

# **Sunset Elementary**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Sunset Elementary
Street	985 Sunset St
City, State, Zip	Coalinga, CA 93210-1347
Phone Number	(559) 935-7590
Principal	Mary Jo E. Walker
Email Address	mjwalker@chusd.org
Website	<a href="http://chusd.org">http://chusd.org</a>
County-District-School (CDS) Code	10-62125-6005979

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Coalinga-Huron Unified School District
Phone Number	(559) 935-7500
Superintendent	Lori Villanueva
Email Address	lvillanueva@chusd.org
Website	<a href="http://www.chusd.org">http://www.chusd.org</a>

### School Description and Mission Statement (School Year 2020-2021)

Sunset Elementary School is proud of our students, staff, and parents, as well as our educational goals, activities, and the effectiveness of our programs. We have high expectations for our students and believe that Sunset Elementary School offers an excellent educational program that will prepare our students for both College and Career. We wish to collaborate with parents and community members to help our students develop the skills necessary for a successful life. At Sunset Elementary, it is our mission to foster socially and emotionally healthy students who are academically prepared for the future. Although our instruction has been moved to a Distance Learning Model due to the COVID19 Pandemic, Sunset maintains our high standards as well as our vision to close the achievement gap for all learners.

#### Major Achievements

Sunset Elementary School has high academic standards for its students. When instruction returns to an on-site model, students have the opportunity to participate in extracurricular activities such as after-school sports which includes track, flag-football, volleyball, basketball, soccer and cross-country. During Distance Learning, students will participate in virtual assemblies such as a magic show and a character-building assembly. Students also meet weekly with our counselor for motivational and social-emotional lessons. When back on-site, students will participate in, Colonial Day, Gold Rush Day, Sunset Speech Festival, County Spelling Bee, Peach Blossom Festival, Red Ribbon Week, and drama performances. Students have the opportunity to participate in an Extended Learning Program both virtually and on-site that includes tutoring and enrichment activities such as journalism, crafting, robotics, gardening and chess.

### Focus for Improvement

Our focus for improvement will continue both during Distance Learning as well as on-site will be on closing the achievement gap for all students in both English Language Arts (improving students' reading comprehension and fluency skills) as well as Math achievement. Sunset staff will continue to deliver targeted instruction to all students, and specifically to those who are not "at" or "above" standard in these two content areas by providing daily reading and math interventions which includes daily small-group instruction, daily reading intervention and enrichment, access to and instruction from supplemental instructional materials, as well as after school tutoring. Intervention aides will continue to work with struggling students during daily Intervention both virtually and eventually on-site in a deployment model.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 4	228
Grade 5	203
Total Enrollment	431

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.4
Asian	0.7
Filipino	0.9
Hispanic or Latino	79.4
White	16.5
Two or More Races	0.7
Socioeconomically Disadvantaged	84.9
English Learners	33.9
Students with Disabilities	9.7
Foster Youth	0.5
Homeless	1.9

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	11	13	15	183
Without Full Credential	4	3	2	20
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

All students at Sunset Elementary School have a copy of each of the district-adopted text books.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan/McGraw Hill: Wonders Adopted 2016	Yes	0
Mathematics	Houghton Mifflin Harcourt: Go Math Adopted 2015	Yes	0
Science	MacMillan-McGraw Hill Adopted 2008		0
History-Social Science	MacMillan-McGraw Hill (4-5): California Vistas Adopted 007 Scott Foresman (K-3): Social Science for California Adopted 2008		0

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

## School Facility Conditions and Planned Improvements

Our school was built in 1939. The district recently installed new air/heat units. All buildings are clean and safe, and the new cooling and heating are in good working condition. The fencing at Sunset Elementary is not perimeter fencing, but instead locks the inner-most parts of the site. Custodial services and maintenance are performed daily (and as requested). Routine maintenance tasks on the buildings and grounds are handled by the district Maintenance Department in quick fashion.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** September, 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Poor	Faulty light fixtures; repaired 11/16/20; replaced numerous bulbs in hallways; 11/16/20; replaced light covers; 11/16/20; replaced numerous bulbs in cafeteria, speech room, girls rr, boys rr, freezer room, custodian closet, and shower room 11/16/20.
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Fair	Loose toilet seats; repaired 11/16/20; light by west restroom repaired 11/16/20; locked breaker panel; repaired 11/16/20; repaired one sink 11/16/20
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	29	N/A	30	N/A	50	N/A
Mathematics (grades 3-8 and 11)	19	N/A	17	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	15	N/A	12	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



