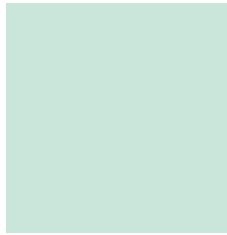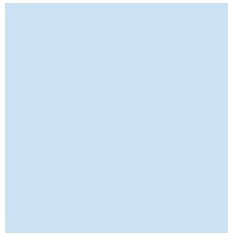# SARC

School Accountability Report Card 2018-19
Published in 2019-20

Sunnyside Elementary School
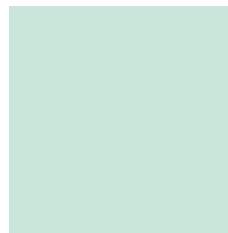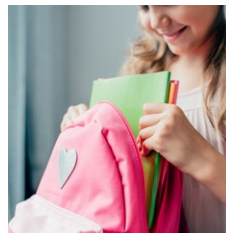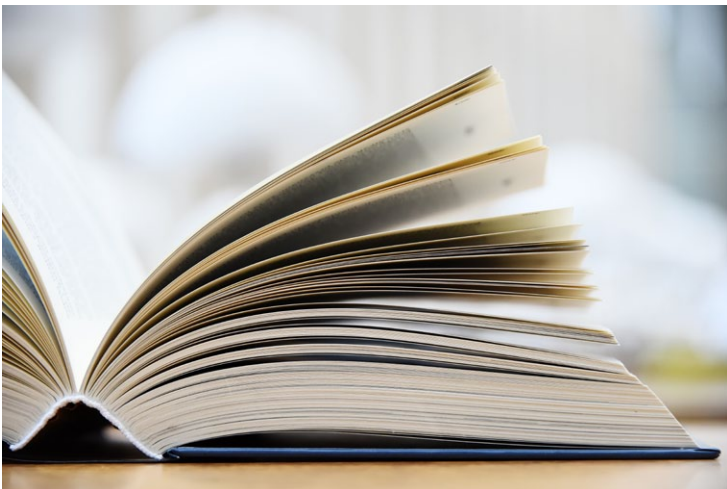
Grades K-6
CDS Code 30-66522-6028781

Susie Dollbaum
Principal
sdollbau@ggusd.us

9972 East Russell Avenue
Garden Grove, CA 92844
(714) 663-6158

http://sunnyside.ggusd.us

To view the SARC in Spanish or Vietnamese, visit www.ggusd.us

Garden Grove Unified School District

School Description

Sunnyside Elementary School is one of nearly 70 schools in the Garden Grove Unified School District and serves students in grades K-6 from the city of Garden Grove. Strong leadership is essential in a quality school and is provided at Sunnyside Elementary School by Susie Dollbaum, the principal, a professional educator for 34 years. She was appointed principal of Sunnyside Elementary School in 2010.

School Safety

Maintaining a safe and orderly environment is essential to learning. All schools in the district are closed campuses, and visitors must immediately register in the school office before entering the campus. School access is monitored by administrators, teachers and other school staff.

All schools operate employee safety committees and maintain comprehensive school safety plans that are reviewed and updated annually at the beginning of the school year. It was most recently updated and reviewed with school staff in September 2019. The safety plans include elements such as emergency plans and procedures, Department of Homeland Security alert precautions, school rules and school dress codes.

School safety committees, consisting of certificated and classified staff, meet to address safety issues for students and employees. Earthquake safety procedures are distributed to all students and parents at the beginning of the school year. Fire drills are conducted monthly at each elementary school, no fewer than four times per year at each intermediate school and at least twice a year at each high school. Drop drills are held quarterly at each elementary school and at least once each semester at intermediate and high schools. All schools conduct one lockdown exercise each year.

Professional Development

GGUSD's professional-development program centers on research-based effective instruction with embedded strategies to scaffold and differentiate for diverse learners. Teachers are supported in their implementation of effective instruction through extensive training and targeted in-class support. The use of student-achievement data also assists in providing clear goals and expectations for planning in-services for teachers and paraprofessionals.

