Sun Empire Elementary School

2649 N. Modoc Avenue • Kerman, CA 93630 • (559) 843-9200 • Grades K-6
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Kerman Unified School District
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District Governing Board

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Efrain Guizar

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District Administration

Robert Frausto
Superintendent

Mark Ruiz
Assistant Superintendent Personnel

Kraig Magnussen
Assistant Superintendent Chief Business Official

Pamela Millspaugh
Assistant Superintendent of Educational Services

A Message from the Principal:
Sun Empire is known for its positive and supportive environment. Visitors to our campus remark on good student behavior and the welcoming attitude among staff. There is a lot of parent support and involvement. The rural setting includes many mature trees, and there are usually seasonal flowers in the flowerbeds. There is obvious pride in the school.

We are known for steady improvement in student achievement and an emphasis on good character. The motto for Student of the Month represents our values: Academics, Attendance, and Character. Sun Empire has won awards for character education and has successfully completed two years of Positive Behaviors Supports and Interventions program , which supports students' success and academic achievement. Intermediate students are expected to provide service to their school through student council, peer mediation, the referee team, or the community service team. Our super readers club has received the Golden Bell award for outstanding programs.

Because of the supportive environment and focus on students, staff remains at Sun Empire for many years. Students benefit from their expertise and commitment.

Major Achievements:
Sun Empire earned a bronze and silver medal in Fresno County's Positive Behavior and Intervention Support.

Sun Empire earned the Title 1 Academic Achievement Award.

Sun Empire received a grant from Central Valley Foundation to support programs that foster student literacy. The grant pays for an English Language Development summer school to help build literacy skills in ELD students.

Sun Empire earned the Educational Results Partnership Honor Roll High Performance School Recognition for 2018-19.

Students have benefited from our focus on academic and personal excellence.

Types of Services Funded
The Sun Empire School Site Council, composed of parents and staff, meets quarterly to discuss student achievement and determine how federal and state funding should be used to support student learning. Several personnel and programs are supported by these funds. Trained bilingual tutors support English learners in the classroom and work with students in small groups and one-on-one to improve reading skills. The Academic Coaches for Literacy and Math support student achievement, particularly in learning English and meeting content standards. In addition, the academic coach trains teachers in effective reading instruction and works directly with students in reading development. She also supervises bilingual tutors and trains them on a regular basis.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About 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	107
Grade 1	81
Grade 2	84
Grade 3	85
Grade 4	96
Grade 5	76
Grade 6	84
Total Enrollment	613

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.8
Asian	1.5
Filipino	0.5
Hispanic or Latino	84.3
White	12.6
Two or More Races	0.2
Socioeconomically Disadvantaged	82.1
English Learners	43.2
Students with Disabilities	7.8
Foster Youth	0.3
Homeless	5.2

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

Teacher Credentials for Sun Empire Elementary	17-18	18-19	19-20
With Full Credential	24	27	27
Without Full Credential	3	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kerman Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	234
Without Full Credential	♦	♦	15
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Sun Empire 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)

Sun Empire sets a high priority upon ensuring that there are sufficient textbooks and materials to support the school educational program. Textbook selection is done by the District, grade level, and subject area committees coordinated by District curriculum and instruction administrator. All texts must be adopted from the most recent approved State matrices or local governing board approved lists. Textbook purchases are consistent with the content cycles of the California Curriculum Frameworks as District IMF and other funding sources permit.

Categorical funding also allows us to purchase supplementary instructional materials for English Learners in kindergarten through sixth grade to accelerate pupils as rapidly as possible towards grade level proficiency in reading, writing, and speaking. These materials are used in addition to the basic Reading/Language Arts and other core materials provided for every student are correlated to State Standards-aligned textbooks each year with new adoption cycles per core area. Supplementary Common Core Standards Plus was purchased for grades 3-6 during the 2019-2020 school year. Supplementary Science Next Generation Science Standards STEMscopes online curriculum was purchased for grades K-6 during the 2019-2020 school year.

Textbooks and Instructional Materials
Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	2017: McGraw Hill 2017: Wonders English Language Development	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Mathematics	2015: Pearson/Digits	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
Science	2008: MacMillan-McGraw-Hill: California Science	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0%
History-Social Science	2019: Studies Weekly (Kinder-2nd), TCI (3-5th), National Geographic (6th)	
	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)

Sun Empire Elementary School was built in 1957. During the 2005–2006 school year a roof was installed on the third and fourth grade wing. Deferred maintenance funding was also used to fund asphalt work on the campus. A library media center and five permanent classrooms were completed during spring 2008 and are now in use.

