

Sundale Elementary School

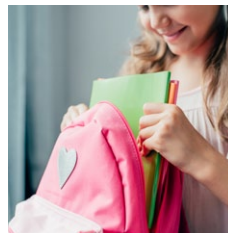
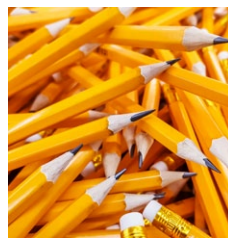
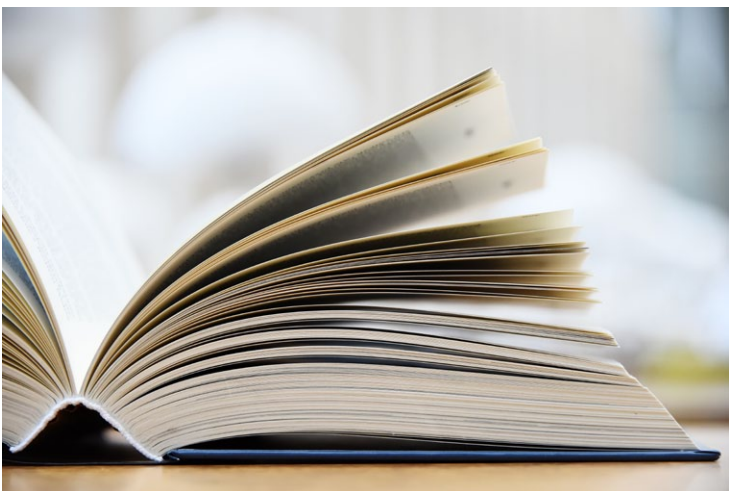
Grades TK-8
CDS Code 54-72173-6054399

Cindy Gist
Principal
cindy.gist@sundale.org

13990 Avenue 240
Tulare, CA 93274
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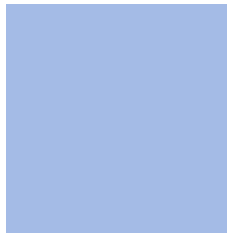
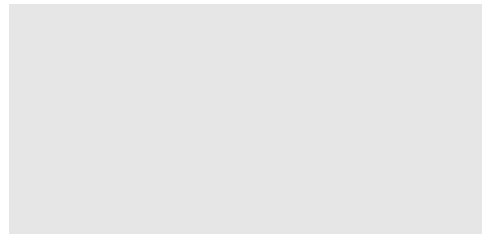
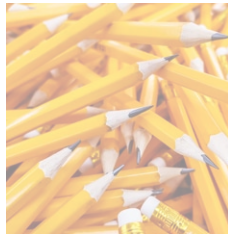
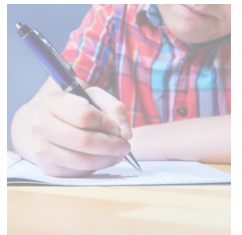
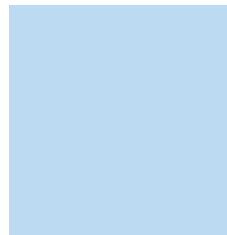
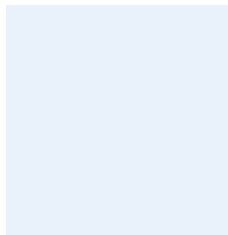
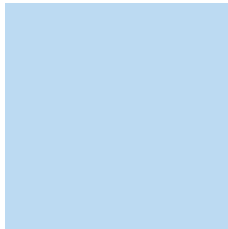
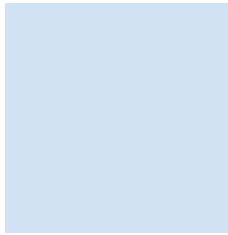
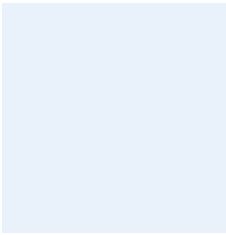
Para español, visita www.sundaleschool.com



Sundale Union Elementary School District

13990 Avenue 240 Tulare, CA 93274 ▪ www.sundaleschool.com

Terri Rufert, Superintendent ▪ terri.rufert@sundale.org ▪ (559) 688-7451





Principal's Message

Sundale Union Elementary School District is a single-school district located in the southern portion of the San Joaquin Valley. The school is located 5 miles from the city of Tulare and serves a rural population of students in grades TK-8. The total attendance area covers approximately 24 square miles. It is largely a farming and dairy community.

