

SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

Sundale Elementary School

2014-15
School Accountability Report Card
Published in 2015-16

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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 and 2014. All six of the Character Counts! pillars are celebrated throughout the year with staff choosing students who represent the character pillar well.

Sundale has also been awarded the Torch Achievement Award from the Tulare County Office of Education in 2010, 2011 and 2012, as well as the Sustaining the Flame Award. Both of these awards are for Sundale's increase in its API score and maintaining an API score of above 800.

In addition to teaching to the California Common Core State Standards, the goal for this year is to train our teachers on the New Generation Science Standards as well as implementing new technological tools in the classrooms. We are excited to have our new multimedia classroom in 2016. Here, students have an opportunity to learn how to create videos, edit the videos and present them to the school.

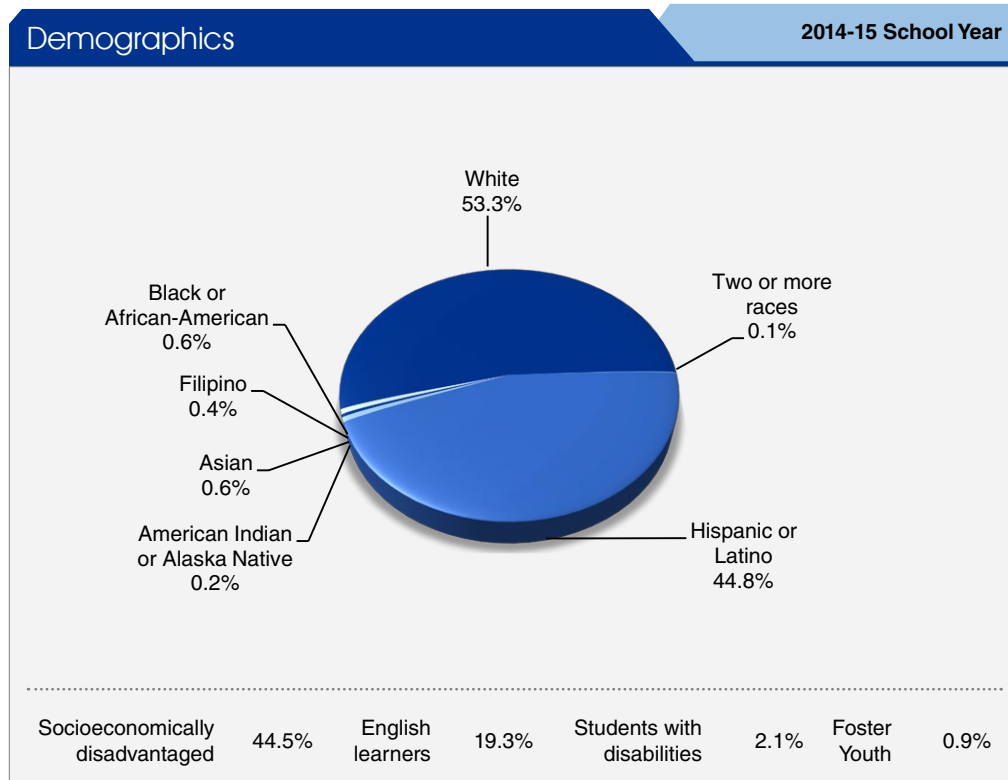
Parental Involvement

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, assisting on field trips or tutoring individual students. Once a month, day 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, such as 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. Day care is provided for these trainings. If there is a need, 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.

For more information on how to become involved at the school, please contact PTO President Irma Wheeler at (559) 688-7451.

Enrollment by Student Group

The total enrollment at the school was 820 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



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.



