Sunnyside Union Elementary

Sunnyside Elementary

2024-2025 School Accountability Report Card

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SCHOOL INFORMATION
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Strathmore, CA 93267
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DISTRICT INFORMATION
Sunnyside Union Elementary
21644 Avenue 196
Strathmore, CA 93267
(559) 568-1741

BOARD OF EDUCATION
Kimberly Braziel,
President
Humberto Quezada,
Vice President
Jessica Padilla,
Clerk
Schuyler Glover,
Member
Humberto Cárdenas,
Member

DISTRICT ADMINISTRATION
Steve Tsuboi
Superintendent/Principal
stsuboi@sunnysideunion.com
Leticia Sierra
Vice Principal/Curriculum Director
Ariana Mata
Business Manager
Alexandra Rojas
Administrative Assistant

SARC INFORMATION
Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
- Visit the California Department of Education (CDE) SARC webpage at http://www.cde.ca.gov/ta/ac/sa/, for more information about SARC requirements.
- Visit the CDE LCFF webpage at http://www.cde.ca.gov/fg/aa/lc/, for more information about the LCFF or LCAP.
- For additional information about the school, parents 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 http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

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

ENROLLMENT BY GRADE
The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2024-25	**Count**
K	54
1st	22
2nd	29
3rd	37
4th	30
5th	31
6th	37
7th	34
8th	37
Total	311

ENROLLMENT BY STUDENT GROUP
The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2024-25	**Percentage**
Female	46.60
Male	53.40
Non-Binary	
American Indian or Alaska Native	0.30
Asian	
Black or African American	0.30
Filipino	
Hispanic or Latino	95.20
Native Hawaiian or Pacific Islander	
White	3.90
Two or More Races	0.30
EL Students	39.20
Foster Youth	1.30
Homeless	1.60
Military	
Socioeconomically Disadvantaged	90.00
Migrant Education	15.80
Students with Disabilities	8.40

CONDITIONS OF LEARNING
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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

Teacher Preparation and Placement						
2021-22	**School Number**	**School Percent**	**District Number**	**District Percent**	**State Number**	**State Percent**
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.80	89.04	16.80	89.04	234,405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4,853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.20	6.78	1.20	6.78	12,001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11,953.10	4.28
Unknown	0.70	4.13	0.70	4.13	15,831.90	5.67
Total Teaching Positions	18.80	100.00	18.80	100.00	279,044.80	100.00

Teacher Preparation and Placement						
2022-23	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.70	82.29	14.70	82.29	231,142.40	83.24
Intern Credential Holders Properly Assigned	1.00	5.59	1.00	5.59	5,566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	6.48	1.10	6.48	14,938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	2.79	0.50	2.79	11,746.90	4.23
Unknown	0.50	2.79	0.50	2.79	14,303.80	5.15
Total Teaching Positions	17.90	100.00	17.90	100.00	277,698.00	100.00

Teacher Preparation and Placement						
2023-24	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.90	72.50	12.90	72.50	230,039.40	100.00
Intern Credential Holders Properly Assigned	1.00	5.59	1.00	5.59	6,213.80	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	11.18	2.00	11.18	16,855.00	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	3.58	0.60	3.58	12,112.80	4.34
Unknown	1.20	7.15	1.20	7.15	13,705.80	4.91
Total Teaching Positions	17.80	100.00	17.80	100.00	278,927.10	100.00

Teachers Without Credentials and Misassignments			
	2021-22	2022-23	2023-24
Permits and Waivers	1.00	1.00	2.00
Misassignments	0.20	0.10	0.00
Vacant Positions	0.00	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.20	1.10	2.00

Credentialed Teachers Assigned Out-of-Field			
	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.00
Local Assignment Options	0.00	0.50	0.60
Total Out-of-Field Teachers	0.00	0.50	0.60

Class Assignments			
	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.70	2.10	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00	0.00

SCHOOL FACILITIES

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

Cleaning Process and Schedule

The District governing board has adopted cleaning standards for Sunnyside Union Elementary School. A summary of these standards is available at the school office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Sunnyside Union Elementary School has four part-time custodians on duty.

