Sunnyside Elementary School

5430 San Miguel Road • Bonita, CA 91902 • (619) 479-0571 • Grades K-6
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http://schools.cvesd.org/schools/sunnyside/Pages/Home.aspx#.WjAChNzTnIU

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

Chula Vista Elementary School District
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Jeffrey Thiel, Ed.D.
Assistant Superintendent, Human Resources Services and Support

Oscar Esquivel
Deputy Superintendent, Business Services and Support

Matthew Tessier, Ed.D.
Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Originally a one-room schoolhouse, Sunnyside Elementary School is a historic school located in Bonita, within the boundary of the 49 schools of the Chula Vista Elementary School District. The school serves students in transitional kindergarten through sixth grade as well as several special day classes for students with special needs. The current building structure was built in 1959 and is scheduled to be extensively modernized during the summer of 2019. The school follows a modified, year-round calendar but will follow a traditional calendar during its upcoming summer of modernization. Sunnyside is a "community" school and is proud of its historic, "small town" feel.

Sunnyside Elementary has 21 classrooms, a computer lab, a library, a child care room (YMCA), an auditorium and an administration building. The school serves a population of approximately 450 students and maintains a variety of backgrounds, languages, and ethnicities with respect to the students and families it serves. Sunnyside students promote to Bonita Vista Middle School in the Sweetwater Union High School District.

Sunnyside Elementary continues to fully implement Common Core State Standards (also known as the New California Standards), with a focus on improving reading ability, implementing speaking and listening standards, and aligning mathematics instruction with research-based practices. In alignment with the District's mission to close the achievement gap through high impact language development strategies, the teaching staff is committed to improving self-efficacy for all students by enhancing instructional routines using success criteria and feedback. General education classrooms and special day class classrooms alike receive weekly professional development and bi-weekly collaboration time.

Sunnyside Elementary is fortunate to have a very supportive and active Parent Teacher Organization, also known as "Parents' Club". Each year, this group of parents continues to make a significant contribution to our school and it's mission. Besides supporting technology, the PTO also supports experiences, events and assemblies for students in all grade levels. This year, the PTO technology grant will go toward the purchase of new computers in our computer lab. This has enabled the school to purchase school-issued laptops for each teacher and replace outdated technology in classrooms around the school.

Sunnyside Elementary is a "Cal-Well" school and has placed a great emphasis on improving the social-emotional situations of its students. The school has adopted the Pillars of Character and hosts monthly lessons, activities, and recognition ceremonies concerning each character pillar. The school utilizes the Sanford Harmony curriculum and Harmony Circles are implemented throughout the school. It has an active Positive Behavior Interventions and Supports (PBIS) / School Culture team that drives the implementation of proactive structures like "Restorative Practices" and "Trauma-Informed Care". The school partners with the San Diego County Office of Education to house a Mental Health Intern through the Cal-Well Program on our campus which provides support to up to 40 - 50 students by fostering healthy self-concepts, social skills, and problem-solving skills for school and life success.

Before-and-after school clubs and programs at Sunnyside include the Sunnyside Bulldog Band, FitKids America, Robotics, Coding Club, Garden Club, Mathletes, Extended Day, Jumpstart Reading, Student Council, YMCA Licensed Childcare, and DASH.

Sunnyside Vision Statement

Our motto, "Bright Futures Begin at Sunnyside," supports our vision that each of our students does indeed have a bright future and that when all staff, parents and community work together on behalf of the children, we form a powerful alliance that will enable each child to reach his or her potential. To achieve our vision we are committed to ensuring that all students are provided a dynamic, well-balanced education in a nurturing, accepting, child-centered, environment where learning is viewed as a worthwhile, life-long adventure.

Sunnyside Mission

The staff of Sunnyside School endeavors to provide students an instructional program and a learning environment which will promote:
- Mastery of skills needed to be college and career ready
- Effective interpersonal and communication skills.
- Creativity and an appreciation for the arts.
- Responsibility and self-discipline.
- Motivation for lifelong learning.
- Acceptance and appreciation of others.
- Knowledge of physical and emotional well being.
- Technology Literate

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	81
Grade 1	58
Grade 2	56
Grade 3	64
Grade 4	60
Grade 5	64
Grade 6	51
Total Enrollment	434

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	7.6
Hispanic or Latino	66.1
Native Hawaiian or Pacific Islander	0.5
White	18.7
Two or More Races	3.7
Socioeconomically Disadvantaged	35.3
English Learners	20.3
Students with Disabilities	17.1
Homeless	0.5

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 Sunnyside Elementary School	17-18	18-19	19-20
With Full Credential	21	20	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	N/A	N/A	

Teacher Credentials for Chula Vista Elementary School District	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Sunnyside Elementary School

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

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Education **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Go Math for Kindergarten- Sixth Grade **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Sunnyside Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Sunnyside custodial staff performs basic cleaning operations daily.

Sunnyside Elementary School's current building was originally constructed in 1959. It was last modernized during the 1996-97 school year.

