

Sun Empire Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

| | |
|--|---|
| School Name | Sun Empire Elementary School |
| Street | 2649 N. Modoc Avenue |
| City, State, Zip | Kerman, CA 93630 |
| Phone Number | (559) 843-9200 |
| Principal | Craig Hartsell |
| Email Address | craig.hartsell@kermanusd.com |
| School Website | https://www.kermanusd.com/domain/20 |
| County-District-School (CDS) Code | 10-73999-6007371 |

2023-24 District Contact Information

| | |
|-------------------------|--------------------------------|
| District Name | Kerman Unified School District |
| Phone Number | (559) 843-9000 |
| Superintendent | Gordon Pacheco |
| Email Address | gordon.pacheco@kermanusd.com |
| District Website | www.kermanusd.com |

2023-24 School Description and Mission Statement

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, or the community service team. Our super readers club has received the Golden Bell award for outstanding programs.

Sun Empire has introduced the Positivity Project to help with student behavior, character, and social-emotional well-being. This project builds on the Growth Mindset and the Power of "Yet". Sun Empire brought the Positivity Project to Kerman Unified to help students and staff with understanding positive character traits and that other people matter.

Because of the supportive environment and focus on students, the 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.

2023-24 School Description and Mission Statement

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.

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

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 97 |
| Grade 1 | 79 |
| Grade 2 | 85 |
| Grade 3 | 75 |
| Grade 4 | 82 |
| Grade 5 | 71 |
| Grade 6 | 72 |
| Total Enrollment | 561 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 49.4% |
| Male | 50.4% |
| American Indian or Alaska Native | 0.5% |
| Asian | 0.7% |
| Black or African American | 0.2% |
| Hispanic or Latino | 89.1% |
| Two or More Races | 0.7% |
| White | 8.4% |
| English Learners | 40.5% |
| Foster Youth | 0.5% |
| Homeless | 3.2% |
| Migrant | 4.6% |
| Socioeconomically Disadvantaged | 81.5% |
| Students with Disabilities | 5.7% |

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.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 25.10 | 99.02 | 194.20 | 85.45 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 6.00 | 2.64 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 11.20 | 4.95 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.20 | 0.98 | 6.70 | 2.98 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 9.00 | 3.96 | 18854.30 | 6.86 |
| Total Teaching Positions | 25.40 | 100.00 | 227.20 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 24.00 | 100.00 | 192.80 | 86.92 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 4.00 | 1.80 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 12.60 | 5.71 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 3.90 | 1.78 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 8.40 | 3.79 | 15831.90 | 5.67 |
| Total Teaching Positions | 24.00 | 100.00 | 221.80 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|---|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.20 | 0.00 |
| Total Out-of-Field Teachers | 0.20 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 the 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 2022-2023 school year.

Year and month in which the data were collected

December 2020

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|---|-----------------------------|--|
| Reading/Language Arts | 2017: McGraw Hill 2017: Wonders English Language Development | Yes | 0% |
| Mathematics | 2015: Pearson/Digits | Yes | 0% |
| Science | Building Blocks of Science 2019 (TK-2) Discovery Education Science Techbook 2019 (3-5) Houghton Mifflin Harcourt California Dimensions 2020 (6) | Yes | 0% |
| History-Social Science | 2019: Studies Weekly (Kinder-2nd), TCI (3-5th), National Geographic (6th) | Yes | 0% |
| Health | | Yes | |
| Visual and Performing Arts | | Yes | |

School Facility Conditions and Planned Improvements

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. Some asphalt was replaced in the summer of 2021. An arborist came out and provided tree trimming services on trees in need. A library media center and five permanent classrooms were completed during spring 2008 and are now in use.

Year and month of the most recent FIT report

October 5, 2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | No apparent problems. |
| Interior: Interior Surfaces | | | X | Water stains on ceiling tiles - site custodial to replace ceiling tiles |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | No apparent problems. |
| Electrical | X | | | Light diffuser missing - M & O to repair |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | No apparent problems. |
| Safety: Fire Safety, Hazardous Materials | | X | | Paint chipping, Dry Rot on Trim - M & O to repair; cleaning supplies not out of reach of childre - staff to relocate cleaning supplies |
| Structural: Structural Damage, Roofs | X | | | Dry Rot on siding - M & O to repair |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Weather strip bent on door - M & O to repair |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 42 | 33 | 41 | 40 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 39 | 31 | 23 | 24 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 306 | 306 | 100.00 | 0.00 | 32.68 |
| Female | 159 | 159 | 100.00 | 0.00 | 33.96 |
| Male | 146 | 146 | 100.00 | 0.00 | 31.51 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 271 | 271 | 100.00 | 0.00 | 31.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 27 | 27 | 100.00 | 0.00 | 48.15 |
| English Learners | 97 | 97 | 100.00 | 0.00 | 6.19 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 12 | 12 | 100.00 | 0.00 | 16.67 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 264 | 264 | 100.00 | 0.00 | 28.79 |
| Students Receiving Migrant Education Services | 16 | 16 | 100.00 | 0.00 | 25.00 |
| Students with Disabilities | 26 | 26 | 100.00 | 0.00 | 7.69 |