Intensive workshops are conducted in late August during the week before school starts to provide teachers with new knowledge and enhanced skills for the upcoming school year, with an emphasis on the strategies to support language learning in mathematics, English language arts and content areas. Staff-development opportunities are also offered after school and by release time throughout the school year to provide in-class demonstrations as well as opportunities to understand the standards and across content areas. Additionally, one non-student day is set aside each year for staff development for all high school teachers in the district. Teachers collaborate in grade level and course alike teams throughout the school year to plan lessons, analyze student achievement data and student work to ensure a high quality and rigorous academic program with high student expectations.

New teachers are provided an extensive new teacher training program. Classroom management, the district's base program, report cards, parent-teacher conferences and research-based strategy instruction are just a few of the subjects of training for new teachers.

Professional Development Days		Three-Year Data	
	2017-18	**2018-19**	**2019-20**
Number of school days dedicated to staff development and continuous improvement	At least four days before the school year and one day during the school year	At least four days before the school year and one day during the school year	At least four days before the school year and one day during the school year

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Garden Grove Unified School District Mission Statement

To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

Garden Grove Unified School District Vision Statement

We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.
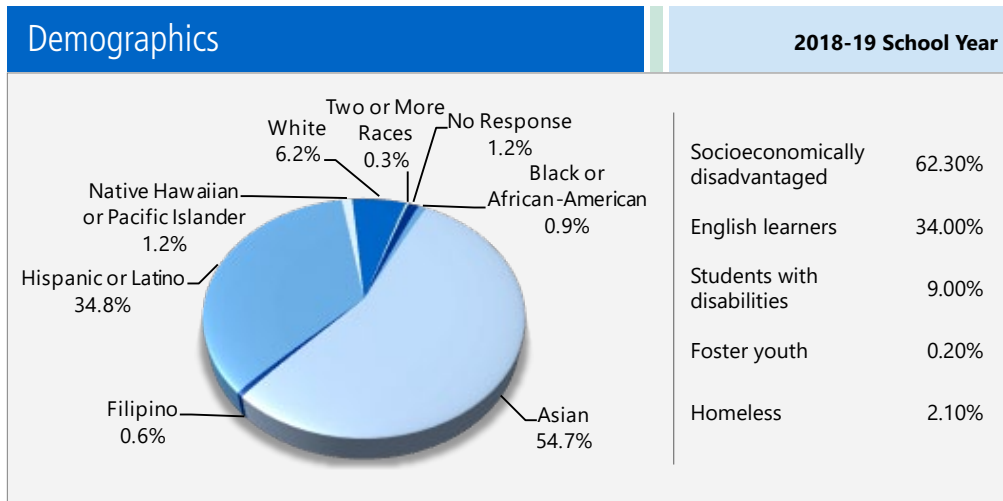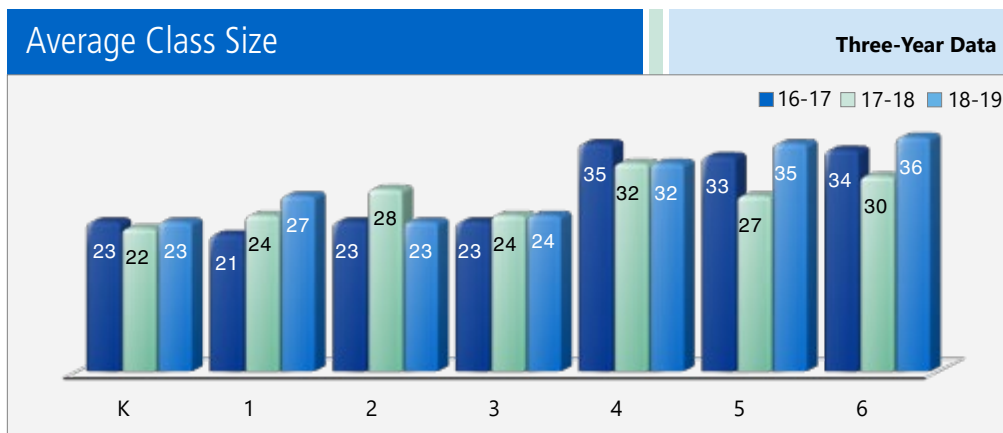
Enrollment by Student Group

