



# Sunset Elementary

985 Sunset St • Coalinga, CA 93210-1347 • (559) 935-7590 • Grades 4-5

Mary Jo E. Walker, Principal

[mjwalker@chusd.org](mailto:mjwalker@chusd.org)

<http://chusd.org>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Coalinga-Huron Unified School District

657 Sunset Street

Coalinga CA, 93210

(559) 935-7500

<http://www.chusd.org>

#### District Governing Board

Lisa Culbertson, President

Francisco J. Chavez, Member

Maria I. Zavala, Clerk

Ramon Zubiri, VP

Roger Campbell, Member

#### District Administration

Lori Villanueva

**Superintendent**

Luci Rogers

**Assistant Superintendent  
of Business Services**

Katie Delano

**Director of Transportation**

Johnny Garza

**Director of Student Services and Family  
Support**

Chris Kuchman

**Director of Food Services**

Catherine Mears

**Director of Special Education**

Francisco Meza

**Director of Curriculum and  
Accountability**

Jim Reckas

**Director of Maintenance, Operations  
and Transportation**

Chad Wagner

**Director of Instructional Technology**

Scott Yeager

**Director of Human Resources**

Dotty Ingham

**Director of Educational Technology  
Integration and Support**

### School Description

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.

### Major Achievements

Sunset Elementary School has high academic standards for its students. Students have the opportunity to participate in additional activities, such as after-school sports which includes track, flag-football, volleyball, basketball, soccer and cross-country. Students participate in field trips, Colonial Day, Gold Rush Day, Sunset Speech Festival, County Spelling Bee, Peach Blossom Festival, Red Ribbon Week, and theater performances. Students have the opportunity to participate in after school programs that include tutoring and enrichment activities such as journalism, karate, robotics, gardening and chess.

### Focus for Improvement

Our focus for improvement will continue 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. Instructional aides will continue to work with struggling students during daily Intervention deployment as well as during classroom instruction.

## About the SARC

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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	211
Grade 5	210
Total Enrollment	421

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.9
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	0.5
Hispanic or Latino	77.7
White	16.9
Two or More Races	1.4
Socioeconomically Disadvantaged	84.6
English Learners	34
Students with Disabilities	9.5
Foster Youth	0.5
Homeless	2.1

## 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 for Sunset Elementary	17-18	18-19	19-20
With Full Credential	13	11	13
Without Full Credential	3	4	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Coalinga-Huron Unified	17-18	18-19	19-20
With Full Credential	♦	♦	180
Without Full Credential	♦	♦	24
Teaching Outside Subject Area of Competence	♦	♦	2

### Teacher Misassignments and Vacant Teacher Positions at Sunset Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	3

\* 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)

### Textbooks and Instructional Materials

Year and month in which data were collected: January 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	MacMillan/McGraw Hill: Wonders Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt: Go Math Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan-McGraw Hill Adopted 2008 Percent of students lacking their own assigned textbook: 0
History-Social Science	MacMillan-McGraw Hill (4-5): California Vistas Adopted 007 Scott Foresman (K-3): Social Science for California Adopted 2008 Percent of students lacking their own assigned textbook: 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

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 (or 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 (Most Recent Year)

Year and month in which data were collected: September, 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Drop-off lot, cracks, uneven surface; cafeteria delivery lot, uneven surfaces, potholes, needs repairing.
<b>Overall Rating</b>	<b>Good</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	30	29	26	30	50	50
Math	13	19	14	17	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 Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	21.6	11.7	7.0

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	422	418	99.05	28.78
Male	229	228	99.56	25.99
Female	193	190	98.45	32.11
Black or African American	11	11	100.00	0.00
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	323	320	99.07	26.33
White	74	74	100.00	39.19
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	357	354	99.16	25.50
English Learners	177	174	98.31	21.84
Students with Disabilities	40	40	100.00	12.82
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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	422	421	99.76	19.24
Male	229	229	100.00	19.65
Female	193	192	99.48	18.75
Black or African American	11	11	100.00	9.09
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	323	323	100.00	17.03
White	74	74	100.00	25.68
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	357	357	100.00	16.25
English Learners	177	177	100.00	15.25
Students with Disabilities	40	40	100.00	7.50
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.

## 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)

Sunset knows 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, as well as to update them on their child's behavior, attendance, and academic needs. Parents can participate in the School Site Council, which supports school activities and makes decisions about how to improve student achievement; and the English Language Advisory Committee, which addresses the needs of students learning English. Parents are encouraged to attend district English Language Advisement Committee meetings, as well as LCAP stakeholder meetings. Parents are also encouraged 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, phone contact and electronic means. If you are interested in helping at our school, 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.

### School Safety Plan

Sunset Elementary School updates its Safety Plan annually. The plan was approved by the 2019-2020 School Site Council and the school board. 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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.8	2.5	2.9
Expulsions Rate	0.0	0.0	0.0

  

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.1	5.0	6.6
Expulsions Rate	0.5	0.3	0.1

  

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

## 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.

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

Title	Ratio
Academic Counselor*	421.0

\* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0
Other	1.0

\* 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.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	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+
4	33		1	6	33		2	4	34			6
5	29	1	6		34			7	34			6
Other**					10	1			11	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.

## Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	11

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

Sunset teachers build teaching skills and learn concepts by participating in professional conferences and workshops throughout the school year. At these conferences and workshops they discuss quality of instruction, ways for teachers to improve classroom practices, 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 Kagan Strategies, Time to Teach, Positive Behavior Intervention Support (PBIS) Nonviolent Crisis Intervention, AED/CPR, NaviGate, RAPTOR, Imagine Language and Literacy, CAASPP test-taking strategies 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 behavior on our campus. We also have coaching and workshops provided by our Instructional Technology Coach on a variety of topics throughout the school year.

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,302	\$46,208
Mid-Range Teacher Salary	\$76,673	\$72,218
Highest Teacher Salary	\$90,653	\$92,742
Average Principal Salary (ES)	\$101,968	\$134,864
Average Principal Salary (MS)	\$104,986	\$118,220
Average Principal Salary (HS)	\$115,053	\$127,356
Superintendent Salary	\$149,476	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	33%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6369.60	1607.85	4761.75	72664.94
District	N/A	N/A	8970.47	\$72,738.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-61.3	-7.1
School Site/ State	-102.4	-9.3

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

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.

### 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.