting
- * Sexual Harassment Training
- * Social Emotional Learning
- * Supporting English Learners
- * Achievement Team Training
- * Writing Coaching
- * Trauma Informed Training

Professional Development

2025-2026

- * Comprehensive Literacy Training
- * Renaissance STAR
- * Mandated Reporting
- * Sexual Harassment Training
- * Social Emotional Learning
- * Supporting English Learners
- * Achievement Team Training
- * Reading Wonders Training
- * Aeries Gradebook Training
- * University of Florida Institute (UFLI) Training - F.C.S.S.
- * CA Literacy Screener Training
- * Math Frameworks Training
- * IReady Training

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. Fresno County Superintendent of Schools representatives worked with the principal and teaching staff to continue the implementation of small group instruction. FCSS Representatives met with new teachers to give an overview of what was implemented last year and then met with grade levels for further planning and development. An observation/planning cycle facilitated by FCSS is also part of this process.

Site-Based Staff Development

Extra time provided on Wednesdays (early release days) allows teaching staff at Avenal Elementary to participate in additional professional development which is customized to address the specific needs of its students and teaching staff. The principal, student support coordinator, and grade-level representatives identify staff development needs-based upon teacher input, data analysis findings, classroom observation, walkthroughs, and districtwide goals. Site-based training activities focused on:

- Collaboration
 - Common Core State Standards
 - Data Analysis
 - Formative Assessments
- * ELD supports (EL TOSA)
 - * Aeries Gradebook Training
 - * Literacy Initiative

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	15	16	16