Sunnyslope Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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.

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Sunnyslope Elementary School
Street	7050 38th Street
City, State, Zip	Jurupa Valley
Phone Number	951360-2781
Principal	Josefina F. Gamez
Email Address	josefina_gamez@jusd.k12.ca.us
Website	www.jurupausd.org/schools/SunnyslopeElementary
County-District-School (CDS) Code	33 67090 6106843

Entity	Contact Information
District Name	Jurupa Unified School District
Phone Number	951 360-4100
Superintendent	Mr. Elliott Duchon
Email Address	info@jusd.k12.ca.us
Website	www.jurupausd.org

School Description and Mission Statement (School Year 2019-20)

Motto: "Where Excellence is Never Extinct!"

Sunnyslope strives to provide a challenging and progressive curriculum for all students. Our mission is to ensure that every student, regardless of his or her cultural, ethnic, academic, and/or socio-economic background is successful. We prepare students for the future by providing technological training, social and academic skills relative to today's world. This combination of experiences enhances self-confidence and self-esteem in our students. Sunnyslope Elementary School believes that the students we educate will make positive contributions in the future.

The school was constructed in 1988 and opened for enrollment in September of that year. Sunnyslope has a culturally and linguistically diverse population with an ethnic representation of 93 percent Hispanic, 5 percent White, 1.2 percent African American, 0.5 percent Asian-Pacific Islander, and .2 percent Native American. Approximately 48 percent of our students are designated as English Learners. About 81% percent of the students qualify for free or reduced lunch. Sunnyslope's enrollment is approximately 923 students, including two SDC preschool classes, a 4th-6th grade SDC class, and two State Preschool classes.

SPECIAL PROGRAMS
Dual Immersion Program (K-6th)
Advanced Via Individual Determination (AVID)
Impact Teams
Early Literacy Intervention
Special Day Classrooms
Extended Learning Opportunities (ELO)
Gifted and Talented Education (GATE)
State Preschool

CLUBS AND ACTIVITIES
Band
Student Council (ASB)
ThinkTogether
100 Mile Club
6th Grade Science Camp
Game Day
Book Buddies

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	144
Grade 1	128
Grade 2	122
Grade 3	112
Grade 4	119
Grade 5	114
Grade 6	113
Total Enrollment	852

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.1
Asian	0.8
Filipino	0.4
Hispanic or Latino	93.3
Native Hawaiian or Pacific Islander	0.6
White	3.3
Two or More Races	0.4
Socioeconomically Disadvantaged	75.9
English Learners	46.2
Students with Disabilities	8.9
Foster Youth	0.9
Homeless	

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	41	40	40	819
Without Full Credential	0	0	0	15
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

Year and month in which data were collected: September 27, 2019

Jurupa Unified School District conducts an evaluation of instructional materials to adopt materials that best meet the needs of students. The district conducts adoptions on a districtwide basis. The review process includes a committee of a majority of classroom teachers in the appropriate discipline (Education Code Section 60210). In addition, all instructional materials are in compliance with social content standards. When making adoption decisions, the adoption committee uses the content standards, the curriculum frameworks, the State Board of Education-adopted evaluation criteria, and the reports on each adoption as resources. The final decision for selecting and recommending textbook adoptions is with the adoption committee. The most recently adopted textbooks were selected from the state-approved list.

All students, including English learners, have standards-aligned textbooks checked out to them, to use in class and to take home, in each of the core curriculum areas of reading/language arts, mathematics, science and history/social science; foreign language and health; visual and performing arts; and science laboratory equipment for grades nine through twelve as appropriate.

Elementary students receive core curriculum textbooks on the first day of enrollment. Middle school and high school students receive textbooks checked out to them at registration days a few days before the first day of school. All students enrolling after the first day of school have core curriculum textbooks checked out to them by the Library Clerk on their first day of enrollment.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Splash TK (Dual Immersion), World of Wonders (TK), Wonders (K-6) & Maravillas (Dual Immersion K-6), McGraw Hill Education Publishers (2016)	Yes	0
Mathematics	My Math (TK-5), California Math (Gr. 6), McGraw Hill Education Publishers (2015)	Yes	0
Science	California Science (K-6), Houghton Mifflin Harcourt Publishers (2008)	Yes	0
History-Social Science	History-Social Science (K-6) , Houghton Mifflin Harcourt Publishers (2006)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Sunnyslope provides a safe, clean environment for learning. Our custodial staff includes a full-time day, a mid-shift, and a full-time night custodian who perform basic cleaning operations daily in every classroom. Our office, library, restroom facilities, and multipurpose room are entirely adequate to support our instructional programs and are handicap accessible.

Sunnyslope was built and opened in 1988. We have 42 classrooms, 15 of which are portable classrooms, 8 more are semi-permanent portables, and there are multiple mini-classrooms. Our Speech and Reading Specialist Programs (RSP) operate out of full classrooms. Sunnyslope is home to two AM/PM classes for SDC Preschool and also State Preschool. We also have an upper grade SDC classroom. Our Intervention Teachers share a classroom but push-in to mainstream classrooms to provide services. Sunnyslope has two playgrounds; one for Kindergarten and one for grades first through sixth. Activity supervisors, teachers, and other staff members are available before, during, and after school to ensure students are safe throughout the schoolday.

