



Sunnyside Elementary School

5430 San Miguel Road • Bonita, CA 91902 • (619) 479-0571 • Grades K-6

Robert Cochran, Principal

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



Chula Vista Elementary School District

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District Governing Board

Leslie Ray Bunker
Armando Farias
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District Administration

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Resources Services and Support**
Oscar Esquivel
**Assistant Superintendent, Business
Services and Support**
Matthew Tessier, Ed.D.
**Assistant Superintendent,
Innovation and Instruction Services
and Support**

School Description

Sunnyside School is one of 46 schools in the Chula Vista Elementary School District, and 2 independent charter schools. In 2014, Sunnyside was named a California Distinguished School, and the school community is very proud of this honor. At the time the school was constructed in 1959, it consisted of eight classrooms, an auditorium/ cafeteria, and office. Today, there are 25 classrooms plus facilities for support staff, special education, and a library with more than 15,000 books. Sunnyside is a community school and is proud of its small town feel. All third- through sixth-grade classrooms have 1:1 devices for students, and technology is embedded throughout the school day. Our goal is to be 1:1 for all students by the 2019-20 school year. As a member of our community, you are always welcome at 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 staff and 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.

Mission

The staff of Sunnyside School endeavors to provide students an instructional program and a learning environment which will promote:

- Mastery of grade level standards
- 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.
- Technological literacy

Data Analysis of the 2016-17 School Year

72% of our Kinder and first grade students met the goal for Local Measures reading. This is an decrease of 3% from the 2016-17 school year. We will continue with our RTI groups, differentiated reading groups and implementation of SIPPS to ensure continued growth for all students.

58% of our students scored within the lexile range for their grade during the 2016-2017 school year. The professional development team for Achieve 3000 comes out and works with staff after school, as well as model lessons and debrief with teachers during the school day. Students who are not yet at the required lexile will receive small group instruction to address their needs.

68% of our K-Gr. 2 students met the goal for Local Measures Math in 2016-2017, this is a 6% decrease from the 15-16 school year. To address the decrease in K-2 math the District Math Coordinator performs cohort-wide professional development that is delivered at an individualized grade level to promote instructional practices that encourage speaking and listening and making sense of complex mathematical problems.

69% of our students scored 'Meets' or 'Exceeds' on the CAASPP ELA assessment in 2016-17. This is a 2% decrease from the 2015-2016 school year. To address this stagnation, each grade level team has collaboratively backward-mapped their curriculum in order to greater collaborate around best teaching practices utilizing the newly-adopted Benchmark Education curriculum. Teachers are focused on supporting all students and we believe this collaboration will move student learning forward.

50% of our students scored a met or exceeded on the CAASPP math assessment in 2016-17. This is a 8% decrease from the 2015-16 school year. To address this concerning decrease, the entire school is focused in targeted professional development with the district cohort to increase student conceptual foundations, fluency, and problem attack strategies in math.

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	82
Grade 1	65
Grade 2	54
Grade 3	52
Grade 4	55
Grade 5	88
Grade 6	60
Total Enrollment	456

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0
Asian	0.2
Filipino	5.7
Hispanic or Latino	66.7
Native Hawaiian or Pacific Islander	0.2
White	22.1
Two or More Races	2.6
Socioeconomically Disadvantaged	32.7
English Learners	18
Students with Disabilities	17.3
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Sunnyside Elementary School	15-16	16-17	17-18
With Full Credential	23	22	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	NA	N/A
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Sunnyside 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)

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, adopted in 2017, SIPPS K-2, Achieve 3000 2-6 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%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

Note: Cells with N/A values do not require data.

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.

During the 1996-97 school year, Sunnyside School went through an extensive modernization process. Improvements were made to classroom interiors, flooring and carpeting, rest rooms, electrical wiring, heating and air conditioning units, handicapped access, and fire alarm/communications/telephone systems. Additional improvements included seismic safety enhancements, new furniture, cabinets and sinks, as well as tack, white, and wallboards. We recently upgrade the lighting in our lunch arbor area and in several buildings.

During the 2008-2009 school year Sunnyside completed the installation of document cameras and projection systems in all classrooms. These systems are taking the place of old overhead projectors and allow our staff to better connect with their students by being able to project almost anything onto the in-class movie screens.

In addition, the school's PTO (known as "Parents' Club") has paid for the installation of a first-class sound system (amplifier, equalizer, CD player, speakers, microphones, etc.) for the auditorium. The Parents' Club has also purchased for the auditorium a laptop, document-camera, and overhead projection system so that there will be better presentation capabilities for both students and staff.

A new outdoor speaker system has also been added to enhance events that are held in our school quad/flagpole area. Another outdoor speaker system has been installed (with a wireless microphone system) that can address all the students on the playing fields during recess time (or during an emergency).

The Parents' Club has also paid for and installed a giant shade structure for the upper grade students. Using the school colors of blue and gold, the shade structure is very popular with students in grades 5 & 6 as it allows them to work outside without having to worry about getting overheated!