I am proud to say that Sundale Elementary School is a school that recognizes character development. Sundale has been awarded the Bonner Center for Character Education Virtues and Character Education Award for the following years: 2010, 2012, 2014 and 2018. All six of the Character Counts! Pillars are celebrated throughout the year with staff choosing students who represent the character pillar well.

In addition to teaching to the California State Standards, teachers work to teach to each individual student's needs, academically and/or social/emotional. Sundale has various activities and extracurricular events for students to participate in outside of the classroom, which assists students in finding their place at Sundale.



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.

School Mission Statement

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

Parental Involvement

Parents are encouraged to become a part of the educational process at Sundale School by volunteering on campus and being involved in their child's education. This may include working in the classroom under the teacher's direction, preparing learning materials, assisting with our school library, attend field trips or tutoring individual students. Once a month, child care is provided for those parents needing to take advantage of it for their younger children. This allows parents to volunteer at the school.

The Parent Teacher Organization (PTO), School Site Council (SSC), District English Learner Advisory Committee (DELAC), and a variety of other committees—PTO subcommittees, Dad's Club, sports and band boosters—meet regularly, and all parents are welcome to attend. Parent workshops are scheduled during the year, with the topics being those requested by the parents. Child care is provided for these trainings. If there is a need, parent meetings are translated in Spanish, to ensure 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.

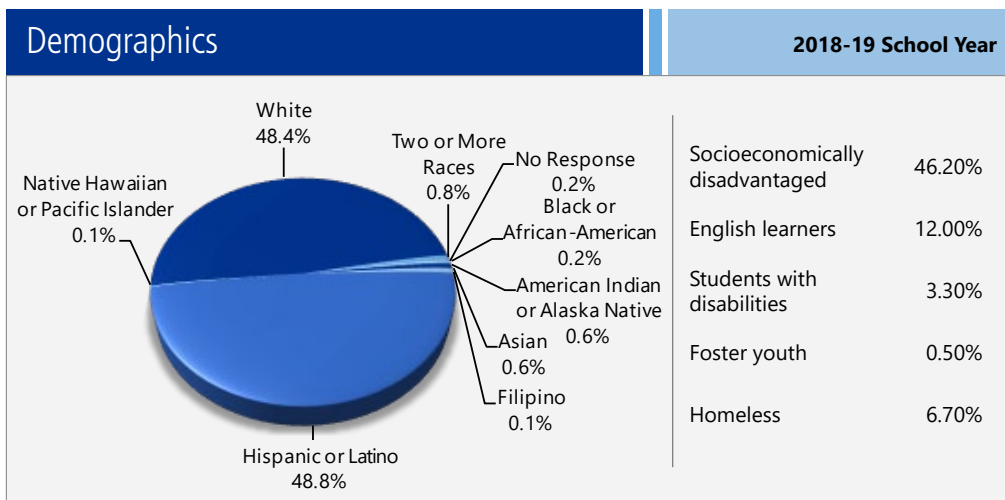
For more information on how to become involved at the school, please contact PTO president Robyn Leonardo at (559) 688-7451.

Believe, Achieve, Succeed!



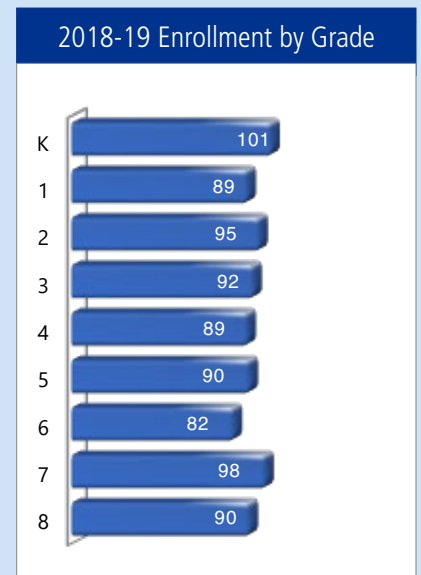
Enrollment by Student Group

The total enrollment at the school was 826 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Grade

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





Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



“All six of the Character Counts! Pillars are celebrated throughout the year with staff choosing students who represent the character pillar well.”