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

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

2025-26 School Facility Inspection Summary	
Date of Last Inspection:	12/15/2025
Data Collected:	December 2025
Overall Summary of School Facility Conditions:	Exemplary

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

INSTRUCTIONAL MATERIALS
A public hearing on September 9, 2025 and determined that the school had sufficient and good quality textbooks, instructional materials and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

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

2025-26 Instructional Materials			
Subject	**Textbooks and Other Instructional Materials / Year of Adoption**	**From Most Recent Adoption?**	**Percent of Students Lacking Own Assigned Copy**
English / Language Arts	Grades: K-8th / Course: Reading/Language Arts / Publisher: Heinemann / Adoption: 2019 Grades: K-4th / Course: ELD / Publisher: Avenues / Adoption: 2007 Grades: 5th-8th / Course: ELD / Publisher: High Point / Adoption: 2001	Yes Yes Yes	0 0 0
Mathematics	Grades: K-8th / Course: Mathematics / Publisher: Go Math! / Adoption: 2016	Yes	0
History / Social Science	Grades: K-3rd / Course: Social Science/History / Publisher: Pearson Scott Foresman / Adoption: 2007 Grades: 4th-6th / Course: Social Science/History / Publisher: Houghton Mifflin / Adoption: 2007 Grades: 6th-8th / Course: Social Science/History / Publisher: McDougal Littell / Adoption: 2007	No No No	0 0 0
Science	Grades: K-5th / Course: Science / Publisher: Pearson Scott Foresman / Adoption: 2008 Grades: 4th-8th / Course: Science / Publisher: Pearson/Prentice Hall / Adoption: 2008	No No	0 0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

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

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

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

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

- Smarter Balanced English Language Arts/Literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

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

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

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

Assessment Results by Subject

	School			District			State		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
English Language Arts/Literacy (Grades 3-8 and 11)	14	13	23	14	13	23	46	47	48
Mathematics (Grades 3-8 and 11)	6	11	11	6	11	11	34	35	37
Science (Grades 5, 8, and 10)	8	9	14	8	9	14	30	31	32

Assessment Results by Student Group - English Language Arts					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	203	195	96.06	3.94	22.56
Male	116	111	95.69	4.31	17.12
Female	87	84	96.55	3.45	29.76
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	192	186	96.88	3.12	22.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	81	76	93.83	6.17	10.53
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	171	164	95.91	4.09	19.51
Migrant Education	23	21	91.30	8.70	4.76
Students with Disabilities	17	16	94.12	5.88	6.25

Assessment Results by Student Group - Mathematics					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	203	198	97.54	2.46	11.11
Male	116	114	98.28	1.72	12.28
Female	87	84	96.55	3.45	9.52
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	192	188	97.92	2.08	10.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	81	79	97.53	2.47	6.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	171	167	97.66	2.34	11.38
Migrant Education	23	23	100.00	0.00	4.35
Students with Disabilities	17	16	94.12	5.88	0.00

Assessment Results by Student Group - Science					
2024-25	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	68	66	97.06	2.94	13.64
Male	40	38	95.00	5.00	13.16
Female	28	28	100.00	0.00	14.29
Non-Binary	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	67	65	97.01	2.99	13.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	--	--	--	--
Two or More Races	0	0	0	0	0
EL Students	22	21	95.45	4.55	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	55	54	98.18	1.82	7.41
Migrant Education	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

OTHER OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS ASSESSMENT

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

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

2024-25 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	100	100	100	100	100
7th	100	100	100	100	100

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

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

Chronic Absenteeism Rate (Percentage)				
2024-25	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate (Percentage)**
All Students	334	330	48	14.5
Female	154	153	23	15.0
Male	180	177	25	14.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	315	311	43	13.8
Native Hawaiian or Pacific Islander	--	--	--	--
White	16	16	4	25.0
Two or More Races	--	--	--	--
EL Students	128	127	12	9.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Military	--	--	--	--
Socioeconomically Disadvantaged	307	304	45	14.8
Migrant Education	62	62	7	11.3
Students with Disabilities	34	33	9	27.3

