

# SARC

2015-16  
School Accountability  
Report Card

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## Sundale Elementary School

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Para español, visita:  
[www.sundaleschool.com](http://www.sundaleschool.com)

# Sundale UESD





### 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 analyze assessment data to help drive our instruction. 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.

### Mission Statement

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

### Parental Involvement

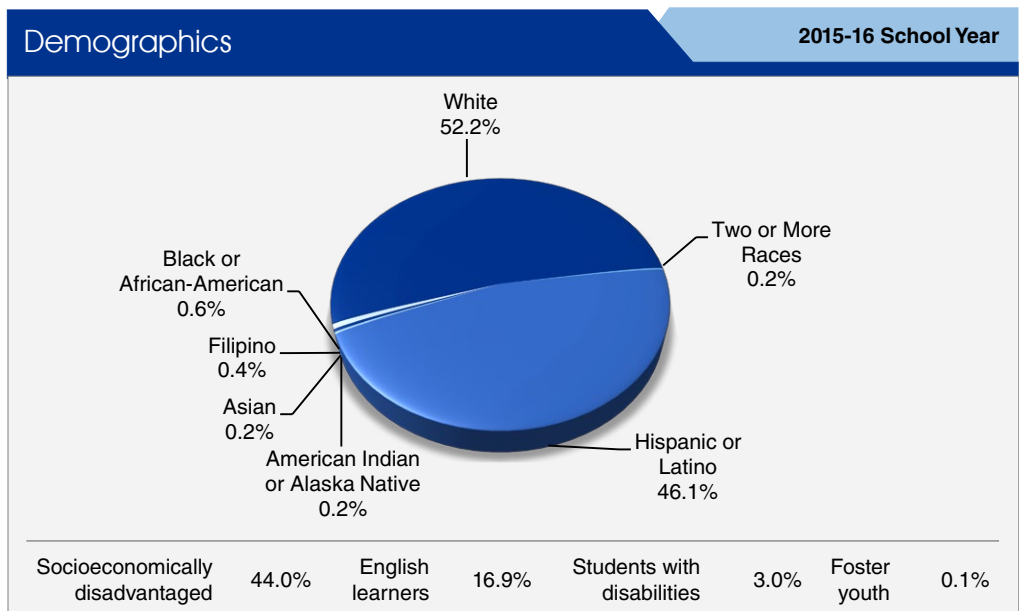
Parents are encouraged to become a part of the educational process at Sundale School by volunteering on campus and being involved in their child's education. This may include working in the classroom under the teacher's direction, preparing learning materials, assisting with our school library, assisting 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—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 Deanne Car-doza at (559) 688-7451.

### Enrollment by Student Group

The total enrollment at the school was 812 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



### School Accountability Report Card

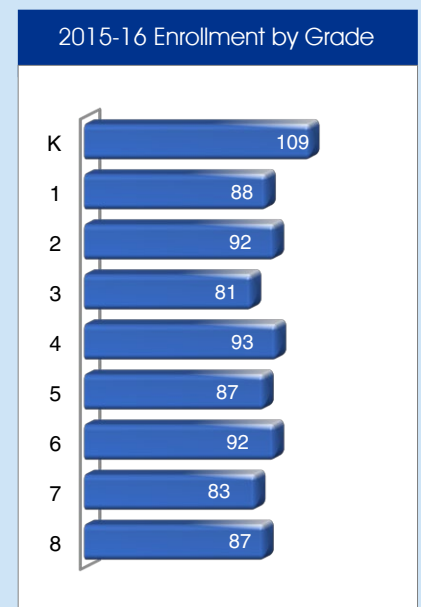
In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

#### School Motto

*"Believe, Achieve, Succeed!"*

### Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.





