

BOARD OF EDUCATION**AGENDA – REGULAR BOARD MEETING****January 31, 2023 – Room 33 Conference Room at 5:00 pm**

Persons who are in need of disability-related modification of accommodation to participate in the board meeting must make a request in writing to the District Office, 21644 Avenue 196 Strathmore, California, 559-568-1741 x. 203. A request for accommodation should specify the nature of the modification or accommodation requested, including any necessary auxiliary aids or services required and the name and telephone number of the person making the request. The written request should be done as soon as possible and no later than two days before the meeting. The agenda, agenda packet, and any written documents distributed to the Board during a public meeting will be made available in appropriate alternative formats upon request by a person with a disability as required by the Americans with Disabilities Act. Written documents concerning agenda items are available for public inspection during normal business hours within 72 hours of the regular board meeting at the Sunnyside Union School District Office.

A. CALL TO ORDER**B. APPROVAL OF AGENDA**

<input type="checkbox"/> Kimberly Braziel	(Aye, No, Ab)	<input type="checkbox"/> Humberto Quezada	(Aye, No, Ab)
<input type="checkbox"/> Schuyler Glover	(Aye, No, Ab)	<input type="checkbox"/> Humberto Cárdenas	(Aye, No, Ab)
<input type="checkbox"/> Jessica Padilla	(Aye, No, Ab)		

C. PLEDGE OF ALLEGIANCE**D. PUBLIC COMMENT**

Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of the Board. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to **three (3) minutes** with no more than **15 minutes per single topic** so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

P. ACTION ITEMS**1. Consideration and approval of the 2021-2022 SARC Report**

<input type="checkbox"/> Kimberly Braziel	(Aye, No, Ab)	<input type="checkbox"/> Humberto Quezada	(Aye, No, Ab)
<input type="checkbox"/> Schuyler Glover	(Aye, No, Ab)	<input type="checkbox"/> Humberto Cardenas	(Aye, No, Ab)
<input type="checkbox"/> Jessica Padilla	(Aye, No, Ab)		

Q. NEXT SCHEDULED REGULAR BOARD MEETING (Organizational Meeting)

February 21, 2023 - 6:00 p.m.

R. ADJOURNMENT _____ PM

Sunnyside Union Elementary School District
Sunnyside Elementary
2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

Steve Tsuboi
stsuboi@sunnysideunion.com

SCHOOL INFORMATION

54721816054407
21644 Avenue 196
Strathmore, CA 93267
(559) 568-1741
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SUPERINTENDENT

Steve Tsuboi
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DISTRICT INFORMATION

Sunnyside Union Elementary School District
21644 Avenue 196
Strathmore, CA 93267
(559) 568-1741

BOARD OF EDUCATION

Kimberly Braziel,
President
Schuyler Glover,
Vice President
Humberto Cardenas,
Member
Humberto Quezada,
Member
Rudy Ruiz,
Member

DISTRICT ADMINISTRATION

Steve Tsuboi
Superintendent/Principal
stsuboi@sunnyside.k12.ca.us

Jody Gunderman
Vice Principal/Categoricals Mgr.

Candy Alari
Business Manager

Jennette Torres-Marquez
Administrative Assistant

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code above.



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

SCHOOL PROFILE

Strathmore is located in southeastern Tulare County where the year-round temperatures range from a winter low of 32 degrees to a summer high in excess of 100 degrees. Strathmore provides easy access to Sequoia and Kings Canyon National Parks featuring some of the nation's most breathtaking landscapes. The educational programs at Sunnyside Union Elementary School are designed to provide the skills and tools necessary for students to explore their creativity while developing a strong educational base.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	48.5
Male	51.5
Non-Binary	
American Indian or Alaska Native	
Asian	0.3
Black or African American	
Filipino	0.3
Hispanic or Latino	85.5
Native Hawaiian or Pacific Islander	
White	13.7
Two or More Races	0.3
EL Students	39.2
Foster Youth	
Homeless	4.4
Military	
Socioeconomically Disadvantaged	81.7
Migrant Education	9.6
Students with Disabilities	6.1

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	45
1st	41
2nd	37
3rd	37
4th	38
5th	34
6th	35
7th	39
8th	38
Total	344

