



# Sunnyslope Elementary School

1475 Memorial Drive • Hollister, CA 95023 • (831) 636-4420 • Grades K-5

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

### **Hollister School District**

2690 Cienega Road  
Hollister, CA 95023-9687  
(831) 630-6305  
[www.hesd.org](http://www.hesd.org)

### **District Governing Board**

Stephen Kain

Robert Bernosky, President

Carla Torres- DeLuna

Jan Grist

Elizabeth Martinez

### **District Administration**

Diego Ochoa

**Superintendent**

Caroline Calero

**Director of Educational Services**

Erika Sanchez

**Assistant Superintendent, Human  
Resources**

Gabriel Moulaison

**Assistant Superintendent, Fiscal  
Services**

Kip Ward

**Director of Student Services**

Aaron Buzzeta

**Director, Facilities**

Gwen Baquiran

**Director, Special Education**

Ann Pennington

**Director, Student Nutrition &  
Warehouse**

### **School Description**

Sunnyslope School is a family oriented community in which students, families, staff and community members work together to provide the best education possible for all students. Sunnyslope's commitment to students succeeding is strongly aligned with the school district's expectations and vision of an extraordinary learning community where each of our students are prepared for future success. This is evidenced in the alignment of planning, use of time, designation of human and fiscal resources, and on-going monitoring of student progress.

Everyone within the Sunnyslope community shares the vision of academic success for all students. Response to Intervention strategies and ongoing assessment data are used by all staff to continually adjust their instruction and to help all students meet and exceed grade level standards. Teachers meet regularly in grade level teams at the school site as well as the district level to review standards and data, and align instructional lessons with the Common Core Standards. Parents are kept up to date of school events via monthly newsletters, messages on school messenger, and the marquee at the front of the school site. Many parents monitor their student's progress online by accessing the electronic gradebook. State, district, and school assessment results are provided to parents to assist them in understanding their child's progress, areas of strength, and areas for growth. The Sunnyslope webpage includes students links to electronic learning games and activities that students can use at school or at home.

At the core of Sunnyslope's success is a caring and dedicated professional staff. Teachers across grade levels support each other professionally and personally. Teachers continue to build relationships with their students, parents, and staff with the Capturing Kids Hearts Program. Parents are a very important and involved part of each classroom and an integral part of our school community. Education is highly valued by our families and there is a high degree of parent satisfaction, involvement, and pride in our school. The Parent Teacher Organization (PTO) is invaluable to our school success. Their monetary contributions provide a wide range of extra curricular activities and classroom materials. This along with many volunteer hours are major contributors to Sunnyslope's success.

There is a strong commitment to excellence on the part of the Sunnyslope Staff. Sunnyslope boasts an outstanding teaching staff with many teacher leaders that continually make adjustments in their instruction and their desire to help all students succeed. Improvement in student achievement is directly related to all teachers working in Professional Learning Communities, focusing on the use of assessment data, Common Core Standards, standards-based materials, and research based strategies.

Sunnyslope's Mission and Vision is to be a learning environment: Where every student is achieving at his or her maximum potential in an engaging, inspiring, and challenging learning environment.

## 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	112
Grade 1	78
Grade 2	105
Grade 3	93
Grade 4	93
Grade 5	91
Total Enrollment	572

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.3
Asian	1.4
Filipino	0.9
Hispanic or Latino	86.2
White	9.1
Two or More Races	0.3
Socioeconomically Disadvantaged	72.6
English Learners	32.3
Students with Disabilities	15.2
Foster Youth	0.7
Homeless	3

## 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 Sunnyslope	17-18	18-19	19-20
With Full Credential	28	23	25
Without Full Credential	0	5	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Hollister School District	17-18	18-19	19-20
With Full Credential	♦	♦	246
Without Full Credential	♦	♦	20
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Sunnyslope 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	2	2	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)**

All students at Sunnyslope Elementary School have the necessary textbooks and curriculum to meet their educational needs (see current Williams report). The new adoption in Language Arts allows for teachers to explore the depth of Common Core expectations. Math, History and Science textbooks are all reflective of the most recent district textbook adoptions. The curriculum is analyzed on a regular basis to provide any supplemental needs the students and teachers may require.

**Textbooks and Instructional Materials**

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5: Benchmark Education, Benchmark Advance, adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-5: My Math, McGraw Hill, Copr. 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	K-5: MacMillan McGraw-Hill, California Science, Copr. 2008; adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5: History-Social Science, California, Houghton Mifflin, Copr. 2006; adopted 2006 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)**

Sunnyslope School, constructed in 1961, provides a safe, clean environment for students, staff, visitors, and volunteers. The site has 45 classrooms (not all currently in use), multiple sets of bathrooms (some are gender specific while others are all gender), a library, a multipurpose room, a staff room, 3 playgrounds and a large playing field.

**Safety:** Students are safe on school grounds before, during, and after school. Supervision is provided for students throughout the school day; the responsibility is shared between teachers, administration, classified staff, and yard supervisors. Gates at the perimeter of the school are locked during the student day. All visitors must go through the school office, sign in and out, and wear an identification badge while on campus. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

**Cleaning:** A team of three custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe daily.

**Maintenance and repair:** A scheduled maintenance program is administered by the Hollister School District. A work order process is utilized to ensure efficient service and completion of tasks in a timely manner.

**Modernization:** On November 4, 2014, the voters of the Hollister School District passed Measure M, a \$28.5 million Facilities Bond that will address the most critical renovation and modernization needs at the District's elementary and middle schools. In the Summer/Fall of 2017, Sunnyslope was modernized under Measure M. For a complete list of projects go to [http://hesd.org/departments/facilities/measure\\_m\\_progress](http://hesd.org/departments/facilities/measure_m_progress).

