Sunset Ranch Elementary School

2500 Bridlewood Dr. • Rocklin, CA 95765 • 916.624.2048 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

School Description

Sunset Ranch Elementary School is one of sixteen schools in the Rocklin Unified School District. The school serves students in pre-kindergarten through sixth grades, with an enrollment of about 726. The school is located in the heart of Whitney Ranch in a very stable and supportive community that expresses its values toward education through a high level of parent participation. Sunset Ranch Elementary School opened in 2010 and is the newest school in the District. Melanie Patterson is the Principal, Cindy Camillucci is the Assistant Principal, and Roger Stock is the District Superintendent. The school staff strives to provide an exemplary learning environment. Academic achievement is certainly the primary focus of the school, but the staff also operates on the principle that a caring environment fosters self-esteem and individual development and is the best road toward achieving a well-rounded education. The students are able to approach all facets of their learning with confidence and the assurance that this school is their home.

Our rules of conduct are realized internally, leading to self-directedness and initiative. Our school-wide Positive Behavior Intervention System (PBIS) model focus on "Coyotes, CAN": Cooperate, Are Safe, Never Give Up. Sunset Ranch Elementary School welcomes the direct involvement of the community in our efforts. By working together, parents and staff create a safe and orderly learning environment in which students interact positively with others and are able to develop responsibility, confidence, and self-esteem. Parents play very important roles in Sunset Ranch Elementary School through their active participation and involvement in School Site Council and the Parents/Teacher Club (PTC). They share information with classes about professional lives, teach special skills (art, music, and sports), work on school or playground improvements, conduct fundraisers and make donations. They regularly volunteer their services in the classrooms and the library. Sunset Ranch Elementary School has become a focal point and center for students and the community.

SUNSET RANCH ELEMENTARY MISSION STATEMENT:

The mission of Sunset Ranch Elementary, an innovative and community-centered school, is to empower our students and staff to be passionate learners striving towards personal excellence through a system distinguished by:
- A culture of inclusion and collaboration among all students, staff, families, and the greater community;
- The development of self-reliant and civic-minded critical thinkers;
- A caring environment that fosters academic, physical, emotional, and social growth;
- The use of dynamic, engaging, and relevant practices that redefine learning.

OBJECTIVES:

Students will explore and engage their interests in a range of learning experiences across a variety of disciplines.

Students will meet and exceed their academic potential through the use of differentiated curriculum and instruction.

Students will demonstrate perseverance and resiliency when facing challenges.

Students will apply and connect their learning to a real world purpose.

Students and staff will have opportunities to teach others what they have learned.

STRATEGIES:

We will provide dynamic curriculum and differentiated intervention systems.

1.1 Develop the consistent use of communication, collaboration, creativity and critical thinking to accomplish 21st century learning through ongoing professional development, implementation, and evaluation.

1.2 Implement a tiered academic intervention system to support all students.

We will provide a variety of opportunities for all students to be healthy, self-aware, resilient, and compassionate.

2.1 Promote physical and emotional wellness through physical activity, nutrition, mindful activities, and social-emotional learning for all students.

2.2 Engage in a school-wide character education program.

2.3 Provide school-wide behavioral intervention and support system to meet the needs of all students.

We will integrate technologies to enhance teaching and redefine learning.

3.1 Define and integrate technology standards supported by professional development.

3.2 Provide consistent opportunities for students to design and engineer as part of the curricula.

3.3 Redefine classroom and teaching environments for greater movement and flexibility in the organization of learning.

We will connect learning to our world and increase global awareness.

4.1 Prepare each student to view themselves as a citizen of the world with a global awareness by providing school-wide activities to embrace cultural diversity

4.2 Engage in service learning including developing community partnerships and professional development

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
Kindergarten	75
Grade 1	99
Grade 2	107
Grade 3	127
Grade 4	95
Grade 5	128
Grade 6	127
Total Enrollment	758

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	11.3
Filipino	5.4
Hispanic or Latino	12.1
White	59.2
Two or More Races	10
Socioeconomically Disadvantaged	9.2
English Learners	4.7
Students with Disabilities	9.6
Homeless	0.1

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 Ranch Elementary School	17-18	18-19	19-20
With Full Credential	39	37	33
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Rocklin Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	605
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Sunset Ranch Elementary School