The total enrollment at the school was 658 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year

White 6.2%
Two or More Races 0.3%
No Response 1.2%
Black or African-American 0.9%
Native Hawaiian or Pacific Islander 1.2%
Hispanic or Latino 34.8%
Filipino 0.6%
Asian 54.7%

Socioeconomically disadvantaged	62.30%
English learners	34.00%
Students with disabilities	9.00%
Foster youth	0.20%
Homeless	2.10%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

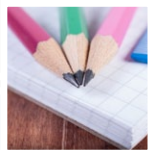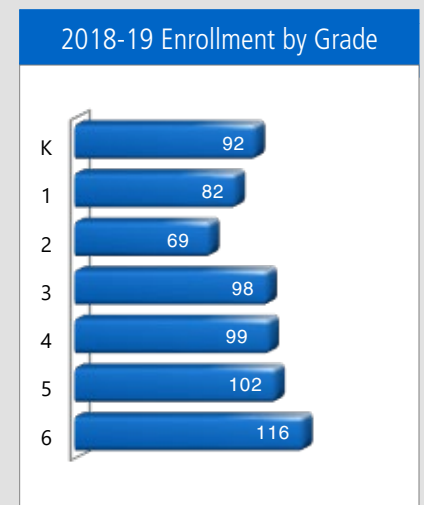| Grade	Students
K	92
1	82
2	69
3	98
4	99
5	102
6	116

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data

Legend: 16-17, 17-18, 18-19

Grade	16-17	17-18	18-19
K	23	22	23
1	21	24	27
2	23	28	23
3	23	24	24
4	35	32	32
5	33	27	35
6	34	30	36

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Sunnyside ES

	16-17	17-18	18-19
Suspension rates	2.0%	1.5%	1.4%
Expulsion rates	0.0%	0.0%	0.0%

GGUSD

	16-17	17-18	18-19
Suspension rates	3.2%	3.3%	2.8%
Expulsion rates	0.0%	0.1%	0.0%

California

	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.6%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

Grade	2016-17			2017-18			2018-19		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	3		2	3			4	
1	2	2			3			3	
2		4			3			3	
3		4			4			4	
4			3		2	1		1	2
5		1	1		4				2
6		4			3				4

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced						Two-Year Data	
	Sunnyside ES		GGUSD		California		
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards						Two-Year Data	
	Sunnyside ES		GGUSD		California		
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	76%	69%	60%	61%	50%	51%
Mathematics	69%	62%	51%	52%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Sunnyside ES
	Grade 5
Four of six standards	19.2%
Five of six standards	26.3%
Six of six standards	18.2%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-6.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.
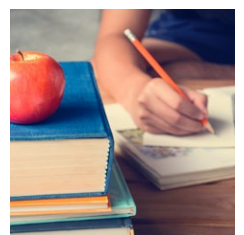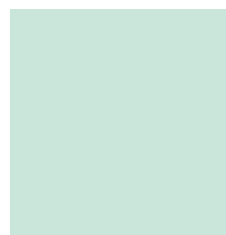
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	415	411	99.04%	0.96%	69.10%
Male	211	208	98.58%	1.42%	67.31%
Female	204	203	99.51%	0.49%	70.94%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	225	222	98.67%	1.33%	83.78%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	138	137	99.28%	0.72%	49.64%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	31	31	100.00%	0.00%	54.84%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	249	246	98.80%	1.20%	63.41%
English learners	220	216	98.18%	1.82%	66.20%
Students with disabilities	41	41	100.00%	0.00%	26.83%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	415	414	99.76%	0.24%	61.84%
Male	211	211	100.00%	0.00%	63.51%
Female	204	203	99.51%	0.49%	60.10%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	225	224	99.56%	0.44%	77.23%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	138	138	100.00%	0.00%	36.96%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	31	31	100.00%	0.00%	58.06%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	249	248	99.60%	0.40%	52.42%
English learners	220	219	99.55%	0.45%	59.82%
Students with disabilities	41	41	100.00%	0.00%	21.95%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Garden Grove Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks following the state adoption schedule. Health will be adopted at the K-6 level when the State Board of Education has adopted the state standards.

