

Sundale Elementary School

Sundale Union Elementary
School District



Terri Rufert
Superintendent

Cindy Gist
Principal

School Accountability Report Card

Data From the 2006-2007 School Year • Published During 2007-2008

Principal's Message

Sundale is a single school district located in the Southern portion of the San Joaquin Valley. The school is located five miles from the city of Tulare and serves a rural population of K-8th grade students. The total attendance area covers approximately 24 square miles. The community is largely a farming and dairy community.

Parental Involvement

Parents are encouraged to become a part of the educational process at Sundale School by doing volunteer work. This may include working in the classroom under the teacher's direction, preparing learning materials, assisting with our school library, assisting on field trips or tutoring individual students. Once a month daycare is provided for those parents needing to take advantage of that. PTA, School Site Council (SSC), DELAC and a variety of other committees such as ag science, building and grounds, sports, curriculum committees meet monthly and all parents are welcome to attend. A variety of evening parent workshops are scheduled throughout the year, with daycare provided. All parent meetings are translated in Spanish so all parents feel welcome. Parents are encouraged to sign up at the beginning of the year in an area that most interests them to become involved in.

For more information on how to become involved, contact the PTA President, at (559) 688-7451.

Professional Development Days

The previous three school years, Sundale School has had three days each year dedicated to staff professional development.

School Safety

Sundale's Safe School Plan is evaluated on a yearly basis by SSC. The cooperation of nearby neighbors is excellent. Community members notify the school or the Police Department when anyone is observed loitering during the school day. The campus is used regularly by the community which leads to a sense of ownership by all. As a result, vandalism is almost nonexistent. Campus security is coordinated with the local law enforcement.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in November, 2007.



Sundale Elementary School

Grades K-8

13990 Avenue 240
Tulare, CA 93274

Phone: (559) 688-7451

Website:

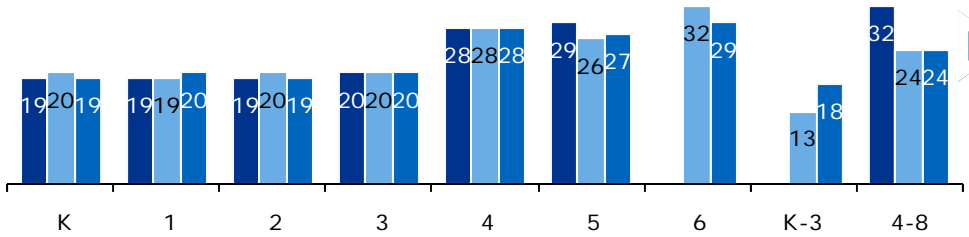
www.sundaleschool.com

Mission Statement

"Committed to moral integrity, academic excellence, and the development of self worth for students, staff, and community."



"Home of the Mustangs"

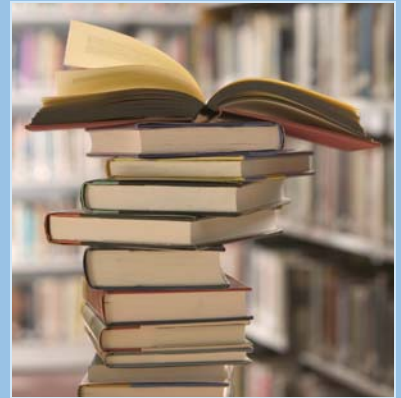


Class Size

The adjacent chart displays the three-year data for average class size.

■ 04-05 ■ 05-06 ■ 06-07

Class Size Distribution — Number of Classrooms By Size									
Grade	2004-05			2005-06			2006-07		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4			3			5		
1	4			3			4	2	
2	3			3			4		
3	3			3			4		
4		2			2			2	
5		2		1	2			2	
6					2			3	
K-3				3					
4-8		1	1		2			2	

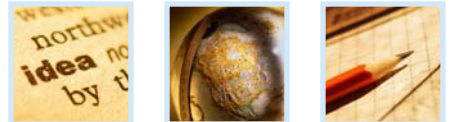


Textbooks and Instructional Materials

All of Sundale School's textbooks are the most recent curriculum framework. Each student does have access to a textbook.

Textbooks are selected by first the curriculum committee taking a look at all the state adopted texts. The selection is narrowed down before being taken to the staff for their top three choices. The top choice is taken to the School Site Council for approval and the Local Governing Board to be adopted by the District.

The middle school students are offered elective classes in Drama, Journalism, Yearbook, and Art. Students in grades K-5 are involved in art activities, plays, musical programs, poetry and prose, and PE activities that involve dance.



Availability of Textbooks

The following lists the percentage of pupils who lack their own assigned textbook and instructional materials:

- English-Language Arts 0%
- Mathematics 0%
- Science 0%
- History-Social Science 0%
- Visual & Performing Arts 0%

Textbooks			
Subject	Textbook	Grade Level	Adopted
English-Language Arts	Houghton Mifflin	K-5	2002
English-Language Arts	Harcourt	6	1995
English-Language Arts	Holt	7-8	2000
Mathematics	Houghton Mifflin	K-5	2002
Mathematics	McDougall Littell	6-8	2007
Science	Harcourt	K-5	2005
Science	Holt	6-8	2007
History-Social Science	Harcourt	K-5	2007
History-Social Science	Holt	6-8	2007

Note: This data was most recently collected and verified in August, 2007.