## 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



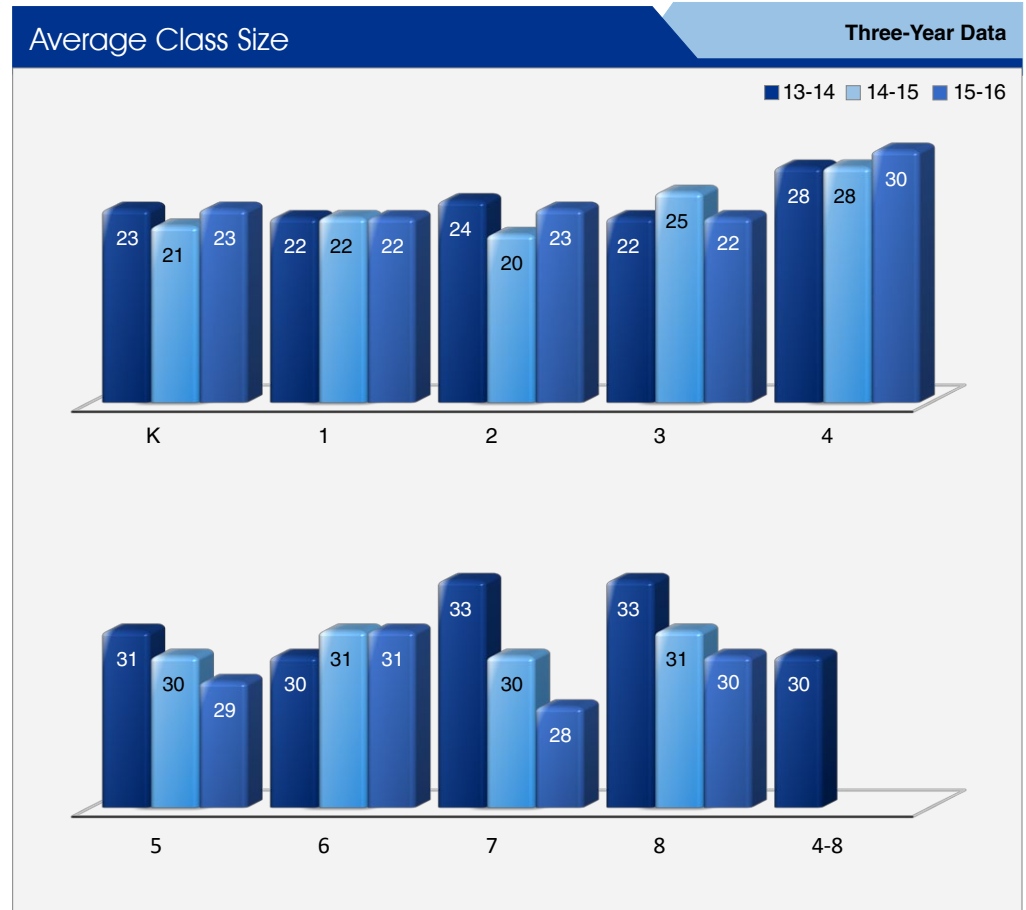
## Suspensions and Expulsions

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.

Suspension and Expulsion Rates			
Sundale ES			
	13-14	14-15	15-16
Suspension rates	2.3%	1.4%	0.6%
Expulsion rates	0.0%	0.0%	0.0%
Sundale UESD			
	13-14	14-15	15-16
Suspension rates	2.3%	1.4%	0.6%
Expulsion rates	0.0%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%

## 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. 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.



**Number of Classrooms by Size** Three-Year Data

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4		1	4			4	
1		4			4			4	
2		4		3	1			4	
3		4			4			4	
4		3			3			3	
5		3			3			3	
6		1	2		3			3	
7			2		3			3	
8			2		3			3	
4-8		2							





### 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](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test		2015-16 School Year	
Percentage of Students Meeting Fitness Standards	Sundale ES		
	Grade 5	Grade 7	
Four of six standards	17.9%	22.0%	
Five of six standards	31.0%	22.0%	
Six of six standards	26.2%	32.9%	

### 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 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.

### Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. 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 2016-17 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](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2016-17 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. The district is not in Program Improvement.



### Professional Development

The administration and staff are working toward being a diagnostic school. Teachers are utilizing DataDirector, 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 10. Teachers are supported by the administration, the curriculum leaders and Tulare County Office of Education consultants for all professional development.

Professional Development Days	
2014-15	3 days
2015-16	3 days
2016-17	3 days

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



## California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

**California Alternate Assessment (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

**Smarter Balanced Assessments** include ELA/literacy 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](http://www.cde.ca.gov/ta/tg/ca).

## CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts 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 CAAs 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 Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
Subject	Sundale ES			Sundale UESD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>Science</b>	62%	65%	63%	62%	65%	63%	60%	56%	54%

## CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The “Proficient or Advanced” is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
<b>All students</b>	178	177	99.44%	62.71%	
<b>Male</b>	98	97	98.98%	61.86%	
<b>Female</b>	80	80	100.00%	63.75%	
<b>Black or African-American</b>	❖	❖	❖	❖	
<b>American Indian or Alaska Native</b>	❖	❖	❖	❖	
<b>Asian</b>	❖	❖	❖	❖	
<b>Filipino</b>	❖	❖	❖	❖	
<b>Hispanic or Latino</b>	80	80	100.00%	48.75%	
<b>Native Hawaiian or Pacific Islander</b>	❖	❖	❖	❖	
<b>White</b>	95	94	98.95%	74.47%	
<b>Two or more races</b>	❖	❖	❖	❖	
<b>Socioeconomically disadvantaged</b>	84	83	98.81%	46.99%	
<b>English learners</b>	29	29	100.00%	13.79%	
<b>Students with disabilities</b>	❖	❖	❖	❖	
<b>Students receiving Migrant Education services</b>	❖	❖	❖	❖	
<b>Foster youth</b>	❖	❖	❖	❖	

## CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
Subject	Sundale ES		Sundale UESD		California	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>English language arts/literacy</b>	53%	54%	53%	54%	44%	48%
<b>Mathematics</b>	45%	49%	45%	49%	33%	36%

❖ 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: English Language Arts and Mathematics - Grade 3

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
<b>English Language Arts: Grade 3</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	86	86	100.00%	41.90%
Male	44	44	100.00%	47.70%
Female	42	42	100.00%	35.70%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	51	51	100.00%	31.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	34	34	100.00%	58.80%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	43	43	100.00%	23.30%
English learners	18	18	100.00%	11.10%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics: Grade 3</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	86	86	100.00%	51.20%
Male	44	44	100.00%	56.80%
Female	42	42	100.00%	45.20%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	51	51	100.00%	43.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	34	34	100.00%	64.70%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	43	43	100.00%	41.90%
English learners	18	18	100.00%	38.90%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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: English Language Arts and Mathematics - Grade 4

## Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

## English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	91	91	100.00%	51.70%
Male	42	42	100.00%	52.40%
Female	49	49	100.00%	51.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	45	45	100.00%	46.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	44	44	100.00%	56.80%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	41	41	100.00%	36.60%
English learners	19	19	100.00%	10.50%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

## Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	91	91	100.00%	59.30%
Male	42	42	100.00%	73.80%
Female	49	49	100.00%	46.90%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	45	45	100.00%	48.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	44	44	100.00%	70.50%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	41	41	100.00%	36.60%
English learners	19	19	100.00%	21.10%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
<b>English Language Arts: Grade 5</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	88	87	98.90%	50.60%
Male	51	50	98.00%	40.00%
Female	37	37	100.00%	64.90%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	45	45	100.00%	42.20%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	43	42	97.70%	59.50%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	48	47	97.90%	40.40%
English learners	17	17	100.00%	11.80%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics: Grade 5</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	88	87	98.90%	39.10%
Male	51	50	98.00%	36.00%
Female	37	37	100.00%	43.20%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	45	45	100.00%	28.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	43	42	97.70%	50.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	48	47	97.90%	25.50%
English learners	17	17	100.00%	0.00%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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: English Language Arts and Mathematics - Grade 6

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
<b>English Language Arts: Grade 6</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	92	92	100.00%	63.04%
Male	48	48	100.00%	58.33%
Female	44	44	100.00%	68.18%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	43	43	100.00%	51.16%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	47	47	100.00%	74.47%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	42	42	100.00%	42.86%
English learners	13	13	100.00%	15.38%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics: Grade 6</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	92	92	100.00%	34.78%
Male	48	48	100.00%	35.42%
Female	44	44	100.00%	34.09%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	43	43	100.00%	18.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	47	47	100.00%	51.06%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	42	42	100.00%	19.05%
English learners	13	13	100.00%	7.69%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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: English Language Arts and Mathematics - Grade 7

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
<b>English Language Arts: Grade 7</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	85	85	100.00%	51.76%
Male	40	40	100.00%	50.00%
Female	45	45	100.00%	53.33%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	37	37	100.00%	24.32%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	47	47	100.00%	72.34%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	40	40	100.00%	32.50%
English learners	13	13	100.00%	15.38%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics: Grade 7</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	85	85	100.00%	43.53%
Male	40	40	100.00%	47.50%
Female	45	45	100.00%	40.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	37	37	100.00%	21.62%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	47	47	100.00%	59.57%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	40	40	100.00%	25.00%
English learners	13	13	100.00%	7.69%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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: English Language Arts and Mathematics - Grade 8

