



Sunshine Gardens Elementary School

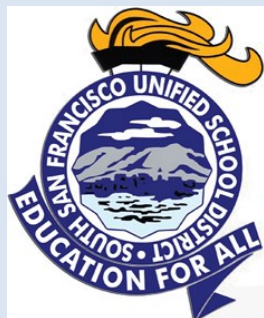
1200 Miller Ave. • South San Francisco, CA 94080-1221 • 650.877.8784 • Grades K-5

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



South San Francisco Unified School

District

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Assistant Superintendent Human Resources
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Ted O

Assistant Superintendent, Business Services

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Director English Learner Programs,
Categorical Programs and Special Projects

Jason Brockmeyer

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School Description

Nestled in the foothills of beautiful South San Francisco, California, Sunshine Gardens School offers an ambitious and rigorous academic program to all students. Students feel respected and connected to their teachers and other staff members. Instruction is personalized and small learning environments increase student contact with teachers. There is a sense at Sunshine Gardens that we all have a responsibility to educate our students. Families, businesses, social service agencies, and local universities all play a vital role in this effort.

Our academic program acknowledges the needs of our English language learners and provides each student with the support he or she needs to be successful. The Leveled Literacy Intervention Program, Migrant Education, Speech and Language program, Extended Academic Center, Academic Support program, are important parts of the educational program. There is strong teamwork among teachers across all grade levels and we have vigorous collaboration across all our school groups, such as School Site Council (SSC), English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), Positive Behavior Interventions and Supports (PBIS), and Teacher Leadership Team (TLT). Our curriculum and instruction are all aligned with the California content standards. Research-based teaching strategies and state-adopted materials and texts are used. At Sunshine Gardens, we understand and appreciate the role that technology can play in supporting student achievement. Sunshine Gardens is now integrating the use of class sets of iPads and HP Streams. Every classroom has a large screen TV, document cameras, and Apple TV devices, in addition to our Computer Lab. Ongoing student assessments identify students who need additional academic support. Our Student Success Team (SST) meets frequently to discuss ways that we can best meet the academic, behavioral, and social/emotional needs of our students here at Sunshine Gardens. We have a commitment to ongoing professional development and have prioritized trainings in both academic areas as well as in ways that we can promote student engagement and positive behaviors. This year, we are very lucky to have the support of two Reading and one English Language Development Specialists. With the experience, guidance, and support, we will offer more professional growth opportunities to our staff, and more opportunities for small group and differentiated instruction.

MISSION STATEMENT:

The mission of Sunshine Gardens is to prepare all students with 21st century skills and the foundation to become Global Citizens. The staff, families and community work together to create a safe and engaging environment for the whole child that ensures student success, builds character, and celebrates diversity. We encourage our students to be their best selves, and to reach their goals.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	61
Grade 1	54
Grade 2	58
Grade 3	65
Grade 4	55
Grade 5	67
Total Enrollment	360

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.3
Asian	8.6
Filipino	19.2
Hispanic or Latino	55.6
Native Hawaiian or Pacific Islander	2.8
White	6.4
Two or More Races	6.1
Socioeconomically Disadvantaged	58.3
English Learners	26.1
Students with Disabilities	6.9

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 Sunshine Gardens	17-18	18-19	19-20
With Full Credential	20	18	20
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for South San Francisco	17-18	18-19	19-20
With Full Credential	♦	♦	427
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Sunshine Gardens Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders/2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt (HMH) Math Expressions/2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Delta Education-FOSS/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson Scott Foresman-CA History Social Science/2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Family Life Adopted - The Puberty Workshop and Curriculum/2016 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)

Sunshine Gardens Elementary School was built in 1934. The school has 31 teaching stations (7 buildings and 3 portables) providing education for grades TK-5. The District takes great effort to ensure that all schools are clean, safe and functional. All bathrooms, classrooms and offices are cleaned daily. District maintenance staff ensures that the repairs necessary to keep the school in good working order and that they are completed in a timely manner. The facilities work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Architectural drawings were submitted to replace old aging portables with new modular classrooms during the school year of 2014/2015. Local Measure J Bond funds will be used with completion for students to occupy in the school year of 2015. This project has been delayed.