All GGUSD students, including all English learners, have textbooks and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks and instructional materials are provided in sufficient quantities for each student for use in class and to take home.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	**Most Recent State Board of Education or Local Governing Board Approved Textbooks and Instructional Materials**	**Adopted**
Reading/language arts	Yes	2016-17
Math	Yes	2015-16
History/social science	Yes	2019-20
Science	Yes	2007-08
Visual and performing arts	---	1998-99
Health (Positive Action, Life Skills)	---	2004-05

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	2019-20 School Year
Data collection date	10/1/2019

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	2019-20 School Year
Sunnyside ES	**Percentage Lacking**
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Public Internet Access

Individuals without home Internet access can use computers with Internet connections at public libraries within the Garden Grove Unified School District to download and view School Accountability Report Cards. Access to the Internet at libraries is generally provided on a first-come, first-served basis. Other use restrictions 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.

See below for library contact information for your community.

Orange County Public Library
Tel: (714) 566-3000
www.ocpl.org

Anaheim Public Library
Tel: (714) 765-1880
www.anaheim.net/library

Santa Ana Public Library
Tel: (714) 647-5250
www.santa-ana.org/library

The Orange County Public Library serves the cities of Cypress, Fountain Valley, Westminster, Garden Grove and Stanton within the GGUSD.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. Additional information about the condition of the school's facilities may be obtained by speaking with the principal.

School Facility Good Repair Status	2019-20 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	7/17/2019
Date of the most recent completion of the inspection form	7/17/2019

School Programs

The district receives additional funds for a number of special services and programs. Among the special programs offered at the school are the following:

- Gifted and Talented Education (GATE)
- Extended Day and Year Programs:
  - ▶ After School Intervention Classes
  - ▶ After School English Language Development Classes
  - ▶ Summer Institutes
- Special Education
- Title I
- Boys and Girls Clubs of Garden Grove After School Education and Safety Program (ASES)

School Facilities

Garden Grove Unified School District (GGUSD) continues to pride itself on maintaining quality facilities to provide a safe learning and working environment for its students and staff. School custodial and district maintenance staff conduct frequent inspections to ensure that all sites are clean, safe, well maintained and in good repair. Mobile cleaning teams have been used to provide in-depth cleaning-assistance services. The Maintenance Department is in the process of implementing preventative maintenance programs that ensure all schools are maintained at an efficient operating level. All classrooms, playground areas and working space for students and staff satisfy building capacity requirements of the Education Code.

The Board of Education has adopted a five-year maintenance program for the improvement of school sites, and major site-improvement projects are approved annually as needed. Graffiti-removal personnel help to keep schools free from graffiti.

The Garden Grove Unified School District has always emphasized the importance of a clean, safe environment for learning and working. The environment of each campus is a matter of pride for students, staff and parents. To ensure our facilities are in good repair condition, custodians at each site perform monthly inspections, and the district maintenance crews attempt to complete their work orders in a timely manner. Several schools have planted individual gardens, allowed sponsored projects by both the PTA and the Eagle Scout program with the Boys Scouts of America, to enhance our campuses throughout the district.

Sunnyside Elementary School was built in 1950. The school has 14 permanent classrooms and 13 portable classrooms in use on the campus. The school also has a library, multipurpose room and staff lounge.

In June 2010, GGUSD voters approved Measure A, authorizing $250 million in general obligation bonds and enabling the district to qualify for as much as $200 million in matching state school bond funds for large-scale infrastructure repair, improvement and modernization projects. As an added funding bonus, $47 million in supplemental school-improvement grants were secured, increasing the total projected Measure A budget to $503 million over the seven to eight years required for the completion of all bond-financed projects. Additionally, Measure P, authorizing an additional $311 million was approved by voters in 2016 that will enable our District to implement many improvements including seismic upgrades, new athletic Stadiums and adding air conditioning and energy conservation improvements to all of the remaining Elementary Schools by the end of 2020.