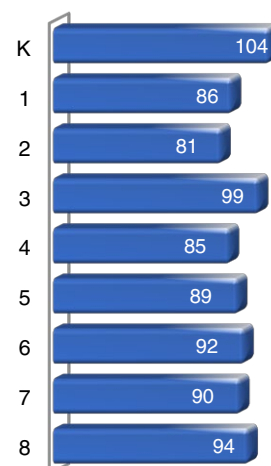
Mission Statement

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

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade

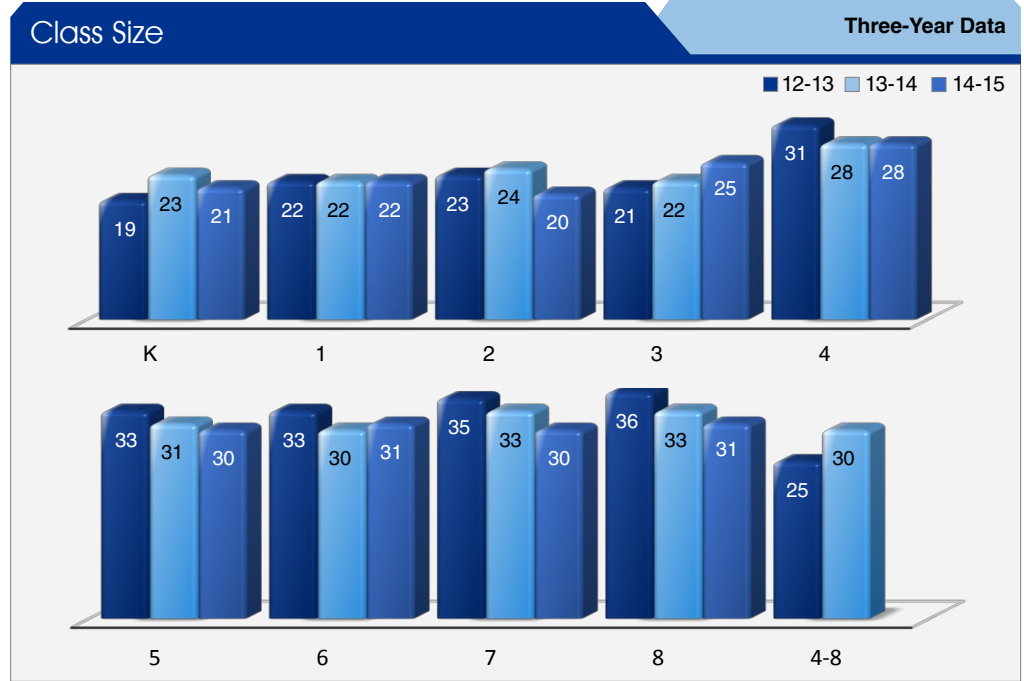




«Sundale Elementary School is a school that recognizes character development.»»

Class Size Distribution

The bar graphs display the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Grade	Three-Year Data								
	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4			4			1	4	
1		4		4				4	
2		4		4			3	1	
3		4		4				4	
4		3		3				3	
5		3		3				3	
6		1	2	1	2			3	
7			2		2			3	
8			2		2			3	
4-8		2		2					

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.

Sundale ES			
	12-13	13-14	14-15
Suspension rates	2.0%	2.3%	1.4%
Expulsion rates	0.0%	0.0%	0.0%
Sundale UESD			
	12-13	13-14	14-15
Suspension rates	2.0%	2.3%	1.4%
Expulsion rates	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Professional Development

The administration and staff are working toward being a diagnostic school. Teachers are utilizing Data Director, a database program, to analyze results of student assessments and passing of standards. Staff-development trainings are planned to take place regarding all the curricular areas, depth of knowledge, Common Core, 21st-century learning and the needs of our English learners. Staff-development trainings will take place on Mondays during early release time and on October 13. Teachers are supported by the administration and Tulare County Office of Education personnel.

Sundale ES	Three-Year Data		
	2013-14	2014-15	2015-16
Sundale ES	3 days	3 days	3 days

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria		2014-15 School Year	
	Sundale ES	Sundale UESD	California
Met overall AYP	Yes	Yes	Yes
Met participation rate:			
English language arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	Yes	Yes	Yes
Met graduation rate	○	○	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2015-16 School Year	
	Sundale ES	Sundale UESD	
Program Improvement status	In PI	Not In PI	
First year of Program Improvement	2012-2013	◇	
Year in Program Improvement	Year 2	◇	
Number of schools currently in Program Improvement		1	
Percentage of schools currently in Program Improvement		100.00%	

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

◇ Not applicable. The district is not in Program Improvement.



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.

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
Grade 5	
Four of six standards	17.2%
Five of six standards	33.3%
Six of six standards	41.4%
Grade 7	
Four of six standards	29.2%
Five of six standards	21.3%
Six of six standards	37.1%

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-8.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
Subject	Sundale ES			Sundale UESD			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	68%	62%	65%	68%	62%	65%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
All students in the district	65%	
All students at the school	65%	
Male	63%	
Female	68%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	❖	
Filipino	❖	
Hispanic or Latino	53%	
Native Hawaiian or Pacific Islander	❖	
White	74%	
Two or more races	❖	
Socioeconomically disadvantaged	54%	
English learners	29%	
Students with disabilities	❖	
Students receiving Migrant Education services	❖	
Foster youth	◇	

California Assessment of Student Performance and Progress Results 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/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	Sundale ES	Sundale UESD	California
English language arts/literacy	53%	53%	44%
Mathematics	45%	45%	33%

❖ 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.