### 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

Sunset understands that we must enlist the support of every parent to achieve student success. Our bilingual community aide is continually available to answer parent questions and to inform parents of ELAC and SSC meeting dates, special events, and also to update parents on their child's behavior, attendance, and academic needs. Although currently in a Distance Learning model for instruction, parents are still encouraged to participate virtually in the School Site Council, which supports school activities and makes decisions about how to improve student achievement through the writing of the School Plan for Student Achievement (SPSA). Parents are also encouraged to participate in the English Language Advisory Committee, which addresses the needs of students learning English as their second language. Parents are encouraged to attend District English Language Advisement Committee meetings, as well as LCAP stakeholder meetings. When back on-site, parents are always invited to help with classroom tutoring, field-trip supervision, Donuts with Dads, Muffins with Moms and Playday support. Parents can access the school website through [www.chusd.org](http://www.chusd.org) and are highly encouraged to stay in contact with their child's classroom teacher via in-person meetings (upon return), phone contact and electronic means such as ZOOM. If you are interested in helping at our school once we resume on-site instruction, contact our principal, Mary Jo E. Walker

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.5	2.9	5.0	6.6	3.5	3.5
Expulsions	0.0	0.0	0.3	0.1	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Sunset Elementary School updates its Safety Plan annually. The plan was approved by the 2020-2021 School Site Council and the school board. When on-site, students and staff participate in monthly fire drills and quarterly earthquake, shelter-in-place, and lockdown drills. Students and staff are also trained in the PBIS and Time To Teach system, which teaches students to recognize and solve problems such as bullying. Teachers supervise students before school, after school, during recess and in the cafeteria. Select staff are also trained in Nonviolent Crisis Intervention. All visitors are required to check in at the school office and visitor IDs are scanned through the RAPTOR system.

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
4	33		2	4	34			6	32		11	1
5	34			7	34			6	34			6
Other**	10	1			11	1			23	1		1

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

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

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

<b>Title</b>	<b>Ratio</b>
<b>Academic Counselors*</b>	215.5

\*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 2019-2020)**

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

\*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 2018-2019)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$6,848	\$1,669	\$5,179	72664.94
<b>District</b>	N/A	N/A	\$9,883	\$74,481
<b>Percent Difference - School Site and District</b>	N/A	N/A	-62.5	-2.5
<b>State</b>	N/A	N/A	\$7,750	\$75,706
<b>Percent Difference - School Site and State</b>	N/A	N/A	-39.8	-4.1

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

**Types of Services Funded (Fiscal Year 2019-2020)**

Sunset Elementary School used general education funds for teacher, administrator, aide, and custodial salaries. Student supports included textbooks; instructional supplies; utilities; postage; copies; and clerical services. We also received state and federal funds and used them for teacher training, intervention aides' salaries and training, and student instructional materials to support a variety of educational programs.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,208	\$47,145
Mid-Range Teacher Salary	\$78,206	\$74,952
Highest Teacher Salary	\$92,466	\$96,092
Average Principal Salary (Elementary)	\$103,694	\$116,716
Average Principal Salary (Middle)	\$106,466	\$120,813
Average Principal Salary (High)	\$115,043	\$131,905
Superintendent Salary	\$156,476	\$192,565
Percent of Budget for Teacher Salaries	31.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	11	10

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Sunset teachers and counselor have built teaching, counseling, and technology skills this year in order to facilitate our Distance Learning Model of instruction due to the COVID19 pandemic. At these professional development sessions, they discuss quality of instruction, ways for teachers to improve classroom practices in a virtual model, technology and software programs, and innovations in education. We determine the areas of focus for staff development through analysis of student achievement data and collaboration with teachers. Currently, Sunset has participated in staff development for Google Classroom, SeeSaw, PPE, NearPod, MyAccess, Reflex Math, SWIVL, Edgenuity, as well as Hatching Results (counseling). All trainings have been offered to create a positive and safe learning environment, increase teacher efficacy, and improve student achievement.