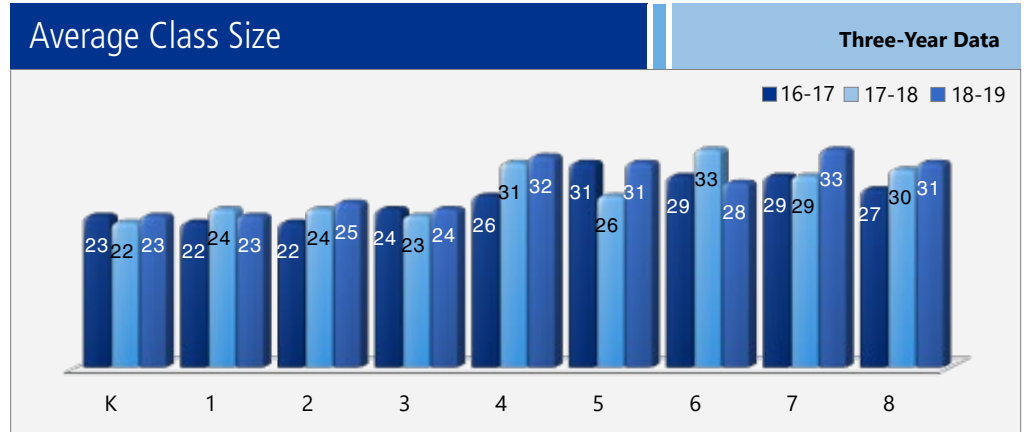
Types of Services Funded

The types of programs and supplemental services that are provided at Sundale are:

- Title I
- Tutoring
- Gifted and Talented Education (GATE)
- English Language Learner Program
- Class Size Reduction (K-3)
- Reading Academy
- Math Academy
- Summer School
- Ag Education
- Fine Arts (Band, Music, Ceramics, Jazz Band, Music Theater)
- Physical Education

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.



| Grade | Three-Year Data | | | | | | | | |
|-------|--------------------|-------|-----|---------|-------|-----|---------|-------|-----|
| | 2016-17 | | | 2017-18 | | | 2018-19 | | |
| | Number of Students | | | | | | | | |
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| K | | 4 | | 4 | | | 4 | | |
| 1 | | 4 | | 4 | | | 4 | | |
| 2 | | 4 | | 4 | | | 4 | | |
| 3 | | 4 | | 3 | | | 4 | | |
| 4 | | 3 | | 3 | | | 3 | | |
| 5 | | 3 | | 3 | | | 3 | | |
| 6 | | 3 | | | | 3 | 3 | | |
| 7 | | 3 | | 3 | | | 1 | 2 | |
| 8 | | 3 | | 3 | | | 3 | | |

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.

| | Three-Year Data | | | | | | | | |
|-------------------------|-----------------|-------|-------|-------------------|-------|-------|------------|-------|-------|
| | Sundale ES | | | Sundale Union ESD | | | California | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Suspension rates | 0.1% | 0.9% | 0.4% | 0.1% | 0.9% | 0.4% | 3.6% | 3.5% | 3.5% |
| Expulsion rates | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |



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 | |
|--|------------|-------|-------------------|-------|---------------|-------|
| | Sundale ES | | Sundale Union ESD | | 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 | |
|---|------------|-------|-------------------|-------|---------------|-------|
| | Sundale ES | | Sundale Union ESD | | California | |
| Subject | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| English language arts/literacy | 54% | 57% | 54% | 57% | 50% | 51% |
| Mathematics | 53% | 50% | 53% | 50% | 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 | Sundale ES | | |
| | Grade 5 | Grade 7 | |
| Four of six standards | 18.6% | 17.2% | |
| Five of six standards | 20.9% | 22.2% | |
| Six of six standards | 34.9% | 23.2% | |

◇ Not applicable.

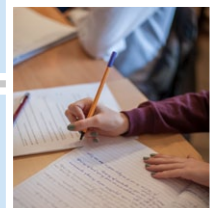
California Assessment of Student Performance and Progress (CAASPP)

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 table on the following page displays 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 3-8.

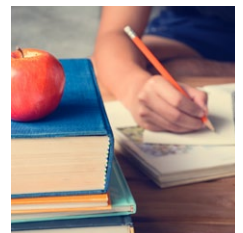
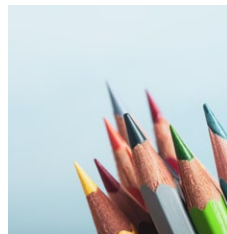
The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 3-8)

| 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 | 534 | 533 | 99.81% | 0.19% | 57.04% |
| Male | 271 | 271 | 100.00% | 0.00% | 54.24% |
| Female | 263 | 262 | 99.62% | 0.38% | 59.92% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 265 | 265 | 100.00% | 0.00% | 50.19% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| White | 260 | 259 | 99.62% | 0.38% | 63.71% |
| Two or more races | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 244 | 243 | 99.59% | 0.41% | 41.15% |
| English learners | 97 | 96 | 98.97% | 1.03% | 33.33% |
| Students with disabilities | 19 | 19 | 100.00% | 0.00% | 10.53% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | ❖ |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | 32 | 32 | 100.00% | 0.00% | 37.50% |

❖ 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.