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	100	99	99.0%	35%	32%	20%	12%
Male		46	46.0%	35%	33%	24%	9%
Female		53	53.0%	36%	32%	17%	15%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		1	1.0%	❖	❖	❖	❖
Hispanic or Latino		48	48.0%	42%	33%	19%	6%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		49	49.0%	29%	33%	22%	16%
Two or more races		1	1.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		49	49.0%	51%	35%	12%	2%
English learners		23	23.0%	48%	43%	4%	4%
Students with disabilities		2	2.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 3				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	100	99	99.0%	17%	23%	37%	22%
Male		46	46.0%	15%	15%	46%	24%
Female		53	53.0%	19%	30%	30%	21%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		1	1.0%	❖	❖	❖	❖
Hispanic or Latino		48	48.0%	23%	27%	33%	17%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		49	49.0%	10%	20%	43%	27%
Two or more races		1	1.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		49	49.0%	31%	35%	29%	6%
English learners		23	23.0%	22%	43%	26%	9%
Students with disabilities		2	2.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ 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.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	87	87	100.0%	32%	21%	26%	21%
Male		47	54.0%	40%	19%	21%	19%
Female		40	46.0%	23%	23%	33%	23%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		43	49.4%	44%	19%	16%	21%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		44	50.6%	20%	23%	36%	20%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		44	50.6%	48%	18%	18%	16%
English learners		19	21.8%	63%	16%	16%	5%
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		1	1.1%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	87	87	100.0%	16%	30%	34%	20%
Male		47	54.0%	17%	30%	30%	23%
Female		40	46.0%	15%	30%	40%	15%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		43	49.4%	28%	28%	28%	16%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		44	50.6%	5%	32%	41%	23%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		44	50.6%	30%	34%	27%	9%
English learners		19	21.8%	37%	42%	21%	0%
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		1	1.1%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

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◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	90	90	100.0%	19%	22%	38%	21%
Male		48	53.3%	27%	25%	29%	19%
Female		42	46.7%	10%	19%	48%	24%
Black or African-American		1	1.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	1.1%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		44	48.9%	30%	23%	36%	11%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		44	48.9%	7%	23%	39%	32%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		42	46.7%	31%	31%	29%	10%
English learners		17	18.9%	53%	29%	18%	0%
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 5				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	90	90	100.0%	30%	34%	19%	17%
Male		48	53.3%	31%	33%	17%	19%
Female		42	46.7%	29%	36%	21%	14%
Black or African-American		1	1.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	1.1%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		44	48.9%	34%	43%	11%	11%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		44	48.9%	23%	27%	27%	23%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		42	46.7%	36%	48%	10%	7%
English learners		17	18.9%	59%	35%	6%	0%
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ 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.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	89	88	98.9%	24%	24%	38%	15%
Male		40	44.9%	33%	20%	25%	23%
Female		48	53.9%	17%	27%	48%	8%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		1	1.1%	❖	❖	❖	❖
Hispanic or Latino		37	41.6%	49%	27%	16%	8%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		50	56.2%	6%	22%	52%	20%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		43	48.3%	37%	28%	28%	7%
English learners		15	16.9%	60%	27%	13%	0%
Students with disabilities		2	2.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	89	88	98.9%	31%	38%	14%	18%
Male		40	44.9%	33%	40%	5%	23%
Female		48	53.9%	29%	35%	21%	15%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		1	1.1%	❖	❖	❖	❖
Hispanic or Latino		37	41.6%	57%	32%	8%	3%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		50	56.2%	12%	42%	18%	28%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		43	48.3%	47%	35%	14%	5%
English learners		15	16.9%	80%	20%	0%	0%
Students with disabilities		2	2.2%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ 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.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	89	87	97.8%	16%	21%	47%	16%
Male		49	55.1%	12%	29%	47%	12%
Female		38	42.7%	21%	11%	47%	21%
Black or African-American		2	2.2%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		1	1.1%	❖	❖	❖	❖
Hispanic or Latino		32	36.0%	28%	31%	38%	3%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		52	58.4%	8%	15%	52%	25%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		36	40.4%	31%	31%	36%	3%
English learners		12	13.5%	58%	33%	8%	0%
Students with disabilities		1	1.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	89	87	97.8%	23%	31%	23%	23%
Male		49	55.1%	22%	33%	27%	18%
Female		38	42.7%	24%	29%	18%	29%
Black or African-American		2	2.2%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		1	1.1%	❖	❖	❖	❖
Hispanic or Latino		32	36.0%	34%	44%	13%	9%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		52	58.4%	15%	23%	29%	33%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		36	40.4%	36%	36%	17%	11%
English learners		12	13.5%	67%	33%	0%	0%
Students with disabilities		1	1.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ 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.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 8				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	93	93	100.0%	15%	25%	43%	17%
Male		50	53.8%	20%	32%	32%	16%
Female		43	46.2%	9%	16%	56%	19%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	1.1%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		31	33.3%	29%	35%	32%	3%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		61	65.6%	8%	20%	48%	25%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		39	41.9%	23%	28%	44%	5%
English learners		9	9.7%	❖	❖	❖	❖
Students with disabilities		1	1.1%	❖	❖	❖	❖
Students receiving Migrant Education services		1	1.1%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 8				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	93	93	100.0%	22%	38%	20%	20%
Male		50	53.8%	26%	38%	16%	20%
Female		43	46.2%	16%	37%	26%	21%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	1.1%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		31	33.3%	39%	32%	19%	10%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		61	65.6%	13%	39%	21%	26%
Two or more races		0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged		39	41.9%	38%	31%	18%	13%
English learners		9	9.7%	❖	❖	❖	❖
Students with disabilities		1	1.1%	❖	❖	❖	❖
Students receiving Migrant Education services		1	1.1%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ 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.