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.
Interior: Interior Surfaces	Fair	Water stain ceiling MPR tile, water stain ceiling (one tile) in Rooms: 1, 2, 10,16. Several of these classrooms had the old AC units. New units have been replaced with old and/or repairs to prevent AC leaks.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
Electrical: Electrical	Good	No apparent problems.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No apparent problems.
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems.
Structural: Structural Damage, Roofs	Good	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No apparent problems.
Overall Rating	**Good**	95.53% GOOD Rating Overall

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	56	55	45	46	50	50
Math	53	53	30	34	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	19.2	17.8	34.2

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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	16	16

Professional development has become part of the daily work life of the Kerman Unified Professional Learning Communities. Teachers, administrators and support staff participate in workshops and seminars, coach one another, plan lessons together, and collaborate for the purpose of student achievement. The professional learning community understands that teachers need collaboration time with one another. As a result, there is much support for providing the time and resources teachers require for the purpose of changing their practice. Teachers are afforded opportunities to participate in curriculum development, learn and share successful methods of reaching students, discuss comprehensive and efficient ways to implement standards, and continue their own learning. The district and school provides professional development days for staff. These days are devoted to curriculum training, discussing achievement data, and grade level collaboration. Staff also has the opportunity to attend out of district conferences to enhance their skills as educators.

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	336	336	100.00	55.36
Male	155	155	100.00	50.32
Female	181	181	100.00	59.67
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	278	278	100.00	52.52
White	48	48	100.00	66.67
Socioeconomically Disadvantaged	280	280	100.00	51.07
English Learners	171	171	100.00	50.29
Students with Disabilities	37	37	100.00	21.62
Students Receiving Migrant Education Services	18	18	100.00	38.89
Foster Youth	--	--	--	--
Homeless	18	18	100.00	0.00

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	337	337	100.00	53.41
Male	155	155	100.00	50.97
Female	182	182	100.00	55.49
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	279	279	100.00	50.90
White	48	48	100.00	62.50
Socioeconomically Disadvantaged	281	281	100.00	49.11
English Learners	171	171	100.00	47.37
Students with Disabilities	37	37	100.00	27.03
Students Receiving Migrant Education Services	18	18	100.00	61.11
Foster Youth	--	--	--	--
Homeless	19	19	100.00	0.00

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 needed and encouraged to be active in education at Sun Empire! Organized opportunities for parental involvement include School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Faculty Club (PFC). Sun Empire also sends parent representatives to district committees such as the District English Learners Advisory and Local Control and Accountability Funding Planning. Many parents volunteer on a regular basis in classrooms and the library. Parents are eager participants on field trips or for special class activities.

The PFC supports the school program through meetings, community events, and Red Ribbon Week activities. It also organizes book fairs during parent conferences. The PFC relies on parent participation for school fund-raisers, which support study trips and special purchases, such as the school marquee. Several grade levels offer parent information and/or training as needed, such as kindergarten orientation and Kinder Camp to incoming kindergarten students. To enhance parent involvement, the school purchased a wireless translation system to facilitate meetings and presentations.

Most parents attend Back-to-School Night and parent conferences. In addition, many parents attend quarterly awards ceremonies and monthly Student of the Month ceremonies. An annual parent survey conducted by the district and school site receives over 55 percent returns and indicates high parent satisfaction with Sun Empire, its policies, and its programs. Survey results are available from the principal. To find out how you can volunteer, please contact the principal.

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

School safety is a priority for Sun Empire. Safety policies and procedures are updated and detailed in the annual Student Parent Handbook, which we provide to all families in both English and Spanish at the beginning of the school year. Staff and the School Site Council (SSC) review the school safety plan on an ongoing basis. The SSC reviewed and updated the plan and established a safety goal on September 2019. The district also provided a safety district meeting with law enforcement in 2013 at which all Sun Empire staff attended and collaborated to implement/update a on-campus lock down safety plan. Lock-down procedures are practiced quarterly within our school site.

The plan includes procedures for emergencies and exit routes. We share the plan with all staff during school-wide staff meetings, along with other safety issues such as child abuse, blood-borne pathogens, internet safety, and sexual harassment. We practice fire drills monthly, earthquake drills four times a year, and practice lock downs, in case of intruders, four times per year. In addition, safety is emphasized through teaching students responsible behavior. Social skills groups are available for students who have difficulty building good relationships.

Staff monitors the school grounds before school as well as at all recesses and at lunchtime. For children who must arrive early, supervision is provided in the cafeteria beginning at 7:30 a.m. Teachers regularly review school rules for safe, responsible behavior in school and on the playground. We have a closed campus that is fully fenced. Visitors must enter the school through the main door and sign in at the office, where they receive a badge to wear throughout their stay.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.3	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.4	3.1	3.1
Expulsions Rate	0.1	0.0	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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0
Other	3.0

*   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+
K	23		4		25		4		21	2	3	
1	30		3		25		3		20	1	3	
2	23		4		21	1	3		28		3	
3	27		3		25		4		28		3	
4	28		3		26		3		32		3	
5	24		3		28		3		25		3	
6	28		3		24		3		28		3	
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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$46,124	$46,208
Mid-Range Teacher Salary	$71,668	$72,218
Highest Teacher Salary	$88,082	$92,742
Average Principal Salary (ES)	$103,417	$134,864
Average Principal Salary (MS)	$106,068	$118,220
Average Principal Salary (HS)	$114,073	$127,356
Superintendent Salary	$209,630	$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28%	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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5321	408	4913	$106,097.00
District	N/A	N/A	3697	$101,233.00
State	N/A	N/A	$7,506.64	$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	28.2	4.7
School Site/ State	-41.8	37.0

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.