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 3/13/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		400 Girls RR: partions have holes and dirty CR 302: stained ceiling tile CR 303: 6 lamps out; electrical panel blocked CR 602: 4 lamps out , ceiling tiles stained sink needs caulk , front facia flashing damaged MP / Stage: damaged ceiling tile, Double doors top catch loose , table and table wells dirty Work Room: ceiling tile damaged
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			CR 401: pests - spiders, roaches; and silverfish MP / Stage: damaged ceiling tile, Double doors top catch loose , table and table wells dirty
Electrical: Electrical		X		500 custodian: electrical panel blocked Admin Women's RR: 1 lamp out; 1 bulb out over sink CR 203 (Kinder): linolium floor dirty and cracked at entry , door and walls dirty ,drinking fountain stained , Right RR - lightswitch missing sensor cover; R/R dirty CR 303: 6 lamps out; electrical panel blocked CR 404: 4 lights out CR 501: 2 lamps out; electrical panel blocked CR 601: light out CR 702: 2 lamps out , electrical panel obstructed , cleaners under sink

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/13/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				600 Boy's RR: 2 far right sinks needs chaulking , flashing on facia damaged , facia needs paint , window sills dirty CR 202 (Kinder): sink needs caulk CR 504: drinking fountain low pressure , aerator needs replaced CR 604: aerator needs replaced , sink needs caulking CR 701: drinking fountain low pressure, unmarked spray bottle under sink CR 705: 2 spray bottles & 1 spray can of air freshener; door doesn't close all the way, drinking fountain low pressure Kinder playground: asphalt cracks need to be patched , drinking fountain low pressure play ground upper: drinking fountain low pressure staff lounge: Aireator on sink needs to be replaced
Safety: Fire Safety, Hazardous Materials	X				CR 503: cleaners under sink CR 701: drinking fountain low pressure, unmarked spray bottle under sink CR 702: 2 lamps out , electrical panel obstructed , cleaners under sink CR 705: 2 spray bottles & 1 spray can of air freshener; door doesn't close all the way, drinking fountain low pressure
Structural: Structural Damage, Roofs	X				CR 602: 4 lamps out , ceiling tiles stained sink needs caulk , front facia flashing damaged
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				400 men's RR: 600 Boy's RR: 2 far right sinks needs chaulking , flashing on facia damaged , facia needs paint , window sills dirty CR 303: 6 lamps out; electrical panel blocked CR 703: door does not close properly CR 704: door does not close properly CR 705: 2 spray bottles & 1 spray can of air freshener; door doesn't close all the way, drinking fountain low pressure Kinder playground: asphalt cracks need to be patched , drinking fountain low pressure
Overall Rating	Exemplary	Good	Fair	Poor	Job orders were placed.
		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	70	69	62	62	48	48
Math	56	49	48	49	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.

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	77	77	67	62	56	54

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	7.4	25.9	39.5

* 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	59	56	94.9	76.8
Male	28	27	96.4	77.8
Female	31	29	93.6	75.9
Hispanic or Latino	37	36	97.3	83.3
White	14	13	92.9	76.9
Socioeconomically Disadvantaged	20	20	100.0	75.0
Students with Disabilities	14	14	100.0	78.6

* 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.

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	256	249	97.27	69.08
Male	140	137	97.86	67.15
Female	116	112	96.55	71.43
Black or African American	--	--	--	--
Filipino	13	13	100	76.92
Hispanic or Latino	174	169	97.13	65.09
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	52	96.3	76.92
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	106	105	99.06	58.1
English Learners	63	60	95.24	53.33
Students with Disabilities	54	52	96.3	32.69
Foster Youth	--	--	--	--

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	256	251	98.05	49.4
Male	140	139	99.29	53.96
Female	116	112	96.55	43.75
Black or African American	--	--	--	--
Filipino	13	13	100	69.23
Hispanic or Latino	174	172	98.85	43.6
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	51	94.44	54.9
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	106	105	99.06	42.86
English Learners	63	63	100	33.33
Students with Disabilities	53	51	96.23	13.73
Foster Youth	--	--	--	--

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)

Contact person: Principal Robert Cochran

Phone Number: (619) 479-0571

Research shows a high correlation between parent involvement and effective schools. We encourage parents to visit and become active in our school. Sunnyside School has an active School Site Council and Parent Teacher Organization known here as "Parents' Club", which sponsors many projects for the benefit and welfare of our children. If you'd like to join the Parents' Club please come by the front office for more information.

Pastries with the Principal is an opportunity for parents to learn more about programs and events at Sunnyside.

In 2016-17, approximately 275 parents and members of the community volunteered in our classrooms or helped with special events.

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 2017. 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			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.8	1.6	1.2
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

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)	.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.9
Social Worker	.1
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
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	19	18	20	3	3	1	3	3	4			
1	24	21	23		1		1	1	2			
2	24	20	20		2	1	3	1	1			
3	19	23	20	1		1	3	2	2			
4	23	22	20	1	1	1	2	3	2			
5	23	25	27				2	2	3			
6	22	20	22	1	1	1	2	2	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 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 lecture-style 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-2.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Sunnyside has well-trained Instructional Assistants to assist students who need additional support in becoming literate in the English language. 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. As an example, Accelerated Reader is a reading program designed to encourage reading and increase reading comprehension and fluency. The school has purchased the "on-line" version, enabling Parents to check their child's reading progress from home. Parents can check which books their children are reading and the scores their children are earning (from short comprehension quizzes). The on-line version of Accelerated Reader is a good way for Parents to keep track of their children's reading program.

Many of our educational programs are technology-based. Because of this, the school dedicates funds to hire a very competent and skilled computer technician to help with all the details of each of the programs.

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 <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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$11,324.21	\$3,607.75	\$7,716.46	\$75,099.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-2.2	6.9
Percent Difference: School Site/ State			20.4	2.2

* Cells with ♦ do not require data.