School Facility Good Repair Status

Below are the results of the school's most recently completed inspection, using the Facilities Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred in November, 2007 and the inspection form was most recently completed in December, 2007.

Suspensions and Expulsions

The table below shows the rate of suspensions and expulsions for the most recent three-year period.

Suspension and Expulsion Rates						
	Sundale ES			Sundale UESD		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspension Rate	7.4%	6.6%	7.0%	7.4%	6.6%	7.0%
Expulsion Rate	0.0%	0.2%	0.0%	0.0%	0.2%	0.0%

School Facilities

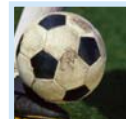
The custodians and maintenance crew report to all school facilities needs in a prompt manner. The school is cleaned everyday, including classrooms, multi-purpose room, bathrooms and office. The administration meets with the maintenance manager each week to go through repairs and other necessary items regarding the school facility.

Sundale School went through modernization in 2000. The school has 30 classrooms for student use, two science labs, two computer labs, a library, a multipurpose room, a resource room, an English learner room, and a reading lab.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2006-07 school year, the district budgeted \$5,401.00 for the deferred maintenance program. This represents 1% of the district's general fund.

Public Internet Access

Internet access is available to parents in a variety of rooms on campus, the parent room, the library, and the computer lab.





California Standards Tests Results

Percentage of Students Scoring At Proficient or Advanced Levels									
	Sundale ES			Sundale UESD			California		
	04-05	05-06	06-07	04-05	05-06	06-07	04-05	05-06	06-07
English-Language Arts	39%	45%	49%	39%	45%	49%	40%	42%	43%
Mathematics	42%	47%	46%	42%	47%	46%	38%	40%	40%
Science	26%	23%	37%	26%	23%	37%	27%	35%	38%
History-Social Science	22%	11%	9%	22%	11%	9%	32%	33%	33%



California Standards Tests

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Students in grades 2-11 take an English language arts and mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History/social science tests are given to students in grades 8 through 11, and students in grades 5, and 8 through 11 take a science test. Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The adjacent tables show the percentage of students that scored at proficient or advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

CST Subgroup Results: English-Language Arts, Mathematics, Science, and History Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Subgroup	Spring 2007 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	47%	48%	41%	11%
Female	50%	44%	30%	7%
Economically Disadvantaged	48%	46%	37%	9%
English Learners	11%	28%	13%	❖
Students with Disabilities	12%	19%	❖	❖
Migrant Education Services	19%	23%	14%	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	15%	25%	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	26%	31%	20%	8%
Pacific Islander	❖	❖	❖	❖
White	62%	55%	50%	11%

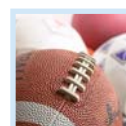
❖ Data are reported only for numerically significant subgroups.

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 test measures six key fitness areas:

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2006-07, 32.29% of students in the fifth grade and 31.10% of students in the seventh grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.





Norm Referenced Test Results

Percentage of Students Scoring At or Above the 50th Percentile						
	Reading			Mathematics		
	04-05	05-06	06-07	04-05	05-06	06-07
Sundale ES	53%	52%	64%	59%	60%	57%
Sundale UESD	53%	52%	64%	59%	60%	57%
California	41%	42%	42%	52%	53%	53%



Norm Referenced Tests

Norm referenced tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition, or CAT/6. For a complete report on all subgroups and their scores by grade level, please visit <http://star.cde.ca.gov/>.

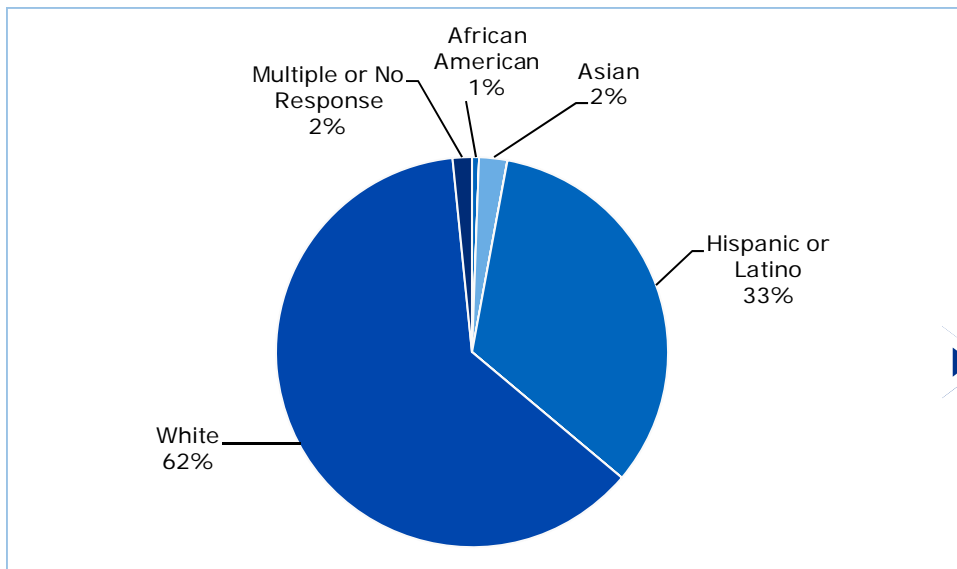
The adjacent tables show the percentage of students that scored at or above the 50th percentile (national average) in reading and math.

