

Sundale Elementary School

Grades TK-8
CDS Code 54-72173-6054399

Cindy Gist, Principal
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13990 Avenue 240
Tulare, CA 93274
(559) 688-7451

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 Mission Statement

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

Parental Involvement

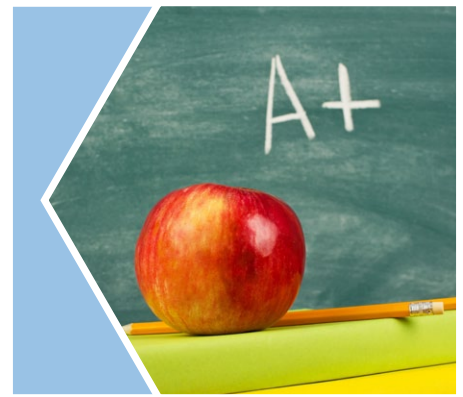
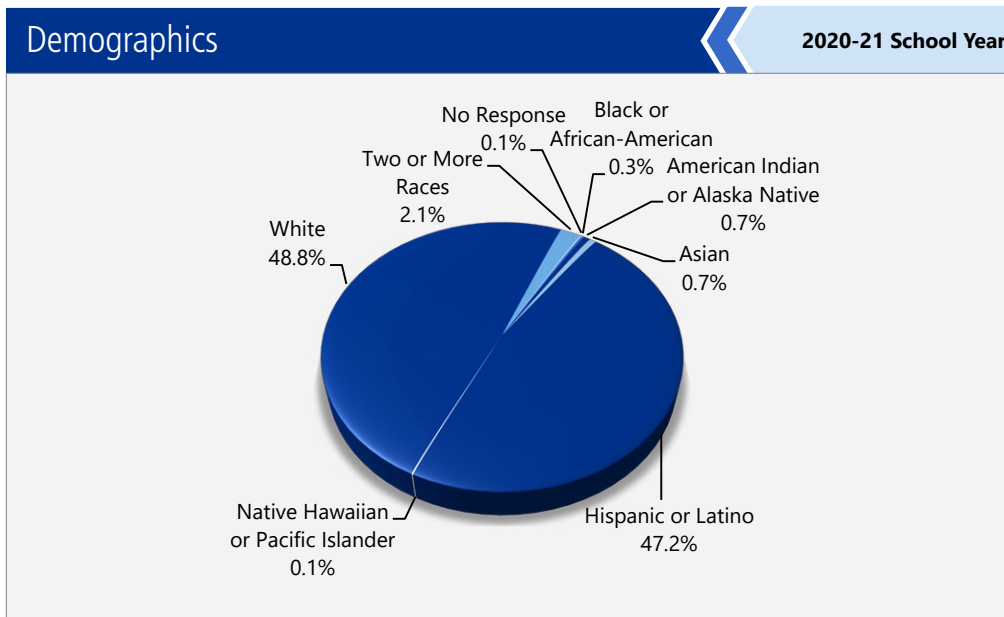
Parents are encouraged to become a part of the educational process at Sundale School by volunteering on campus (with the exception of during the Pandemic) and being involved in their child's education. This may include working in the classroom under the teacher's direction, preparing learning materials, 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 Lisa Baesemann at (559) 688-7451.

Enrollment by Student Group

The total enrollment at the school was 756 students for the 2020-21 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.

Believe, Achieve, Succeed!

Enrollment by Student Group

Demographics

2020-21 School Year

Female	47.40%
Male	52.60%
Non-Binary	0.00%
English learners	9.70%
Foster youth	0.30%
Homeless	6.90%
Migrant	0.90%
Socioeconomically Disadvantaged	38.60%
Students with Disabilities	2.80%

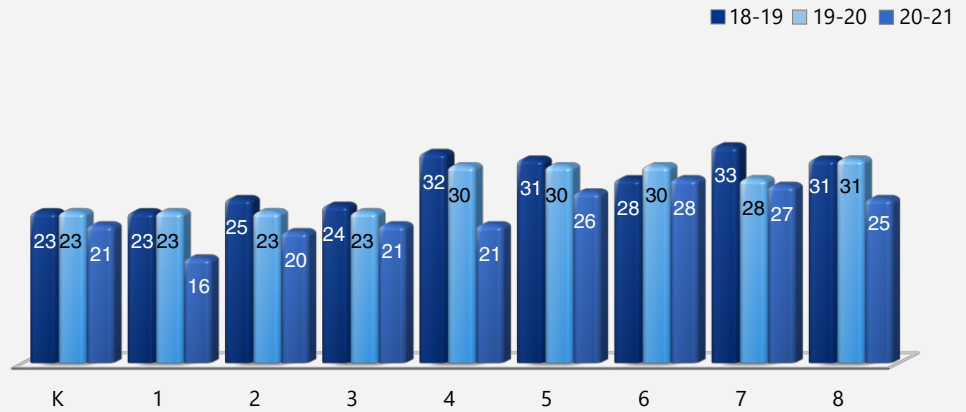


Class Size Distribution

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.