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

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

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

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

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

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

Components of the Comprehensive Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Sunnyside Union Elementary School reviews the plan annually and updates it as needed. The safety plan was last reviewed with the staff in November 2025. An updated copy of the plan is available to the public at the school office.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
School	5.70	2.58	5.09	0.00	0.00	0.00
District	5.70	2.58	5.09	0.00	0.00	0.00
State	3.60	3.28	2.94	0.08	0.07	0.06

Suspension & Expulsion Rates by Student Group		
2024-25	Suspensions	Expulsions
All Students	5.09	0.00
Female	2.60	0.00
Male	7.22	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.13	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
White	25.00	0.00
Two or More Races	0.00	0.00
EL Students	3.91	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Military	--	--
Socioeconomically Disadvantaged	5.54	0.00
Migrant Education	3.23	0.00
Students with Disabilities	5.88	0.00

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.

CLASS SIZE DISTRIBUTION
The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.
*Please note that the "Other" category may display data for multi-grade level classes.

Class Size Distribution By Grade												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
K	20	19	19	2	1	2	0	0	0	0	0	0
1st	19	14	22	2	2	0	0	0	1	0	0	0
2nd	19	22	29	1	0	0	0	1	1	0	0	0
3rd	21	21	19	2	0	0	1	1	0	0	0	0
4th	25	23	30	0	0	0	1	1	1	0	0	0
5th	24	24	31	0	0	0	1	1	1	0	0	0
6th	18	15	11	5	17	24	6	0	0	0	0	0
Other	24	24	0	0	0	0	2	2	0	0	0	0

Class Size Distribution By Subject												
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	23	24	25	23	24	25	23	24	25	23	24	25
English	20	15	17	8	9	5	0	0	0	0	0	1
Mathematics	20	16	24	4	4	2	0	0	0	0	0	1
Science	16	15	19	5	5	3	0	0	0	0	0	1
Social Science	20	16	20	4	4	3	0	0	0	0	0	1

ACADEMIC COUNSELOR TO PUPIL RATIO
The chart displays the ratio of pupils to academic counselor at the school.

2024-25 Ratio of Number of Pupils per Academic Counselor	
Academic Counselor(s)	156

AVAILABLE COUNSELING AND SUPPORT STAFF
The chart displays the support staff available to students at the school. Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling and Support Staff	
2024-25	**Full Time Equivalent**
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

DISTRICT REVENUE SOURCES

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

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

SCHOOL AND DISTRICT EXPENDITURES

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

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

2023-24 Expenditures per Pupil	
School: Total Expenditures Per Pupil	$ 16,921.32
School: From Supplemental/Restricted Sources	$ 4,973.51
School: From Basic/Unrestricted Sources	$ 11, 947.81
State: From Basic/Unrestricted Sources	$ 11,146.18
Percentage of Variation between School & State	7.19 %

TEACHER AND ADMINISTRATIVE SALARIES

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

2023-24 Average Salary Information		
	District	State
Beginning Teachers	$ 61,328.00	$ 55,247.70
Mid-Range Teachers	$ 87,657.00	$ 80,745.76
Highest Teachers	$ 114,598.00	$ 109,655.38
Elementary School Principals	$ 0.00	$ 133,828.44
Middle School Principals	$ 0.00	$ 142,253.44
High School Principals	$ 0.00	$ 0.00
Superintendent	$ 155,499.00	$ 155,953.89
Teacher Salaries	21.37 %	25.26 %
Administrative Salaries	4.23 %	6.12 %

SCHOOL SITE TEACHER SALARIES

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

2023-24 Average Teacher Salary	
School / District	$ 83,761.00
All Similar School Districts	$ 85,291.00
Percentage of Variation between School & State	-1.79 %

PROFESSIONAL DEVELOPMENT DAYS OFFERED

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

Professional Development Days			
	2023-24	2024-25	2025-26
Number of Professional Development Days	5	5	5

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

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

DISCIPLINE AND CLIMATE FOR LEARNING

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

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

STUDENT RECOGNITION

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

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

EXTRACURRICULAR ACTIVITIES

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

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

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