School Facilities

Continued from left

Bond proceeds, combined with state matching funds, are financing such wide-ranging school improvements as renovating electrical circuitry, plumbing, lighting, roofing, intercom and fire-safety systems; improving energy efficiency; replacing doors, windows, and outdated heating and ventilation systems; updating playground safety matting; upgrading telecommunications systems to accommodate current technology; replacing restroom plumbing, tile, and fixtures; retrofitting schools for better accessibility for the disabled; burying new underground conduits for technology growth; installing new classroom carpeting; repainting school interiors and exteriors; and new underground natural-gas piping.

We have completed at least one phase of modernization in all 65 schools. There are four high schools that are currently underway in supplemental phases. Additionally, five elementary schools are scheduled to receive air conditioning and other energy efficient improvements next year. Throughout the district, modernization projects are on-time and on budget. This past summer, we added air-conditioning to eight elementary schools. We appreciate your patience as we work to ensure that all of our schools remain successful and comfortable places to learn and work.

Parental Involvement

There are many opportunities in the district for parental involvement through participation in parent support organizations, booster clubs, school site councils, and district-level advisory committees.

Parents at Sunnyside Elementary participate at school in many ways, including orientation, back-to-school night, open house, the Parent Teacher Association (PTA), School Site Council, English Learner Advisory Committee, family nights, parent-education opportunities, Pastries with Parents, awards assemblies, field trips and other planned community events.

For more information on how to become involved at the school, please contact Chris Tran, PTA president, at (714) 663-6158 or Chris.tran@CTINEvents.com.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	GGUSD	Sunnyside ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	1,783	26	25	25
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	97	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Sunnyside ES		
Teachers	17-18	18-19	19-20
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	0.0000
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0000
Library media teacher (librarian)	0.0000
Library media services staff (paraprofessional)	0.4375
Social worker	0.0000
Health assistant	0.3750
Resource specialist (nonteaching)	0.0000
Psychologist *Available as needed*	
Nurse *Available as needed*	
Speech/language/hearing specialist *Available as needed*	

Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at 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 www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

| Salary Data		2017-18 Fiscal Year
	GGUSD	**Similar Sized District**
Beginning teacher salary	$56,948	$48,612
Midrange teacher salary	$92,173	$74,676
Highest teacher salary	$111,243	$99,791
Average elementary school principal salary	$140,495	$125,830
Average middle school principal salary	$144,333	$131,167
Average high school principal salary	$170,302	$144,822
Superintendent salary	$283,608	$275,796
Teacher salaries: percentage of budget	36%	34%
Administrative salaries: percentage of budget	4%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Sunnyside ES	$7,379	$92,906
GGUSD	$7,007	$94,136
California	$7,507	$82,403
School and district: percentage difference	+5.3%	-1.3%
School and California: percentage difference	-1.7%	+12.7%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	$11,774
Expenditures per pupil from restricted sources	$4,395
Expenditures per pupil from unrestricted sources	$7,379
Annual average teacher salary	$92,906
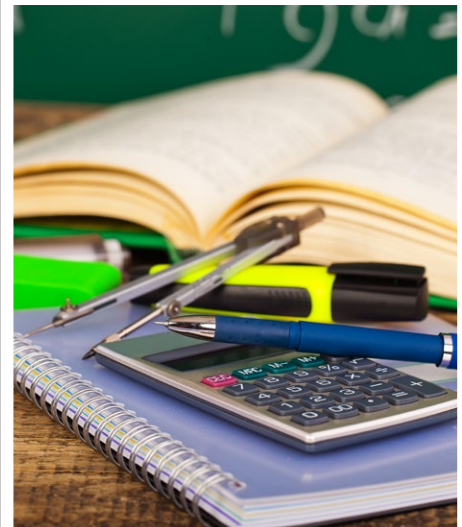
Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://dq.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

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