



# Sunset Ranch Elementary School

2500 Bridlewood Dr. • Rocklin, CA 95765 • 916.624.2048 • Grades K-6

William MacDonald, Principal

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http://sres.rocklinusd.org

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Rocklin Unified School District

2615 Sierra Meadows Drive  
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(916) 624-2428  
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#### District Governing Board

Todd Lowell

Camille Maben

Wendy Lang

Susan Halldin

Eric Stevens

#### District Administration

Roger Stock

Superintendent

Kathleen Pon, Ed. D.

Deputy Superintendent,  
Educational Services

### 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 810. 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. Dr. Bill MacDonald is the Principal, Mrs. 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	102
Grade 1	127
Grade 2	101
Grade 3	130
Grade 4	124
Grade 5	120
Grade 6	122
<b>Total Enrollment</b>	<b>826</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.4
Asian	10.7
Filipino	5.1
Hispanic or Latino	9.2
Native Hawaiian or Pacific Islander	0
White	63.4
Two or More Races	9.8
Socioeconomically Disadvantaged	8.1
English Learners	3.6
Students with Disabilities	9.1
Foster Youth	0

## 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			
Sunset Ranch Elementary School	15-16	16-17	17-18
With Full Credential	28	39	39
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Rocklin Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	592
Without Full Credential	♦	♦	6
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Sunset Ranch Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: 6-1-2017	
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, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	73	70	71	70	48	48
Math	74	75	61	62	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	120	117	97.5	89.7
Male	64	62	96.9	88.7
Female	56	55	98.2	90.9
Asian	12	12	100.0	91.7
Hispanic or Latino	11	11	100.0	72.7
White	78	76	97.4	93.4
Socioeconomically Disadvantaged	15	14	93.3	64.3

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	94	90	83	82	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	7.7	21.4	66.7

\* 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.

**School Year 2016-17 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	508	490	96.46	70
Male	260	251	96.54	67.33
Female	248	239	96.37	72.8
Black or African American	--	--	--	--
Asian	53	53	100	79.25
Filipino	27	27	100	88.89
Hispanic or Latino	47	46	97.87	71.74
White	324	309	95.37	66.67
Two or More Races	48	46	95.83	71.74
Socioeconomically Disadvantaged	38	36	94.74	52.78
English Learners	36	36	100	63.89
Students with Disabilities	38	32	84.21	46.88

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 2016-17 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	508	490	96.46	75.1
Male	260	251	96.54	77.29
Female	248	239	96.37	72.8
Black or African American	--	--	--	--
Asian	53	53	100	86.79
Filipino	27	27	100	85.19
Hispanic or Latino	47	46	97.87	63.04
White	324	309	95.37	72.17
Two or More Races	48	46	95.83	89.13
Socioeconomically Disadvantaged	38	36	94.74	47.22
English Learners	36	36	100	52.78
Students with Disabilities	38	32	84.21	50

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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, William MacDonald, 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: <https://goo.gl/YfbWMC>

Public Hearing Date: February 13, 2017. Date adopted by School Site Council: February 13, 2017

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.35	0.36	0.57
Expulsions Rate	0	0	0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.4	2.49	2.2
Expulsions Rate	0.08	0.06	0.07
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

## 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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		57.1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	.75
Psychologist	1
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	1.5
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	20	23	23	2			2	5	5			
1	25	23	23				5	4	4			
2	24	25	25				5	5	5			
3	23	25	25				5	5	5			
4	29	29	29				4	4	4			
5	32	30	29				4	4	4			
6	33	32	32				1	4	4	2		

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

### Professional Development provided for Teachers

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.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,599	\$48,522
Mid-Range Teacher Salary	\$68,191	\$75,065
Highest Teacher Salary	\$92,299	\$94,688
Average Principal Salary (ES)	\$124,400	\$119,876
Average Principal Salary (MS)	\$120,002	\$126,749
Average Principal Salary (HS)	\$136,515	\$135,830
Superintendent Salary	\$228,718	\$232,390
Percent of District Budget		
Teacher Salaries	42%	37%
Administrative Salaries	5%	5%

\* 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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5433	780	4654	73025
District	♦	♦	6893	\$74,097
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			-32.5	2.6
Percent Difference: School Site/ State			-18.0	-1.6

\* Cells with ♦ do not require data.



**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 <http://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.