Average Class Size

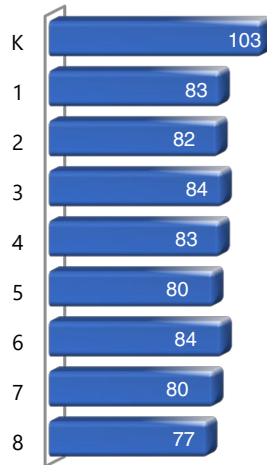
Three-Year Data



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade



Number of Classrooms by Size

Three-Year Data

Grade	2018-19			2019-20			2020-21		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4		4			1	3	
1		4		4			5		
2		4		4			3	1	
3		4		4			1	3	
4		3		3				3	
5		3		3				3	
6		3		3				3	
7		1	2	3				3	
8		3		1	2			3	

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 observed 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 two full-time counselors 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, 2021.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions		Two-Year Data				
	Sundale ES		Sundale Union ESD		California	
	2018-19	2020-21	2018-19	2020-21	2018-19	2020-21
Suspension rates	0.4%	0.0%	0.4%	0.0%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions		2019-20 School Year		
	Sundale ES	Sundale Union ESD	California	
	2019-20	2019-20	2019-20	
Suspension rates	0.0%	0.0%	2.5%	
Expulsion rates	0.0%	0.0%	0.1%	

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year	
Student Group	Suspensions Rate	Expulsions Rate	
All Students	0.00%	0.00%	
Female	0.00%	0.00%	
Male	0.00%	0.00%	
Non-Binary	0.00%	0.00%	
American Indian or Alaska Native	0.00%	0.00%	
Asian	0.00%	0.00%	
Black or African American	0.00%	0.00%	
Filipino	0.00%	0.00%	
Hispanic or Latino	0.00%	0.00%	
Native Hawaiian or Pacific Islander	0.00%	0.00%	
Two or More Races	0.00%	0.00%	
White	0.00%	0.00%	
English Learners	0.00%	0.00%	
Foster Youth	0.00%	0.00%	
Homeless	0.00%	0.00%	
Socioeconomically Disadvantaged	0.00%	0.00%	
Students Receiving Migrant Education Services	0.00%	0.00%	
Students with Disabilities	0.00%	0.00%	

Professional Development

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2019-20	3
2020-21	3
2021-22	3



California School Dashboard

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



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

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

2020-21 School Year

Percentage of Students Meeting Fitness Standards	Sundale ES	
	Grade 5	Grade 7
Four of six standards	◇	◇
Five of six standards	◇	◇
Six of six standards	◇	◇

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2020-21 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	780	764	26	3.40%
Female	370	363	12	3.30%
Male	410	401	14	3.50%
American Indian or Alaska Native	5	5	0	0.00%
Asian	5	5	0	0.00%
Black or African American	2	2	0	0.00%
Filipino	0	0	0	0.00%
Hispanic or Latino	373	364	21	5.80%
Native Hawaiian or Pacific Islander	1	1	0	0.00%
Two or More Races	16	16	0	0.00%
White	377	370	5	1.40%
English Learners	84	78	12	15.40%
Foster Youth	2	2	0	0.00%
Homeless	57	55	4	7.30%
Socioeconomically Disadvantaged	317	306	24	7.80%
Students Receiving Migrant Education Services	13	12	5	41.70%
Students with Disabilities	28	27	3	11.10%

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.



SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Sundale ES		Sundale Union ESD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	*	■	*	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Sundale ES		Sundale Union ESD		California	
	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

* This school did not test students using the CAASPP for Science.

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.



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

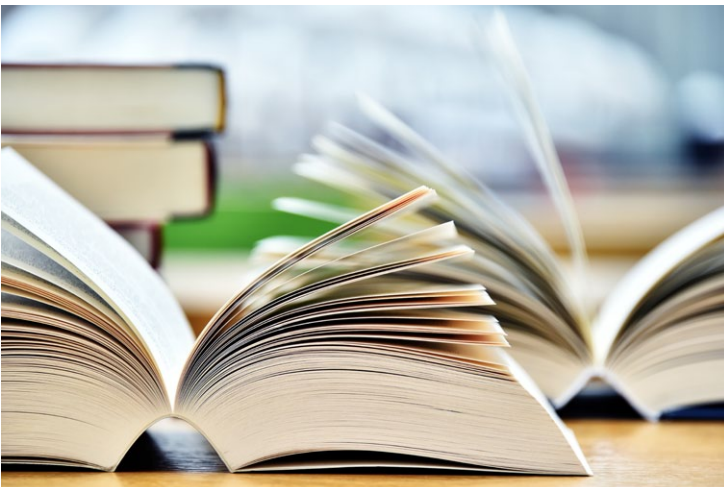
Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	*	*	*	*	*
Female	*	*	*	*	*
Male	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*
Asian	*	*	*	*	*
Black or African American	*	*	*	*	*
Filipino	*	*	*	*	*
Hispanic or Latino	*	*	*	*	*
Native Hawaiian or Pacific Islander	*	*	*	*	*
Two or more races	*	*	*	*	*
White	*	*	*	*	*
English Learners	*	*	*	*	*
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically disadvantaged	*	*	*	*	*
Students receiving Migrant Education services	*	*	*	*	*
Students with Disabilities	*	*	*	*	*