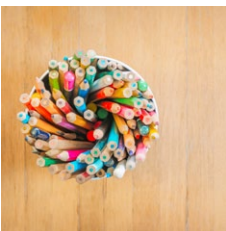
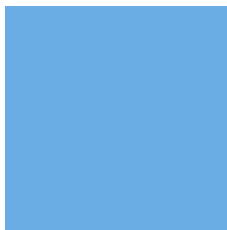




CAASPP Results by Student Group: Mathematics (grades 3-8)

| 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 | 534 | 534 | 100.00% | 0.00% | 50.19% |
| Male | 271 | 271 | 100.00% | 0.00% | 51.66% |
| Female | 263 | 263 | 100.00% | 0.00% | 48.67% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 265 | 265 | 100.00% | 0.00% | 42.64% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| White | 260 | 260 | 100.00% | 0.00% | 58.08% |
| Two or more races | ❖ | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 244 | 244 | 100.00% | 0.00% | 33.20% |
| English learners | 97 | 97 | 100.00% | 0.00% | 18.56% |
| Students with disabilities | 19 | 19 | 100.00% | 0.00% | 5.26% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ | ❖ |
| Foster Youth | ❖ | ❖ | ❖ | ❖ | ❖ |
| Homeless | 32 | 32 | 100.00% | 0.00% | 34.38% |

❖ 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.



Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

| Quality of Textbooks | |
|---|--------|
| 2019-20 School Year | |
| Criteria | Yes/No |
| Are the textbooks adopted from the most recent state-approved or local governing-board-approved list? | Yes |
| Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education? | Yes |
| Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home? | Yes |



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 | 9/10/2019 |

Textbooks and Instructional Materials

All of Sundale's textbooks and curricula are aligned to the most recent curriculum framework. Each student has access to a textbook for school and home use.

Curriculum is selected by the curriculum committee along with administration who review all the state-adopted texts or curriculum used. 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 (SSC) for approval and then to the Local Governing Board to be adopted by the district.

With the new Common Core State Standards, all resources used are research based and have been approved by the SSC and Local Governing Board. Teachers have developed a Scope and Sequence for their grade level for each curricular area.

The middle school students are enrolled in elective classes such as: music theater, careers, cinematography, Advanced Technology, agriculture science, ceramics/art, physical education, band, multimedia, foreign language and mixed media. Students in grades TK-5 are involved in art, ag science, computers, music, physical education, and other Tulare County Office of Education Student Events.

| Textbooks and Instructional Materials List | | 2019-20 School Year |
|--|------------------------|---------------------|
| Subject | Textbook | Adopted |
| Reading/language arts | McGraw-Hill (TK-5) | 2018 |
| Reading/language arts | McGraw-Hill (6-8) | 2017 |
| Mathematics | Houghton Mifflin (K-5) | 2008 |
| Mathematics | Holt (6-8) | 2008 |
| Science | Harcourt (K-5) | 2005 |
| Science | Holt (6-8) | 2007 |
| History/social science | Harcourt (K-5) | 2007 |
| History/social science | Holt (6-8) | 2007 |



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 |
|---|--------------------|---------------------|
| Sundale 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% | |





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. At the time of this school facility inspection, no deficiencies were found.

| 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 | 8/30/2019 | |
| Date of the most recent completion of the inspection form | 8/30/2019 | |



School Facilities

The custodians and maintenance crew re- port all school facilities needs in a prompt manner to the administration. The school is cleaned every day, including the class- rooms, bathrooms, multipurpose room and office. The administration meets with the maintenance manager each week to discuss repairs and other necessary items regarding the school facility.

Sundale Elementary School was built in 1945. The school has 33 classrooms. In addition, students have access to use two science labs, two computer labs, a library, art room, a multipurpose room, a resource room, an English-learner room and a reading lab.

In addition, students in grades 6-8 have access to a multimedia classroom that is used for elective classes. In this classroom, which is located at our Sports Complex, the students learn how to create and pres- ent multimedia videos.

The Sundale Trading Post continues to be open selling smoothies, coffee, Italian soda, baked goods and gift items. The Ag students are learning how to success- fully run a business and the importance of customer service.