Percentage of Students Meeting or Exceeding State Standards				2015-16 School Year
<b>English Language Arts: Grade 8</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	90	90	100.00%	63.33%
Male	47	47	100.00%	59.57%
Female	43	43	100.00%	67.44%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	35	100.00%	42.86%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	52	52	100.00%	76.92%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	36	36	100.00%	38.89%
English learners	12	12	100.00%	8.33%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
<b>Mathematics: Grade 8</b>				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	90	90	100.00%	63.33%
Male	47	47	100.00%	61.70%
Female	43	43	100.00%	65.12%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	35	100.00%	45.71%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	52	52	100.00%	75.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	36	36	100.00%	41.67%
English learners	12	12	100.00%	8.33%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



## 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.

The middle-school students are offered elective classes in drama, careers, reading academy, nutrition, agriculture science, ceramics, physical education, Applications for Success, band, multimedia, 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		2016-17 School Year
Subject	Textbook	Adopted
Reading/language arts	Houghton Mifflin (K-5)	2002
Reading/language arts	Harcourt (6)	1995
Reading/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		2016-17 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%	

## Quality of Textbooks

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

Quality of Textbooks	
2016-17 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	
2016-17 School Year	
Data collection date	9/13/2016







## 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 multimedia classroom is being utilized by students in grades 6-8 for elective classes. 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 continues to be open 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.

*"Sundale has been awarded the Bonner Center for Character Education Virtues and Character Education Award."*

## School Facility Items Inspected

The tables show 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.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
<b>Systems</b>	Good	<b>Restrooms/fountains</b>	Fair
<b>Interior</b>	Good	<b>Safety</b>	Good
<b>Cleanliness</b>	Good	<b>Structural</b>	Good
<b>Electrical</b>	Good	<b>External</b>	Good
<b>Overall summary of facility conditions</b>			Good
<b>Date of the most recent school site inspection</b>			9/1/2016
<b>Date of the most recent completion of the inspection form</b>			9/1/2016

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	
<b>Restrooms/fountains</b>	Outdoor fountains have stains. Fountains to be replaced in the 2017-18 school year.	
<b>External</b>	New roof needed on preschool facilities. Replacement scheduled for January 2017.	

## 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 2016.



## 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](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Sundale UESD	Sundale ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	35	35	35	35
Without a full credential	0	0	0	0
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	14-15	15-16	16-17
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

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

Highly Qualified Teachers	2015-16 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.



## 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

#### 2015-16 School Year

#### Academic Counselors

FTE of academic counselors 0.0

Average number of students per academic counselor ◇

#### Support Staff FTE

Social/behavioral counselor 1.0

Career development counselor 0.0

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	
2014-15 Fiscal Year	
<b>Total expenditures per pupil</b>	\$8,503
<b>Expenditures per pupil from restricted sources</b>	\$1,488
<b>Expenditures per pupil from unrestricted sources</b>	\$7,015
<b>Annual average teacher salary</b>	\$73,283

## 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.

## Financial Data

The financial data displayed in this SARC is from the 2014-15 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](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://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](http://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	2014-15 Fiscal Year	
	Sundale UESD	Similar Sized District
<b>Beginning teacher salary</b>	\$47,209	\$41,085
<b>Midrange teacher salary</b>	\$65,448	\$59,415
<b>Highest teacher salary</b>	\$78,457	\$75,998
<b>Average elementary school principal salary</b>	\$97,457	\$100,438
<b>Superintendent salary</b>	\$148,915	\$116,069
<b>Teacher salaries: percentage of budget</b>	41%	33%
<b>Administrative salaries: percentage of budget</b>	6%	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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Sundale ES</b>	\$7,015	\$73,283
<b>Sundale UESD</b>	\$7,015	\$73,283
<b>California</b>	\$5,677	\$60,985
<b>School and district: percentage difference</b>	◆	◆
<b>School and California: percentage difference</b>	+23.6%	+20.2%

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



## School Accountability Report Card

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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.

All data accurate as of January 2017.