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (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 ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered "ineffective" under ESSA), credentialed teachers who are assigned out-of-field (considered "out-of-field" under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE's Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.8	93.7	16.8	93.7	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4,205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	5.0	0.8	5.0	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.4	0.0	0.4	12,115.8	4.4
Unknown	0.1	0.9	0.1	0.9	18,854.3	6.9
Total Teaching Positions	17.9	100.0	17.9	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.5	97.0	18.5	97.0	N/A	N/A
Intern Credential Holders Properly Assigned	1.0	3.0	1.0	3.0	N/A	N/A
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	0.0	0.0	N/A	N/A
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	0.0	0.0	N/A	N/A
Unknown	0.0	0.0	0.0	0.0	N/A	N/A
Total Teaching Positions	19.5	100.0	19.5	100.0	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	1.0
Misassignments	0.8	0.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.8	1.0

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.6	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	01/23/2023
Data Collected:	January 2023
Overall Summary of School Facility Conditions:	Exemplary

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	
INTERIOR: Interior Surfaces	Good	
CLEANLINESS: Overall Cleanliness, Pest/Vermin Infestation	Good	
ELECTRICAL: Electrical	Good	
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Good	
SAFETY: Fire Safety, Hazardous Materials	Good	
STRUCTURAL: Structural Damage, Roofs	Good	
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

SCHOOL FACILITIES

Sunnyside Union Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1941, extend 46,899 square feet, and sit on 9.32 acres. The school's facilities are up to date and provide adequate space for students and staff: they include 15 permanent classrooms, ten portable classrooms, a library, a multipurpose/auditorium, a cafeteria, a windows based computer lab, a Chromebook testing and research computer lab, band room, a student projects room and two main playgrounds. The facility strongly supports teaching and learning through its ample classroom and playground space, and staff resource room.

Cleaning Process and Schedule

The District governing board has adopted cleaning standards for Sunnyside Union Elementary School. A summary of these standards is available at the school office.

The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Sunnyside Union Elementary School has four part-time custodians on duty.

Maintenance and Repair

Sunnyside Union Elementary School District administers a scheduled maintenance program, including regular facilities inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school uses the SchoolDude Maintenance System.

INSTRUCTIONAL MATERIALS

A public hearing on September 13, 2022 and determined that the school had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-8th / Course: Reading/Language Arts / Publisher: Heinemann / Adoption: 2019	Yes	0
	Grades: K-4th / Course: ELD / Publisher: Avenues / Adoption: 2007	Yes	0
	Grades: 5th-8th / Course: ELD / Publisher: High Point / Adoption: 2001	Yes	0
Mathematics	Grades: K-8th / Course: Mathematics / Publisher: Go Math! / Adoption: 2016	Yes	0
History / Social Science	Grades: K-3rd / Course: Social Science/History / Publisher: Pearson Scott Foresman / Adoption: 2007	No	0
	Grades: 4th-6th / Course: Social Science/History / Publisher: Houghton Mifflin / Adoption: 2007	No	0
	Grades: 6th-8th / Course: Social Science/History / Publisher: McDougal Littell / Adoption: 2007	No	0
Science	Grades: K-5th / Course: Science / Publisher: Pearson Scott Foresman / Adoption: 2008	No	0
	Grades: 4th-8th / Course: Science / Publisher: Pearson/Prentice Hall / Adoption: 2008	No	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at

<https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim 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 value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	11	11	47
Mathematics (Grades 3-8 and 11)	6	6	33
Science (Grades 5, 8, and 10)	4	4	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	219	217	99.09	0.91	10.65
Male	107	105	98.13	1.87	3.85
Female	112	112	100.00	0.00	16.96
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	193	192	99.48	0.52	10.42
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	25	24	96.00	4.00	13.04
Two or More Races	0	0	0.00	0.00	0.00
EL Students	89	88	98.88	1.12	2.27
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	155	154	99.35	0.65	9.09
Migrant Education	18	18	100.00	0.00	5.56
Students with Disabilities	16	15	93.75	6.25	0.00

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	219	216	98.63	1.37	6.02
Male	107	104	97.20	2.80	3.85
Female	112	112	100.00	0.00	8.04
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	193	192	99.48	0.52	5.73
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	25	23	92.00	8.00	8.70
Two or More Races	0	0	0.00	0.00	0.00
EL Students	89	88	98.88	1.12	3.41
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	155	154	99.35	0.65	5.84
Migrant Education	18	18	100.00	0.00	5.56
Students with Disabilities	16	15	93.75	6.25	0.00