Staff members are on campus at 7:50 a.m. to monitor students on the playground in the morning, and they are also there until students are dismissed at 3:15 p.m.



School Safety

The Safety Committee evaluates Sundale’s school safety plan on a yearly basis. The cooperation of nearby neighbors is excellent. Community members notify the school or the police department when anyone is ob- served loitering during the school day or evenings. The community regularly uses the campus, 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, in addition to surveillance cameras installed throughout the campus.

Emergency evacuation drills are conducted once a month. Duck-and-cover drills are conducted three times a year, with a lockdown and bus-evacuation drill conducted once a year.

Procedures are in place for responding to a number of crisis situations.

There are procedures in place to inform parents of any emergency situations. Sundale has a full-time coun- selor on campus to assist with any students in need of counseling sessions as well as one part time counselor.

The school safety plan was last reviewed, updated and discussed with the school faculty in August,2019.



“I am proud to say that Sundale Elementary School is a school that recognizes character development.”





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 | ✧ |
| Support Staff | FTE |
| Counselor (academic, social/behavioral or career development) | 1.50 |
| Library media teacher (librarian) | 0.00 |
| Library media services staff (paraprofessional) | 1.00 |
| Psychologist | 0.25 |
| Social worker | 0.25 |
| Nurse | 0.25 |
| Speech/language/hearing specialist | 0.20 |
| Resource specialist (nonteaching) | 1.00 |

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 | | | |
|--|-------------------|------------|-------|-------|
| | Sundale Union ESD | Sundale ES | | |
| Teachers | 19-20 | 17-18 | 18-19 | 19-20 |
| With a full credential | 36 | 35 | 35 | 36 |
| Without a full credential | 2 | 1 | 2 | 2 |
| Teaching outside subject area of competence (with full credential) | 0 | 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 | | |
|---|-----------------|-------|-------|
| | Sundale 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 |

Professional Development

Teachers are being trained on utilizing data management system to analyze results of student assessments and as well as the results received from other district programs and assessments. Staff-development trainings are planned to take place for all curricular areas, in addition to working with our special populations of students. Staff-development trainings will take place the first two days back in August, on Mondays during the scheduled early release days, and on October 8. Teachers receive support from the administration, the curriculum leaders and Tulare County Office of Education consultants for all professional development.

| Professional Development Days | Three-Year Data | | |
|---|-----------------|---------|---------|
| | 2017-18 | 2018-19 | 2019-20 |
| Number of school days dedicated to staff development and continuous improvement | 3 | 3 | 3 |



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 | |
|--|---------------------|------------------------|
| | Sundale Union ESD | Similar Sized District |
| Beginning teacher salary | \$52,593 | \$45,252 |
| Midrange teacher salary | \$72,912 | \$65,210 |
| Highest teacher salary | \$89,161 | \$84,472 |
| Average elementary school principal salary | \$104,396 | \$107,614 |
| Superintendent salary | \$162,397 | \$124,686 |
| Teacher salaries: percentage of budget | 38% | 31% |
| Administrative salaries: percentage of budget | 4% | 7% |

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.

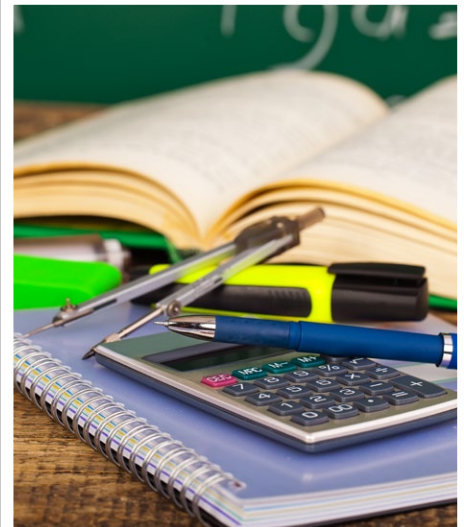
| Financial Data Comparison | 2017-18 Fiscal Year | |
|---|--|-------------------------------|
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Sundale ES | \$8,198 | \$77,854 |
| Sundale Union ESD | \$8,198 | \$77,854 |
| California | \$7,507 | \$64,941 |
| School and district: percentage difference | ◆ | ◆ |
| School and California: percentage difference | +9.2% | +19.9% |

◆ The percentage difference does not apply to single-site districts.

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 | \$9,669 |
| Expenditures per pupil from restricted sources | \$1,471 |
| Expenditures per pupil from unrestricted sources | \$8,198 |
| Annual average teacher salary | \$77,854 |



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.



Sundale Elementary School

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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