❖ Information is not available at this time.

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.

Textbooks are selected by the curriculum committee along with administration who take a look at 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.

The middle-school students are offered elective classes in drama, careers, reading academy, nutrition, agriculture science, ceramics, physical education, Applications for Success, band, foreign language and art. Students in grades K-5 are involved in art, ag science, computers, music programs, poetry and prose, and physical education activities.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	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)	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		2015-16 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%	

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-serve 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.

Quality of Textbooks

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

Quality of Textbooks	
2015-16 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 Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	9/2015





School Safety

Sundale's school safety plan is evaluated on a yearly basis by the Safety Committee. 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 or evenings. 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.

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 counselor on campus to assist with any students in need of counseling sessions.

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2015.

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
- Reading Lab
- Math Academy

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

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		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			9/15/2015
Date of the most recent completion of the inspection form			9/15/2015

School Facilities

The custodians and maintenance crew report all school facilities needs in a prompt manner to the administration. The school is cleaned every day, including the classrooms, 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 around 1945. The school has 33 classrooms. In addition, students have access to use two science labs, two computer labs, a library, a multipurpose room, a resource room, an English-learner room and a reading lab.

This year, the students are utilizing the new multimedia classroom. In this classroom, which is located at our Sports Complex, the students will be learning how to create and present multimedia videos.

The Sundale Trading Post opened this year and had been successful with sales of coffee, Italian soda, baked goods and gift items. The Ag Students are learning how to successfully 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 Motto:
"Believe, Achieve, Succeed!"



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 UESD	Sundale ES		
Teachers	15-16	13-14	14-15	15-16
With full credential	35	33	35	35
Without full credential	0	0	0	0
Teaching outside subject area of competence	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 total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Sundale ES		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Sundale ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	◇	◇

◇ Not applicable.



"The campus is used regularly by the community, which leads to a sense of ownership by all."

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

2014-15 School Year

Academic Counselors

FTE of academic counselors 0.0

Average number of students per academic counselor ◇

Support Staff FTE

Social/behavioral or career development counselors 1.0

Library media teacher (librarian) 0.0

Library media services staff (paraprofessional) 1.0

Psychologist 0.0

Social worker 0.2

Nurse 0.2

Speech/language/hearing specialist 0.2

Resource specialist (nonteaching) 1.0

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	
2013-14 Fiscal Year	
Total expenditures per pupil	\$7,567
Expenditures per pupil from restricted sources	\$964
Expenditures per pupil from unrestricted sources	\$6,603
Annual average teacher salary	\$70,995

Financial Data

The financial data displayed in this SARC is from the 2013-14 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.

District Salary Data	2013-14 Fiscal Year	
	Sundale UESD	Similar Sized District
Beginning teacher salary	\$45,176	\$39,948
Midrange teacher salary	\$62,630	\$57,401
Highest teacher salary	\$75,078	\$73,183
Average elementary school principal salary	\$87,567	\$94,578
Superintendent salary	\$118,473	\$112,657
Teacher salaries: percentage of budget	42%	35%
Administrative salaries: percentage of budget	5%	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	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Sundale ES	\$6,603	\$70,995
Sundale UESD	\$6,603	\$70,995
California	\$5,348	\$59,180
School and district: percentage difference	◆	◆
School and California: percentage difference	+23.5%	+20.0%

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

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.

School Accountability Report Card

PUBLISHED BY:



Data for this year's SARC was provided by the California Department of Education (CDE), 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://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. 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 of each year.

All data accurate as of December 2015.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.