Sunnyside Elementary School

5430 San Miguel Rd. • Bonita, CA 91902 • (619) 479-0571 • Grades K-6
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2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Chula Vista Elementary School District
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Assistant Superintendent, Human Resources Services and Support

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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 but has been extensively modernized during the summer of 2019. The school has followed a traditional calendar during 2019-20, due to modernization and during 2020-21, due to the COVID-19 pandemic. Sunnyside is a "community" school and is proud of its historic, "small town" feel.

Sunnyside Elementary has 21 classrooms, 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. 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 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 or social-emotional learning principle. 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. However, these programs have been temporarily suspended as a result of the COVID-19 pandemic.

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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	54
Grade 2	56
Grade 3	61
Grade 4	71
Grade 5	55
Grade 6	63
Total Enrollment	446

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	0.7
Filipino	7.6
Hispanic or Latino	67.5
Native Hawaiian or Pacific Islander	0.2
White	18.4
Two or More Races	3.8
Socioeconomically Disadvantaged	37.9
English Learners	17.3
Students with Disabilities	15.7
Foster Youth	0.7
Homeless	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 for Sunnyside Elementary School	18-19	19-20	20-21
With Full Credential	20	21	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	N/A	N/A	N/A

Teacher Credentials for Chula Vista Elementary School District	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Sunnyside Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)
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: August, 2021

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%

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.

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)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/5/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	400 Girls RR: floors dirty, vent coming down in handicap stall
Interior: Interior Surfaces	Good	CR 504: damage ceiling tile CR 703: door does not close properly, 1 light out, computer table piece broken, stain on carpet.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	400 Boys RR: bugs/insects Kinder play toy: webs and spiders
Electrical: Electrical	Good	CR 301: CR 501: door doesn't latch on swing, 1 light discolored CR 601: door latch CR 703: door does not close properly, 1 light out, computer table piece broken, stain on carpet.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Admin Men's RR: hand railings loose, door closes too fast CR 603: low sink pressure CR 605: low sink pressure
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Admin Men's RR: hand railings loose, door closes too fast CR 202 (Kinder): door doesn't latch on swing CR 302: door doesn't shut properly CR 402: door doesn't latch on swing CR 502: door doesn't latch on swing CR 701: door doesn't latch completely CR 705: Door doesn't close all the way play ground upper: metal cover on swell is bend and loose on south corner, fence leaning. Principal: cobwebs, door doesn't close on swing
Overall Rating	**Good**	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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	65	N/A	64	N/A	50	N/A
Math	56	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	46	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
Contact person: Principal Robert Cochran, Ed.D
Phone Number: (619) 479-0571

Sunnyside School has an active School Site Council, English Learner Advisory 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 (School Year 2020-2021)
Sunnyside School is located in a quiet 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 January of 2021. Particular time and effort has been spent on plans and preparations for a safe reopening for students during the COVID-19 pandemic. 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 was expanded during the 2019 Summer Modernization and adequately meets the needs of our community. We have several character trait assemblies throughout the school year. Staff recognize students who demonstrate these traits through 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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	0.0	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.6	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	17	4	1		21	1	3		14	4	2	
1	26		2		25		1		18	1	2	
2	23		2		20	1	2		14	2	2	
3	19	1	3		21	1	2		15	2	2	
4	27		2		16	2	2		18	2	2	
5	27		2		31		2		18	1	2	
6	23	1	3		18	1	2		21	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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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, 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.

The principal and staff instructional leadership team works collaboratively to plan and provide professional development during staff meetings and during weekly grade level collaboration. Across all content areas, making learning visible through the use of success criteria, student self-assessment, and teacher clarity have been focuses on staff.

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.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,655	$51,004
Mid-Range Teacher Salary	$77,932	$82,919
Highest Teacher Salary	$103,806	$104,604
Average Principal Salary (ES)	$137,324	$131,277
Average Principal Salary (MS)		$136,163
Average Principal Salary (HS)		$128,660
Superintendent Salary	$308,616	$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	5.0	5.0

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

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	13,747.54	4,661.76	9,085.78	85,715
District	N/A	N/A	190,145,679	$81,733
State	N/A	N/A	$7,750	$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-200.0	4.8
School Site/ State	15.9	1.8

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

Types of Services Funded

Sunnyside Elementary School funds one Instructional Assistant 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. Sunnyside additionally hosts several before-and-after school extended day programs to provide students with additional support.

Additionally, Sunnyside utilizes a number of educational technology programs including:
Accelerated Reader
Smarty Ants
Achieve3000
iReady Math

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).

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.