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	70	70	100.00	0.00	4.29
Male	38	38	100.00	0.00	5.26
Female	32	32	100.00	0.00	3.13
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	63	63	100.00	0.00	4.76
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	0	0	0.00	0.00	0.00
EL Students	26	26	100.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	47	47	100.00	0.00	4.26
Migrant Education	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pfi/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	84	91	94	91	94
7th	95	95	95	95	95

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	359	357	142	39.8
Female	175	175	66	37.7
Male	184	182	76	41.8
Non-Binary				
American Indian or Alaska Native	0	0	0	0
Asian	1	1	0	0
Black or African American	0	0	0	0
Filipino	1	1	1	100
Hispanic or Latino	307	306	120	39.2
Native Hawaiian or Pacific Islander	0	0	0	0
White	49	48	21	43.8
Two or More Races	1	1	0	0
EL Students	143	143	54	37.8
Foster Youth	1	1	1	100
Homeless	17	17	7	41.2
Military				
Socioeconomically Disadvantaged	296	294	121	41.2
Migrant Education	33	33	16	48.5
Students with Disabilities	26	26	12	46.2

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Parents and the community are very supportive of the educational program at Sunnyside Union Elementary School. Parents participate in the Parent Teacher Support Group, School Site Council, Prairie Center 4-H Club, Save the Children, Early Steps to Success, and several student activities.

SCHOOL CLIMATE

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

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

SCHOOL SAFETY

Safety of students and staff is a primary concern of Sunnyside Union Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis throughout the school year and earthquake drills are held periodically.

Assigned staff members monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment.

Components of the Comprehensive Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Sunnyside Union Elementary School reviews the plan annually and updates it as needed. The safety plan was last reviewed with the staff in November 2022. An updated copy of the plan is available to the public at the school office.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019-2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	4.19	0.53	5.29	0	0	0
District	4.19	0.53	5.29	0	0	0
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	5.29	0
Female	1.71	0
Male	8.7	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.58	0
Native Hawaiian or Pacific Islander	0	0
White	16.33	0
Two or More Races	0	0
EL Students	5.59	0
Foster Youth	0	0
Homeless	5.88	0
Military		
Socioeconomically Disadvantaged	4.73	0
Migrant Education	3.03	0
Students with Disabilities	11.54	0

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.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit county and city public libraries, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district annually dedicates four full days exclusively to the professional development of school site staff. Additionally, early release days for students provide additional opportunities for professional development. The district continuously offers additional professional development opportunities to staff throughout the school year.

PROFESSIONAL DEVELOPMENT DAYS OFFERED

The table displays the number of annual professional development days offered during the most recent three-year period.

Professional Development Days			
	2020-21	2021-22	2022-23
Number of Professional Development Days	5	5	5

ACADEMIC COUNSELOR TO PUPIL RATIO

The chart displays the ratio of pupils to academic counselor at the school.

2021-22 Academic Counselor to Pupil Academic Counselor(s)	
Academic Counselor(s)	0

AVAILABLE COUNSELING AND SUPPORT STAFF

The chart displays the support staff available to students at the school. Note: 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.

Counseling and Support Staff	
2021-22	Full Time Equivalent
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.72
Psychologist	0.4
Social Worker	0.2
Nurse	0.4
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	1.0

COUNSELING AND SUPPORT SERVICES

It is the goal of Sunnyside Union Elementary School to assist students in their social and personal development as well as in academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The superintendent coordinates the counseling and support services at Sunnyside Union Elementary School. Student guidance and counseling-support time is provided to the school by a number of specially trained personnel from the Tulare County Office of Education.

Sunnyside Union Elementary School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. It is the district's goal to ensure that all students are provided the support they need in order to experience success in their academic career.

Through teacher training, monitoring of student achievement, and modification of instruction, Sunnyside Union Elementary School is able to offer programs to meet the individual needs of its students.

For students whose primary language is not English, and who have limited English proficiency, Sunnyside Union Elementary School offers programs to prepare them to meet the State's academic content and performance standards.