NRT Subgroup Results: Reading and Math

Percentage of Students Scoring At or Above the 50th Percentile		
Subgroup	Spring 2007 Results	
	Reading	Mathematics
Male	65%	61%
Female	62%	52%
Economically Disadvantaged	64%	56%
English Learners	39%	54%
Students with Disabilities	❖	❖
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	❖	❖
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	52%	52%
Pacific Islander	❖	❖
White	70%	60%

❖ Data are reported only for numerically significant subgroups.

Testing Note: Data are reported only for numerically significant subgroups. Data may not appear if ethnic/racial, socioeconomically disadvantaged, or other subgroups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



Enrollment and Demographics

The total enrollment was 687 students for the 2006-07 school year.



Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Sundale ES		Sundale UESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.



Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

For a detailed report on Adequate Yearly Progress, please visit www.cde.ca.gov/ta/ac/ay/.

Academic Performance Index

API Ranks — Three Year Comparison			
	2003-04	2004-05	2005-06
Statewide API Rank	6	6	6
Similar Schools API Rank	6	7	6

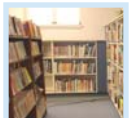
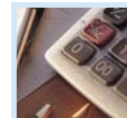


Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The adjacent tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ay/.

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2006-07 API Score
	2004-05	2005-06	2006-07	
All Students at the School	17	15	-2	763
African American	✧	✧	✧	✧
American Indian or Alaska Native	✧	✧	✧	✧
Asian	✧	✧	✧	✧
Filipino	✧	✧	✧	✧
Hispanic or Latino	13	16	-8	688
Pacific Islander	✧	✧	✧	✧
White	24	9	-3	805
Socioeconomically Disadvantaged	20	15	51	763
English Learners	✧	4	8	694
Students with Disabilities	✧	✧	✧	✧

✧ API scores for English learners and students with disabilities were first reported in the 05-06 API cycle.
 ✧ Data are reported only for numerically significant subgroups.





Teacher Qualifications

The table below shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Sundale UESD	Sundale ES		
Teachers	2006-07	04-05	05-06	06-07
With Full Credential	33	26	30	33
Without Full Credential	0	2	0	0
Teaching Outside Subject Area of Competence		0	0	0
		05-06	06-07	07-08*
Teacher Misassignments of English Learners— English Language Learner (ELL) teachers without ELL certification		0	0	0
Total Teacher Misassignments		0	0	0
Vacant Teacher Positions—teacher in a position that was vacant at the beginning of the year for a full year or an entire semester		0	0	0

* Most current data.

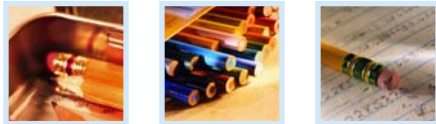
School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 1.0
- Psychologist 0.2
- Social Worker 0.4
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist (non-teaching) 0.0
- Other 0.0

No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.



Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Sundale ES	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools	0.0%	0.0%
Low-Poverty Schools	0.0%	0.0%



Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0	0



Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Sundale ES	Sundale UESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

✧ Not applicable.

Financial Information

The data displayed is from the 2005-06 school year because 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.

District Salary Information — Does not include benefits		
Range	Sundale UESD	Similar Sized District
Beginning Teacher Salary	\$39,400	\$36,760
Mid-Range Teacher Salary	\$54,622	\$52,816
Highest Teacher Salary	\$64,364	\$64,666
Average Principal Salary	\$85,545	\$83,075
Superintendent Salary	\$130,339	\$98,053
% of Budget for Teacher Salaries	37%	39%
% of Budget for Administrative Salaries	6%	6%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Sundale ES	\$7,404	\$1,842	\$5,562	\$49,754
Sundale UESD			\$5,562	\$49,754
California			\$4,943	\$54,130
% Difference Between School and District			◆	◆
% Difference Between School and California			11%	-9%

◆ Because Sundale UESD is a single-site district, the percent difference does not apply.

Types of Services Funded

The types of programs and supplemental services that are provided at Sundale are Title I, Tutoring, Gifted and Talented Education, English Language Learner Program, Class Size Reduction (K-3) and the Reading Lab.



SARC—The information contained herein is provided by the California Department of Education: Enrollment and Demographics, Class Size, Counselors and Support Staff, CST, NRT, API, PI, AYP, California PFT, Teacher Qualifications, and some Financial Information. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.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.

All other information is provided by the school and the district office.

All data accurate as of January 14, 2008.

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