**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected: September 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Delaminations visible at some privacy stall walls in both restrooms. ACTION: replacement summer 2020
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Room 6-8, 20-24, 30-39 Damaged/cracked asphalt/concrete visible in front of rooms. Large cracks in asphalt by planters. ACTION; summer 2020 pending funding Plastic edge protection material has worn off play structure in some areas. Spiral green slide is cracked. ACTION; summer 2020 project Some tagging noted. ACTION TAKEN: removed and cleaned Gopher activity noted at playfields. ACTION TAKEN: monthly pest control and weekly inspections Room 1 area wood deterioration visible at one rafter tail. ACTION: summer 2020 project
<b>Overall Rating</b>	<b>Good</b>	

## 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	42	52	50	50	50
Math	35	37	37	38	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	23.9	25.0	5.7

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	279	273	97.85	42.12
Male	155	149	96.13	37.58
Female	124	124	100.00	47.58
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	233	230	98.71	42.17
White	30	29	96.67	34.48
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	211	206	97.63	40.29
English Learners	110	110	100.00	42.73
Students with Disabilities	65	63	96.92	11.11
Students Receiving Migrant Education Services	19	19	100.00	57.89
Foster Youth	--	--	--	--
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	279	271	97.13	37.27
Male	155	148	95.48	39.19
Female	124	123	99.19	34.96
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	233	229	98.28	37.12
White	30	29	96.67	41.38
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	211	204	96.68	35.78
English Learners	110	109	99.09	40.37
Students with Disabilities	65	61	93.85	8.20
Students Receiving Migrant Education Services	19	19	100.00	52.63
Foster Youth	--	--	--	--
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)

Parents and the community are very supportive of the educational programs at Sunnyslope Elementary School. Parents play a very active role by participating in various school programs and activities including the Parent/Teacher Organization, parent - teacher conferences, the School Site Council, PTO, and ELAC. Parents who wish to participate in Sunnyslope Elementary Schools leadership teams, school committees, school activities, or become a volunteer may contact the principal at (831) 636-4420.

### 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

Safety of students and staff is a primary concern at Sunnyslope Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The schools Safety Plan is revised each year by the School Site Council, which consists of teachers, administration, parents and classified staff. The last date reviewed was January of 2019. The next scheduled review is January 2020.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Copies of the safety plan are shared by law with the district office, local officials, law enforcement, and are available for review.

Fire drills are conducted every month. Earthquake drills are conducted every trimester. Code Blue drills are conducted twice a year, once in the fall and again in the spring. All visitors to the campus are required to sign in at the office and display a visitors badge at all times. Gates at the perimeter of the school are locked during the student day. Supervision is provided for students throughout the school day; the responsibility is shared between teachers, administration, classified staff, and yard supervisors.

Our school wide discipline policy focuses on encouraging students to be respectful and make positive choices. Students are held accountable for their actions. Teachers communicate with parents as issues may arise in the classroom. This is often done before a student is sent to the office with a discipline referral.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.8	4.0	3.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	3.4	4.8
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	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

\* 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	79	3	6	1	136		4	1	35		6	1
1	26		3		25		3		26		6	
2	22		4		15	3	3		20	2	7	
3	29		3		23	1	3		23	2	6	
4	27		4		27		3		24	2	6	
5	22	2	4		23	1	4		29		6	
Other**					24		1		5	2		

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

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

### Professional Development provided for Teachers

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

The district is committed to providing teachers with high quality staff development. District-wide Professional Development days are provided for teachers on non-student days and during release time. The focus is on training all teachers and staff based on local and state assessment data, including a focus on closing the achievement gap for English Learners. Staff development is focused on the Common Core State Standards, the Next Generation Science Standards, and the technology needed to implement Common Core and the CAASPP, as well as inclusionary practices for all students. Staff members build teaching skills and share strategies through participation at workshops, at staff meetings, and in Professional Learning Communities. District-wide Professional Development also focuses on training for the English Language Arts/English Language Development curriculum, Eureka Math, and "Capturing Kids' Hearts" (a program that focuses on positive school climate).

### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,129	\$45,741
Mid-Range Teacher Salary	\$70,384	\$81,840
Highest Teacher Salary	\$98,166	\$102,065
Average Principal Salary (ES)	\$118,760	\$129,221
Average Principal Salary (MS)	\$116,165	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$193,220	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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	\$7,469.08	\$794.21	\$6,350.85	\$74,842.00
District	N/A	N/A	\$5,998.38	\$75,161.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	5.7	-0.4
School Site/ State	-16.7	-9.9

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**

In addition to state funding, Hollister School District receives federal categorical funding. In 2018-2019 the district received funding from the following programs: Title I - Education for the Disadvantaged, Title II – Teacher and Principal Training and Recruiting, and Title III - English Language Acquisition and Academic Achievement. Using general fund money in combination with categorical funding, the district provided every K – 5 elementary site (also the K - 6 and K - 8 sites) with an Intervention Teacher and a Physical Education Teacher. The Intervention Teacher plans with teachers and provides small group intervention instruction. The P.E. Teacher provides the required minutes of instruction to grade level groups of students, allowing the teachers more time to collaborate about instruction and/or provide intervention instruction. Students who qualify also participate in before or after school intervention classes, provided through the Supplemental Education Services, Title I. Students who qualify through Migrant Education receive additional intervention services. Site-based Title I funds are used to support the Accelerated Reader program, field trips, and assemblies. Decisions about the expenditure of these funds are made with the School Site Council, based on achievement data for the school.

**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.