* This school did not test students using the CAASPP for Science.



Local Assessment Test Results by Student Group: English Language Arts (grades 3-8)

Assessment Name: STAR Renaissance

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	464	462	99.56%	0.44%	57.00%
Female	230	228	99.13%	0.87%	68.33%
Male	234	234	100.00%	0.00%	51.17%
American Indian or Alaska Native	4	❖	❖	❖	❖
Asian	2	❖	❖	❖	❖
Black or African American	2	❖	❖	❖	❖
Filipino	0	❖	❖	❖	❖
Hispanic or Latino	216	209	96.75%	3.25%	46.00%
Native Hawaiian or Pacific Islander	1	❖	❖	❖	❖
Two or more races	1	❖	❖	❖	❖
White	242	234	96.69%	3.31%	67.00%
English Learners	39	37	94.87%	5.13%	9.83%
Foster Youth	2	❖	❖	❖	❖
Homeless	35	29	83.00%	17.00%	41.00%
Military	6	❖	❖	❖	❖
Socioeconomically disadvantaged	175	158	90.28%	9.72%	36.00%
Students receiving Migrant Education services	3	1	33.33%	66.67%	❖
Students with Disabilities	14	12	85.71%	14.29%	0.00%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



Local Assessment Test Results by Student Group: Mathematics (grades 3-8)

Assessment Name: STAR Renaissance

Percentage of Students Meeting or Exceeding State Standards

2020-21 School Year
Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	464	462	99.56%	0.01%	70.00%
Female	230	228	99.13%	0.01%	70.00%
Male	234	234	100.00%	0.00%	70.00%
American Indian or Alaska Native	4	❖	❖	❖	❖
Asian	2	❖	❖	❖	❖
Black or African American	2	❖	❖	❖	❖
Filipino	0	❖	❖	❖	❖
Hispanic or Latino	216	209	96.75%	0.01%	63.00%
Native Hawaiian or Pacific Islander	1	❖	❖	❖	❖
Two or more races	1	❖	❖	❖	❖
White	242	234	96.69%	0.01%	76.00%
English Learners	39	37	94.87%	0.01%	35.00%
Foster Youth	2	❖	❖	❖	❖
Homeless	35	29	83.00%	17.00%	49.00%
Military	6	❖	❖	❖	❖
Socioeconomically disadvantaged	175	158	90.28%	0.01%	57.00%
Students receiving Migrant Education services	3	1	33.33%	0.33%	❖
Students with Disabilities	14	12	85.71%	0.01%	14.00%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Where the most viable option, districts were required to administer the statewide summative assessment in ELA. Where a statewide summative assessment was not the most viable option for the district (or for one or more grade-level[s] within the district) due to the pandemic, districts were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021 (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/mar21item02addendum.docx>).



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.

Starting with the 2021-2022 school year Sundale offers one to one portable technology devices in all grades. Families are also able to check out a chrome book for use at home.

Quality of Textbooks

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

Quality of Textbooks

2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Textbooks and Instructional Materials List

2021-22 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

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

2021-22 School Year

Data collection date	9/14/2021
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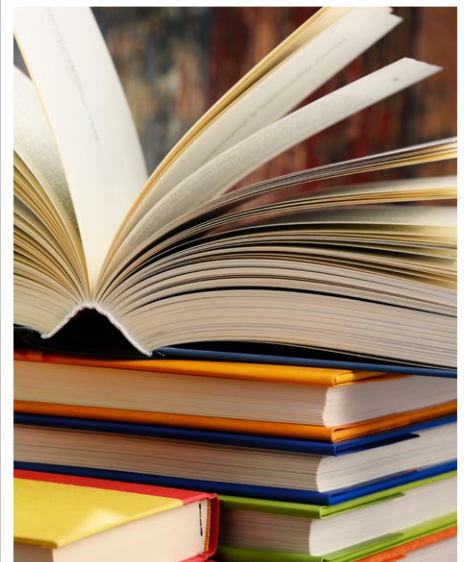
Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2021-22 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-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.