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	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
   *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Textbooks and Instructional Materials
Year and month in which data were collected: 6-1-2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	There are sufficient standards-aligned textbooks and other materials for each pupil. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	There are sufficient standards-aligned textbooks and other materials for each pupil. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	There are sufficient standards-aligned textbooks and other materials for each pupil. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	There are sufficient standards-aligned textbooks and other materials for each pupil. **The textbooks listed are from most recent adoption:** Yes **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)
Sunset Ranch Elementary School opened in August, 2010. It is new construction and no changes or modifications have occurred due to its state of the art construction.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	75	77	71	72	50	50
Math	79	75	63	63	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	14.1	23.4	57.0

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	472	465	98.52	77.20
Male	232	227	97.84	71.81
Female	240	238	99.17	82.35
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	54	53	98.15	81.13
Filipino	23	23	100.00	95.65
Hispanic or Latino	54	54	100.00	68.52
White	282	276	97.87	76.45
Two or More Races	47	47	100.00	80.85
Socioeconomically Disadvantaged	44	43	97.73	46.51
English Learners	29	28	96.55	60.71
Students with Disabilities	49	46	93.88	43.48

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	472	464	98.31	74.78
Male	232	227	97.84	75.77
Female	240	237	98.75	73.84
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	54	54	100.00	85.19
Filipino	23	23	100.00	86.96
Hispanic or Latino	54	54	100.00	66.67
White	282	274	97.16	71.17
Two or More Races	47	47	100.00	85.11
Socioeconomically Disadvantaged	44	42	95.45	54.76
English Learners	29	29	100.00	68.97
Students with Disabilities	49	45	91.84	46.67

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)
Parents are welcomed and encouraged to participate in their child's learning at Sunset Ranch Elementary School. Many parents volunteer in their parent's classroom and/or accompany students on class field trips and overnight learning adventures. To get involved with your child's classroom, please work with your classroom teacher and room parent to get on the volunteer schedule. Alternatively, you can get assistance through the school's main office.

Sunset Ranch has an active Parent-Teacher Committee (PTC) that fundraises for the school, supports classroom and school-wide programs, and organizes community events such as the Ice Cream Social, Fun Run, and Fall Carnival. The PTC is always seeking volunteers to be part of its governing structure and/or volunteer at school events. The PTC can be contacted through their website found here: http://sunsetranchptc.org/

Additionally, parents can be part of the Sunset Ranch School Site Council. For more information on either of these committees, please contact the school principal, Melanie Patterson, at (916) 624-2048.

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
All schools in the District have a Comprehensive School Safety Plan approved by the School Site Council. It includes an assessment of the current status of school crime, procedures to notify teachers of dangerous pupils, disaster procedures, child abuse reporting procedures, rules and procedures on school discipline, school-wide dress code, policies regarding actions which would lead to suspension/expulsion, sexual harassment policy, procedures for the safe ingress and egress of pupils, and other safe school strategies and programs.

A copy of the school safety plan is available on the school website and/or by request at the Sunset Ranch Elementary School office. Here is a link to the safety plan: http://bit.ly/2ScKWlj

Public Hearing and School Site Council approval: January 17, 2019

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	1.3	1.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.2	3.3	3.3
Expulsions Rate	0.1	0.1	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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.7
Resource Specialist (non-teaching)	
Other	.1

* 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+
K	20	3	2		23		4		25		3	
1	25		5		21	2	3		25		4	
2	22	1	3		24		5		19	5		
3	24		6		20	3	2		23		6	
4	31		4		32		4		32		3	
5	30		4		32		4		32		4	
6	31		4		32		3	1	32		4	
Other**												

*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	3	3	3

The Rocklin Unified School District is committed to high quality professional development that meets the needs of the staff aligned to the established Rocklin Unified Strategic Plan. The focus of our Professional Development is the following: a continuous development and commitment to Multi-Tiered System of Support; a commitment to research-based effective instructional practices and intervention strategies; also ensuring that all students are provided the necessary skills and prerequisites to meet post-secondary goals; and to ensure all students meet College and Career Readiness Standards.

Rocklin Unified School District provides 3 days of staff development annually to staff and have done this for the past three years.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,371	$51,374
Mid-Range Teacher Salary	$69,555	$80,151
Highest Teacher Salary	$94,145	$100,143
Average Principal Salary (ES)	$127,546	$126,896
Average Principal Salary (MS)	$124,566	$133,668
Average Principal Salary (HS)	$133,108	$143,746
Superintendent Salary	$242,561	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	35%
Administrative Salaries	5%	5%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at 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	6225	1094	5131	75446
District	N/A	N/A	7265	$75,676.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-34.4	0.6
School Site/ State	-31.5	-4.3

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

Special Education, LCAP Supplemental, Title I, transportation, instructional materials, staff development, intervention classes, core K-12 classes, Gifted and Talented Education (GATE) & Career Technical Education (CTE).

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.