Students are identified as English Learners through the California English Language Development Test (CELDT). Those students identified as English Language Learners (ELL) are assigned to appropriately credentialed teachers. Each grade level has an English Immersion Class where Limited English students are transitioned to English in accordance with state requirements.

Sunnyside Union Elementary School offers support to students whose test results indicate they need additional assistance to achieve grade level proficiency. Students can participate in the school's Title I Program, an After-School Intervention Program, and Summer School. Teachers and staff provide tutorials and work with students on a variety of skills to enhance their academic progress including study skills, time management, and note-taking. The school works diligently to maintain open communication with parents regarding their child's progress throughout the school year.

Sunnyside Union Elementary School provides instruction to all students in the least restrictive environment possible. Students with special needs are accommodated with a variety of options. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction and assistance a student will receive which may include sessions with a Resource Specialist, Speech/Language Specialist, and/or Adaptive PE Specialist. Inclusion of Special Education students is maximized, depending on their individual abilities, to provide them with learning opportunities in a suitable environment.

CLASS SIZE DISTRIBUTION

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
K	17	22	23	2			1	2	2			
1st	20	21	21	2		1		2	1			
2nd	25	19	19		2	2	1					
3rd	23	19	19		2	2	1					
4th	25	25	25				1	1	1			
5th	25	24	21				1	1	1			
6th	17	7	14	6	60	17	12					
Other	24	26	26				2	1	1			

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	20	21	22	20	21	22	20	21	22	20	21	22
English	22	11	19	4	38	8	5					
Mathematics	22	10	19	3	12	4	1					
Science	21	9	17	4	14	12	1					
Social Science	22	10	19	3	16	4	1					

DISTRICT REVENUE SOURCES

In addition to general state funding, Sunnyside Union Elementary School District received state and federal funding for the following categorical, special education and support programs:

- Title I
- ESEA
- Interagency Contracts
- Instructional Materials
- ERAF
- Mandated Cost Reimbursement
- EPA
- Title II
- ESSA - Title IV
- AB 1808 Classified Professional Development Block Grant
- AB 1808 Low-Performing Student Block Grant

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 17,589
School: From Supplemental/Restricted Sources	\$ 7,232
School: From Basic/Unrestricted Sources	\$ 10,357
District: From Basic/Unrestricted Sources	\$ 10,357
Percentage of Variation between School & District	0 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	57.07 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 51,262	\$ 46,844
Mid-Range Teachers	\$ 73,268	\$ 73,398
Highest Teachers	\$ 95,788	\$ 93,345
Elementary School Principals	\$ 99,759	\$ 116,457
Middle School Principals	\$ 0	\$ 122,115
High School Principals	\$ 0	\$ 0
Superintendent	\$ 129,672	\$ 136,296
Teacher Salaries	26 %	30 %
Administrative Salaries	5 %	6 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	\$ 68,293
District	\$ 68,293
Percentage of Variation between School & District	0 %
All Similar School Districts	\$ 74,053
Percentage of Variation between School & State	-7.78 %

DISCIPLINE AND CLIMATE FOR LEARNING

Sunnyside Union Elementary School has found that good discipline is a solid foundation on which to build an effective school; good discipline and school effectiveness seem to have a strong correlation. Sunnyside Union Elementary School has established a comprehensive approach to discipline that includes a partnership with parents. The goal of Sunnyside Union Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

Sunnyside Union Elementary School believes students who develop a sense of personal responsibility will mature both academically and emotionally. The administration practices a counseling approach to student discipline that reinforces students' accountability for their actions and teaches viable alternatives for handling difficult social and personal interactions. Parents and students are informed of discipline policies and the Sunnyside Student Conduct Code at the beginning of each school year.

STUDENT RECOGNITION

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Cafeteria Recognition
- Perfect Attendance
- Good Character Awards
- Reading Achievement Awards
- Honor Roll Awards
- Student of the Month Awards
- Transportation Awards

EXTRACURRICULAR ACTIVITIES

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These school-wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

The school also participates in the Tulare City Rurals League, which is an athletic program that promotes individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Extracurricular and athletic activities include:

- Spelling Bee
- Basketball
- Soccer
- Poetry and Prose
- Football
- Baseball
- Track and Field
- Volleyball
- Softball
- Student Council