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.

School Facility Good Repair Status		2021-22 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	8/20/2021	

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			2021-22 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action	
Systems	New AC units will be installed as well as roofing to follow.	January 2022	

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 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 present 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 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.



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement		2020-21 School Year				
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.0	84.4%	27.0	84.4%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.0%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.0%	12,115.8	4.4%
Unknown	5.0	15.6%	5.0	15.6%	18,854.3	6.9%
Total Teaching Positions	32.0	100.0%	32.0	100.0%	274,759.1	100.0%

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Permits/waivers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2020-21 School Year
Authorization/Assignment	Sundale ES	
Permits and Waivers	0.0	
Misassignments	0.0	
Vacant Positions	0.0	
Total Teachers Without Credentials and Misassignments	0.0	

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
- "Ineffective" includes the following limited term emergency permits:
 - Provisional Internship Permits;
 - Short-Term Staff Permits;
 - Variable Term Waivers; and
 - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.



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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2020-21 School Year	
	Ratio
Pupils to Academic counselors	◇
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.50
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.25
Social worker	0.20
Nurse	0.25
Speech/language/hearing specialist	0.20
Resource specialist (nonteaching)	1.00
◇ Not applicable.	

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field

2020-21 School Year

Indicator	Sundale ES
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

Class Assignments

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments

2020-21 School Year

Indicator	Sundale ES
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



Financial Data

The financial data displayed in this SARC is from the 2019-20 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	2019-20 Fiscal Year	
	Sundale Union ESD	Similar Sized District
Beginning teacher salary	\$54,713	\$47,265
Midrange teacher salary	\$75,851	\$69,813
Highest teacher salary	\$92,754	\$91,237
Average elementary school principal salary	\$116,248	\$113,466
Superintendent salary	\$168,942	\$131,359
Teacher salaries: percentage of budget	38%	30%
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	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Sundale ES	\$8,800	\$80,905
Sundale Union ESD	\$8,800	\$80,905
California	\$8,444	\$72,352
School and district: percentage difference	◆	◆
School and California: percentage difference	+4.2%	+11.8%

◆ 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	
2019-20 Fiscal Year	
Total expenditures per pupil	\$10,250
Expenditures per pupil from restricted sources	\$1,450
Expenditures per pupil from unrestricted sources	\$8,800
Annual average teacher salary	\$80,905



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 January 2022.

School Accountability Report Card

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ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: English Language Arts (grades 3-8)
Assessment Name: STAR Renaissance

Percentage of Students At or Above Grade Level

2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	464	462	99.56%	0.44%	57.00%
Female	230	228	99.13%	0.87%	68.33%
Male	234	234	100.00%	0.00%	51.17%
American Indian or Alaska Native	4	--	--	--	--
Asian	2	--	--	--	--
Black or African American	2	--	--	--	--
Filipino	0	--	--	--	--
Hispanic or Latino	216	209	96.75%	3.25%	46.00%
Native Hawaiian or Pacific Islander	1	--	--	--	--
Two or more races	1	--	--	--	--
White	242	234	96.69%	3.31%	67.00%
English Learners	39	37	94.87%	5.13%	9.83%
Foster Youth	2	--	--	--	--
Homeless	35	29	83.00%	17.00%	41.00%
Military	6	--	--	--	--
Socioeconomically disadvantaged	175	158	90.28%	9.72%	36.00%
Students receiving Migrant Education services	3	--	--	--	--
Students with Disabilities	14	12	85.71%	14.29%	0.00%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

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



ADDENDUM

LEA-Level Local Assessment Test Results by Student Group: Mathematics (grades 3-8)
 Assessment Name: STAR Renaissance

Percentage of Students At or Above Grade Level

2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage At or Above Grade Level
LEAwide	464	462	99.56%	0.01%	70.00%
Female	230	228	99.13%	0.01%	70.00%
Male	234	234	100.00%	0.00%	70.00%
American Indian or Alaska Native	4	--	--	--	--
Asian	2	--	--	--	--
Black or African American	2	--	--	--	--
Filipino	0	--	--	--	--
Hispanic or Latino	216	209	96.75%	0.01%	63.00%
Native Hawaiian or Pacific Islander	1	--	--	--	--
Two or more races	1	--	--	--	--
White	242	234	96.69%	0.01%	76.00%
English Learners	39	37	94.87%	0.01%	35.00%
Foster Youth	2	--	--	--	--
Homeless	35	29	83.00%	17.00%	49.00%
Military	6	--	--	--	--
Socioeconomically disadvantaged	175	158	90.28%	0.01%	57.00%
Students receiving Migrant Education services	3	--	--	--	--
Students with Disabilities	14	12	85.71%	0.01%	14.00%

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

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