All classrooms are currently equipped with mounted projectors. All teachers in grades K-6 have been given a district laptop and students in grades second through sixth have a Chromebook. In 2014, the eRate project allowed our school to upgrade internet/network infrastructure to prepare for the Smarter Balanced assessments. This has been funded through a district secured grant. We continue to promote the use of technology in each classroom to prepare students to be college and career ready.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 11/26/2019

System Inspected	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	
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	32	32	36	38	50	50
Mathematics (grades 3-8 and 11)	24	27	24	25	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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	461	454	98.48	1.52	31.94
Male	225	222	98.67	1.33	31.53
Female	236	232	98.31	1.69	32.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	427	421	98.59	1.41	31.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	18	18	100.00	0.00	33.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	378	374	98.94	1.06	29.14
English Learners	251	248	98.80	1.20	22.58
Students with Disabilities	63	60	95.24	4.76	10.00
Students Receiving Migrant Education Services					
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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	461	456	98.92	1.08	26.97
Male	224	222	99.11	0.89	26.13
Female	237	234	98.73	1.27	27.78
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	427	423	99.06	0.94	26.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	18	18	100.00	0.00	27.78
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	377	374	99.20	0.80	25.67
English Learners	251	250	99.60	0.40	19.60
Students with Disabilities	62	59	95.16	4.84	5.08
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.5	13.0	15.7

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.

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 community members are invited and encouraged to be involved with Sunnyslope activities and decisions. Volunteers donate their time in the classroom, do the majority of fundraising, and are actively involved in our many programs. Sunnyslope has an active PTA, 6th Grade Booster Club, supportive parents, and a strong base of community volunteers. When you visit, you will notice a constant flow of volunteers checking in and out at the office to support our staff and students. Parents are invited to participate in our School Site Council, English Learner Advisory Committee, Gifted and Talented Education (GATE), various parenting classes, 100 Mile Club, and Sunnyslope Family Nights.
For more information on how to become involved, please contact our office at (951) 360-2781.

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.7	0.6	0.8	3.4	3.6	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Sunnyslope Elementary is a site-based managed school that encourages shared decision making. This process brings staff, students, parents, and the community together in creating academic excellence, incorporating a desire for lifelong learning. Shared decision making promotes ongoing changes to provide an outstanding educational program.

Sunnyslope Elementary School has safe school strategies that include information on the status of school crime and the following elements: safe school programs, child abuse reporting procedures, disaster response procedures, suspension and expulsion policies pursuant to Education Code Section 48900, 48915, and 49079, the Districts Discipline Handbook and Sexual Harassment Policy, our school dress code, and procedures and rules for safety on the way to and from school as well as during school hours. This plan is updated every year and approved by School Site Council by March.

Staff and students practice emergency drills monthly. Disaster drills are held twice a year. Our district wide Disaster Drill was held in the fall. Our site has emergency water, food supplies, first aid supplies, radios, lights, and tools for emergency situations. We also promote anti-drug, anti-alcohol school-wide by celebrating Red Ribbon Week and Yellow Ribbon Week with assemblies and special activities. Our school has also participated in Kindness Week activities. The school safety plan was most recently reviewed and updated in November of 2019

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.

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	27	2	2	1	21	4	3		24		6	
1	22		5		23		5		24		5	
2	23	2	2		22		5		22	1	5	
3	21	1	5		24	1	3		22		5	
4	25		4		20	2	5		20	2	3	
5	24	1	4		22	1	4		20	1	5	
6	30		4		22	3	3		25	1	4	
Other**	13	2							13	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	
Other	.2

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10471	2411	8060	87171
District	N/A	N/A	8825	$89,656.00
Percent Difference - School Site and District	N/A	N/A	-9.1	-3.5
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	21.4	10.1

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 (Fiscal Year 2018-19)

The funds were used for general education, special education, for the State, and special federally financed projects. Additionally, the state received local income for general education. Sunnyslope also receives special state money and federal money for programs such as Title I (funding two Intervention Teachers), GATE (Gifted and Talented Education), and Special Education. We also receive funds to assist in specifically supporting English language learners and families through Title III funds.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,878	$51,374
Mid-Range Teacher Salary	$79,746	$80,151
Highest Teacher Salary	$106,973	$100,143
Average Principal Salary (Elementary)	$126,881	$126,896
Average Principal Salary (Middle)	$129,964	$133,668
Average Principal Salary (High)	$147,669	$143,746
Superintendent Salary	$253,634	$245,810
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

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

The Jurupa Unified School district is committed to providing high-quality, research based professional development to all of its teachers, responding to requirements set by CDE. During the 2018-2019 school year, staff development continued to focus in the areas of California Common Core State Standards; BSEL; ELA, NGSS Science, and Mathematics Units of Study; Transitional Kindergarten teacher training (JUSD Education Services Professional Development Program, provider); GATE teacher training. These trainings provided teachers with the skill and tools necessary for implementing high-quality instruction to a range of students in their TK-12 classrooms.

Staff development is also a major focus at Sunnyslope. Sunnyslope staff in grades 2nd through 6th have participated in Guided Reading Training. During the summer, 4 teachers attended AVID Summer Institute and 6 teachers attended GoogleCamp. In October, an AVID district coach presented a three-goal boost session which worked as a refresher for AVID strategies. Other teachers attended GLAD training. Dual Immersion Teachers attended the Riverside County Dual Immersion Consortium in the fall and will attend a second day during the spring. Teachers returning from conferences or workshops have opportunities to present key strategies from the workshops. Teachers collaborate closely on Wednesdays (minimum days), and have 2 release days during the year to plan, analyze student work, and share strategies. In addition, the third grade team of teachers participated in Impact Teams.