School Facility Good Repair Status

Using the most recent 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 Overall Rating

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: December 2019

System Inspected	Repair Status	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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	42	47	50	52	50	50
Math	29	37	43	44	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	11.4	28.6	11.4

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	191	189	98.95	46.56
Male	106	104	98.11	37.50
Female	85	85	100.00	57.65
Black or African American	--	--	--	--
Asian	19	19	100.00	52.63
Filipino	34	34	100.00	73.53
Hispanic or Latino	106	105	99.06	36.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	12	12	100.00	41.67
Socioeconomically Disadvantaged	123	121	98.37	38.02
English Learners	103	103	100.00	39.81
Students with Disabilities	20	19	95.00	10.53
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	191	189	98.95	36.51
Male	106	104	98.11	35.58
Female	85	85	100.00	37.65
Black or African American	--	--	--	--
Asian	19	19	100.00	42.11
Filipino	34	34	100.00	73.53
Hispanic or Latino	106	105	99.06	27.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	12	12	100.00	25.00
Socioeconomically Disadvantaged	123	121	98.37	31.40
English Learners	103	103	100.00	30.10
Students with Disabilities	20	19	95.00	15.79
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

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

Our PTA president is Katie DeLeuw. The PTA continues to place a high priority on supporting our school community at Sunshine Gardens. Some ways are parents can become involved include:

- Monthly PTA meetings
- Four ELAC meetings
- Monthly Coffee with the Principal
- Parent-Teacher Conferences
- Back-to-School Night
- Back-To-School Potluck
- New Kinder Parent and Student Playdate
- Harvest Festival
- Book Fair
- Open House
- Four School Site Council meetings
- Family and Literacy Nights
- School Garden Classes
- Classroom PTA Representatives
- Field trip chaperoning
- Elegant Eaters program

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

The School Safety Plan includes an overview of the school's current comprehensive safe school programs and initiatives as well as an annual action plan that addresses the four phases of an emergency planning: mitigation, preparedness, response and recovery. The principal has been trained in the County wide Big 5 and has trained the staff. Parents will also be informed about details of our plan. The plan identifies members of the school's emergency response team, roles and responsibilities, and lines of communications with the district's emergency response team. Emergency policies and procedures and the location and inventory of the school's first aid and emergency supplies kits are detailed. Each School Safety Plan incorporates the state's Standardized Emergency Management System and is aligned with the detailed District Emergency Management Handbook.

Sunshine Gardens is also participating in Positive Behavior Incentives and Supports. This program is designed to create a positive school culture, reinforce positive behaviors, improve school safety, positively support academic achievement, and become a reflection of our school community values and culture.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.0	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.8	5.6	5.4
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	3		19	4			20	2	1	
1	22		3		21	1	2		18	3		
2	21		3		21		3		19	3		
3	23		3		18	3			22		3	
4	33		1	1	33		1	1	28		2	
5	31		2		32		2		34			2
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. 3 full days are devoted to staff development during non-student days and 18 early release days.

Currently, the staff is being trained on Common Core State Standards, ELL instruction, and on our new math instruction Math Expressions. During the 2019-2020 school year teachers at Sunshine Gardens continue to focus on writing standards and are currently receiving professional development in "The Write Tools" and PAX Training. Staff development is also based on careful analysis of student achievement data, as well as staff input/surveys but the primary areas of focus are English Language Development, Mathematics, Technology, and Common Core State Standards.

Professional development is delivered through numerous venues including faculty meetings, conferences with the principal, district-designated staff development days, as well as professional articles and video streams.

Teachers are supported through teacher/grade level-principal meetings and in-class coaching, and feedback.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,377	\$49,084
Mid-Range Teacher Salary	\$78,483	\$76,091
Highest Teacher Salary	\$99,437	\$95,728
Average Principal Salary (ES)	\$125,146	\$118,990
Average Principal Salary (MS)	\$133,004	\$125,674
Average Principal Salary (HS)	\$160,171	\$137,589
Superintendent Salary	\$212,203	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5,339.50	5,171.85	167.65	\$80,994
District	N/A	N/A	968.69	\$75,089.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-141.0	0.0
School Site/ State	-190.8	5.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Peer Assistance and Review; Gifted and Talented (GATE); Title I, Part A – Basic Grant; Title II, Part A – Teacher Quality; Title III, Part A – Limited English Proficient (LEP); School and Library Improvement Block Grant; Federal, Vocational and Applied Technology Educational Act; Federal Special Education, Entitlement per UDC; Class Size Reduction; Special Education Master Plan; Special Education Transportation; Economic Impact Aid; Instructional Materials; Art and Music Block Grant

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.