Sunnyside Elementary School is scheduled to be modernized during the Summer of 2019 and this upcoming renovation is a great source of excitement for our school and community.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/12/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	400 Boys RR: Floor stains, cobwebs, 1 light out 500 custodian: Ceiling has a hole, missing a cover, wires expose. 600 girls RR: far right sink needs chaulking; fountain outside - right side, stains on floor, cobwebs on ceiling. CR 202 (Kinder): sink needs chaulk, drinking water fountain corrosion, vents dirty, stain on carpe, 2 lights out, toilet water hose corrosion. CR 302: stained ceiling tile, back door doesn't shut properly, faucet leaks, spots on rug. CR 305: Stains on carpet, 2 lights out. CR 402: 2 lights out, sink fountain corrosion and doors need adjusment. CR 502: Sink doors need adjusment, dirty carpet, ceiling tile stain, wires expose, (water damage), 1 light out. CR 505: Ceiling tile water damage, cabinets dusty. CR 603: 1 light out, stain on rug. CR 703: door does not close properly, 1 light out, computer table piece broken, stain on carpet. CR 704: Sink low pressure and dirty faucet, few ceiling tiles broken. Play Toy Primary: Little rusty Work Room: ceiling tile damaged
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR 401: pests - spiders, roaches; and silverfish, stains on carpet, (room flooded) MP / Stage: damaged ceiling tile, Double doors top catch loose , table and table walls dirty, 6 lights out, ceiling tile stains

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Poor	400 Boys RR: Floor stains, cobwebs, 1 light out 400 men's RR: 1 light out, toilet seat loose 500 custodian: Ceiling has a hole, missing a cover, wires expose. Admin Women's RR: 1 lamp out CR 201: 1 light out. CR 202 (Kinder): sink needs chaulk, drinking water fountain corrosion, vents dirty, stain on carpe, 2 lights out, toilet water hose corrosion. CR 203 (Kinder): linolium floor dirty and cracked at entry, door and walls dirty, drinking fountain stained, toilet handle gets stuck. CR 301: Ceiling tile stain, water faucet corrosion, 1 light out. CR 303: Drinking water corrosion, stain ceiling tile, back door doesn't close. CR 402: 2 lights out, sink fountain corrosion and doors need adjusment. CR 501: 2 lamps out, dirty carpet, vents dirty, sink faucet corrosion CR 502: Sink doors need adjustment, dirty carpet, ceiling tile stain, wires expose, (water damage), 1 light out. CR 504: Fountain high pressure, damage ceiling tile, 1 light out. CR 601: 3 lights out CR 604: sink needs cauking, plug in air freshener, water faucet corrosion, vents dirty. CR 605: Stain ceiling tile, wires exposed on ceiling, sink fountain corrosion. CR 703: door does not close properly, 1 light out, computer table piece broken, stain on carpet. Kitchen: Roach in light fixture MP / Stage: damaged ceiling tile, Double doors top catch loose , table and table walls dirty, 6 lights out, ceiling tile stains

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	400 Girls RR: Sinks need caulking. 400 men's RR: 1 light out, toilet seat loose 600 Boy's RR: 2 far right sinks needs chaulking , flashing on facia damaged , facia needs paint , window sills dirty, stains on floor CR 202 (Kinder): sink needs chaulk, drinking water fountain corrosion, vents dirty, stain on carpe, 2 lights out, toilet water hose corrosion. CR 403: Sink fountain corrosion, vents dirty, stains on carpet, 1 light out. CR 404: Sink fountain corrosion. CR 501: 2 lamps out, dirty carpet, vents dirty, sink faucet corrosion CR 504: Fountain high pressure, damage ceiling tile, 1 light out. CR 604: sink needs cauking, plug in air freshener, water faucet corrosion, vents dirty. CR 605: Stain ceiling tile, wires exposed on ceiling, sink fountain corrosion. CR 701: drinking fountain low pressure, ceiling tile separating and missing a small piece. CR 704: Sink low pressure and dirty faucet, few ceiling tiles broken. CR 705: Door doesn't close all the way, drinking fountain low pressure, dirty vent. play ground upper: drinking fountain low pressure, metal cover on swell is bend and loose on south corner, fence leaning. staff lounge: Aireator on sink needs to be replaced, floor tile stains.
Safety: Fire Safety, Hazardous Materials	Good	CR 503: cleaners under sink, sink faucet corrosion, back door termites, carpet stains. CR 701: drinking fountain low pressure, ceiling tile separating and missing a small piece. CR 705: Door doesn't close all the way, drinking fountain low pressure, dirty vent.
Structural: Structural Damage, Roofs	Good	CR 304: Front overhang roof joist damaged, facia loose, stain on rug CR 602: 4 lamps out, front facia flashing damaged Kinder play toy: wood chips low on slide, paint faded

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	600 Boy's RR: 2 far right sinks needs chaulking , flashing on facia damaged , facia needs paint , window sills dirty, stains on floor CR 302: stained ceiling tile, back door doesn't shut properly, faucet leaks, spots on rug. CR 303: Drinking water corrosion, stain ceiling tile, back door doesn't close. CR 703: door does not close properly, 1 light out, computer table piece broken, stain on carpet. CR 705: Door doesn't close all the way, drinking fountain low pressure, dirty vent.
Overall Rating	**Fair**	Job orders were placed.