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 306 | 306 | 100.00 | 0.00 | 31.05 |
| Female | 159 | 159 | 100.00 | 0.00 | 28.30 |
| Male | 146 | 146 | 100.00 | 0.00 | 34.25 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 271 | 271 | 100.00 | 0.00 | 29.89 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 27 | 27 | 100.00 | 0.00 | 48.15 |
| English Learners | 97 | 97 | 100.00 | 0.00 | 10.31 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 12 | 12 | 100.00 | 0.00 | 16.67 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 264 | 264 | 100.00 | 0.00 | 27.27 |
| Students Receiving Migrant Education Services | 16 | 16 | 100.00 | 0.00 | 31.25 |
| Students with Disabilities | 26 | 26 | 100.00 | 0.00 | 7.69 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 22.54 | 22.54 | 17.54 | 18.21 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | 71 | 71 | 100.00 | 0.00 | 22.54 |
| Female | 34 | 34 | 100.00 | 0.00 | 26.47 |
| Male | 36 | 36 | 100.00 | 0.00 | 19.44 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 68 | 68 | 100.00 | 0.00 | 23.53 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 21 | 21 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 62 | 62 | 100.00 | 0.00 | 20.97 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 100 | 100 | 100 | 100 | 100 |

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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.

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. Parent surveys are conducted by the district and our 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.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 604 | 593 | 115 | 19.4 |
| Female | 295 | 289 | 50 | 17.3 |
| Male | 308 | 303 | 65 | 21.5 |
| Non-Binary | 1 | 1 | 0 | 0.0 |
| American Indian or Alaska Native | 3 | 3 | 1 | 33.3 |
| Asian | 4 | 4 | 2 | 50.0 |
| Black or African American | 1 | 1 | 1 | 100.0 |
| Filipino | 1 | 1 | 1 | 100.0 |
| Hispanic or Latino | 535 | 527 | 98 | 18.6 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 4 | 4 | 0 | 0.0 |
| White | 55 | 52 | 11 | 21.2 |
| English Learners | 240 | 238 | 34 | 14.3 |
| Foster Youth | 3 | 3 | 0 | 0.0 |
| Homeless | 24 | 24 | 6 | 25.0 |
| Socioeconomically Disadvantaged | 527 | 517 | 101 | 19.5 |
| Students Receiving Migrant Education Services | 36 | 36 | 1 | 2.8 |
| Students with Disabilities | 61 | 59 | 20 | 33.9 |

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 1.17 | 0.83 | 0.15 | 3.65 | 3.22 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.04 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.83 | 0 |
| Female | 0.34 | 0 |
| Male | 1.3 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0.93 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 0.42 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 4.17 | 0 |
| Socioeconomically Disadvantaged | 0.95 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

2023-24 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 December 2023. The district also provided a safety district meeting with law enforcement in 2022. After this meeting, all Sun Empire staff collaborated to implement/update an 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 lockdowns, 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 7:00 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.

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 22 | 1 | 3 | |
| 1 | 14 | 5 | | |
| 2 | 18 | 1 | 4 | |
| 3 | 24 | | 3 | |
| 4 | 26 | | 3 | |
| 5 | 26 | | 3 | |
| 6 | 25 | 1 | 2 | |
| Other | 4 | 2 | | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 22 | 1 | 3 | |
| 1 | 21 | 3 | 1 | |
| 2 | 25 | | 3 | |
| 3 | 21 | 2 | 2 | |
| 4 | 23 | | 3 | |
| 5 | 23 | | 3 | |
| 6 | 28 | | 3 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 19 | 4 | 1 | 0 |
| 1 | 20 | 4 | 0 | 0 |
| 2 | 21 | 1 | 3 | 0 |
| 3 | 25 | 0 | 3 | 0 |
| 4 | 27 | 0 | 3 | 0 |
| 5 | 24 | 0 | 3 | 0 |
| 6 | 24 | 0 | 3 | 0 |
| Other | 0 | 0 | 0 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 561 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.5 |
| Resource Specialist (non-teaching) | |
| Other | 1.7 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$8,642 | \$3,254 | \$5,388 | \$88,051 |
| District | N/A | N/A | \$5,040 | \$81,221 |
| Percent Difference - School Site and District | N/A | N/A | 6.7 | 11.4 |
| State | N/A | N/A | \$7,607 | \$81,984 |
| Percent Difference - School Site and State | N/A | N/A | -20.1 | 5.8 |

Fiscal Year 2022-23 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 to support English learners in the classroom and work with students in small groups and one-on-one to improve reading skills.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$51,042 | \$50,875 |
| Mid-Range Teacher Salary | \$79,323 | \$79,761 |
| Highest Teacher Salary | \$100,157 | \$103,045 |
| Average Principal Salary (Elementary) | \$114,281 | \$128,154 |
| Average Principal Salary (Middle) | \$117,211 | \$131,774 |
| Average Principal Salary (High) | \$126,043 | \$142,676 |
| Superintendent Salary | \$250,543 | \$211,462 |
| Percent of Budget for Teacher Salaries | 32.28% | 30.11% |
| Percent of Budget for Administrative Salaries | 5.88% | 5.49% |

Professional Development

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 provide 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 16 | 18 | 33 |