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	68	65	65	64	50	50
Math	56	56	51	51	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	15.9	34.9	28.6

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	230	228	99.13	65.35
Male	127	126	99.21	64.29
Female	103	102	99.03	66.67
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	19	19	100.00	78.95
Hispanic or Latino	159	158	99.37	62.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	38	37	97.37	75.68
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	95	93	97.89	54.84
English Learners	48	48	100.00	45.83
Students with Disabilities	39	39	100.00	17.95

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	230	227	98.70	55.95
Male	127	126	99.21	62.70
Female	103	101	98.06	47.52
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	19	19	100.00	78.95
Hispanic or Latino	159	158	99.37	49.37
Native Hawaiian or Pacific Islander	--	--	--	--
White	38	36	94.74	69.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	95	92	96.84	36.96
English Learners	48	48	100.00	39.58
Students with Disabilities	39	39	100.00	10.26

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)
Contact person: Principal Robert Cochran
Phone Number: (619) 479-0571

Sunnyside School has an active School Site Council and Parent Teacher Organization which sponsors many projects for the benefit of our children and school community. Pastries with the Principal is an opportunity for parents to learn more about programs and events at Sunnyside. Research shows a high correlation between parent involvement and effective schools. We encourage parents to visit and become active in our school.

Please call 619-479-0571 if you wish to become involved in school activities or if you desire information as to how you may be able to assist the children. Spanish translation is available.

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
Sunnyside School is situated in a safe neighborhood on the edge of a rural community, surrounded by former horse ranches. Sunnyside has secure perimeter fences that are locked to ensure student safety during the school day. The fences provide a single entry and exit point for the school during the school day allowing us to account for all who come (and leave) the school. The School Site Council approved the Sunnyside's School Safety and Emergency Preparedness Plan in October of 2018. Student safety and well-being is promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, lock-down drills, playground supervision, drug and alcohol abuse prevention education programs, and a School Safety Patrol. The school parking lot is exceptionally busy and parent volunteers are helpful in allowing the traffic to flow smoothly and efficiently. The parking lot was also improved last year by additional safety measures designed to have safer pick-up and drop-off of all students while also positively affecting the flow of traffic. Additional traffic signage and flags have been introduced to catch the attention of motorists and increase parking lot safety. We have several character trait assemblies throughout the school year. Staff recognize students who demonstrate these traits through these recognition assemblies. Rewards for appropriate student behavior, and consistent and fair consequences for inappropriate behavior are being applied by staff and administration.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.2	0.6	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

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	.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	2.5

*   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	1	4		17	4	1		21	1	3	
1	23		2		26		2		25		1	
2	20	1	1		23		2		20	1	2	
3	20	1	2		19	1	3		21	1	2	
4	20	1	2		27		2		16	2	2	
5	27		3		27		2		31		2	
6	22	1	2		23	1	3		18	1	2	
Other**									24		1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

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

The improvement of teaching and learning on campus is of vital importance to strengthening the Sunnyside educational community. Professional development takes place in the form of staff presentations, teacher collaboration around inquiry projects, demonstration lessons performed by the Resource Teacher, peer observations, and collaborative time for teams to implement learning. This learning occurs within our school and within our district cohort of schools.

Sunnyside has an on-site District Resource Teacher who works with the principal and staff to plan and provide professional development during staff meetings and during weekly grade level collaboration.

The academic focus for English Language Arts is that all students will show measurable growth in grade level text with purpose, understanding, and comprehension through the use of high impact reading strategies.

Mathematics professional development has focused on having students represent concepts in a variety of ways, and also to be able to explain their thinking orally and in writing. Teachers are using a protocol called Professional Noticings to analyze student work, identify common misconceptions, and plan next steps for instruction. Teachers are working closely with the District Math Resource Teacher and cohort as they engage in this work.

Sunnyside Staff have also been receiving additional training in the teaching of English Learners. Staff have been trained in a variety of techniques that will help English Learners to become fully English proficient as quickly as possible. Sunnyside continues to participate with Project GLAD, and are working on both designated and integrated supports for students.

Sunnyside staff is also receiving ongoing training on Achieve 3000 for grades 2-6 and Smarty Ants for grades K-1.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$50,150	$45,741
Mid-Range Teacher Salary	$75,662	$81,840
Highest Teacher Salary	$100,783	$102,065
Average Principal Salary (ES)	$134,097	$129,221
Average Principal Salary (MS)	$0	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$299,627	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
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	$11,324.21	$3,607.75	$7,716.46	$75,099.00
District	N/A	N/A	$166,094,33	$78,751.00
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	-3.0
School Site/ State	-39.8	-7.4

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

Sunnyside funds three Instructional Assistants to assist students who need additional support in literacy development. Teachers regularly meet with students who are not performing at grade level to provide additional assistance.

Additionally, Sunnyside utilizes a number of educational technology programs including:
- Accelerated Reader
- Smarty Ants
- Achieve3000
- Imagine Learning

Through all of these interventions, Sunnyside is seeking to use its funds in the best way possible to help all students succeed academically.

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.