Sundale Union Elementary School District

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

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SARC

2022-23

School Accountability
Report Card
Published in 2023-24

Sundale Elementary School

Grades TK-8
CDS Code 54-72173-6054399

Joy Farkas, Principal
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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, 2014 and 2018. All six of the Character Counts! Pillars are celebrated throughout the year with staff choosing students who represent the character pillar well.

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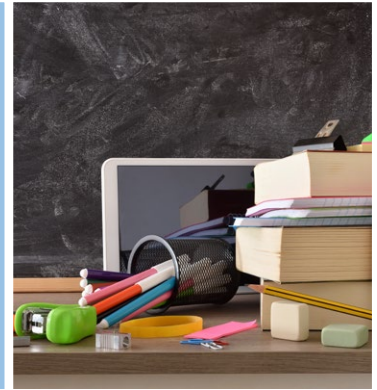
School Accountability Report Card

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

Parental Involvement

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

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

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

Mission Statement

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

*Believe, Achieve, Succeed!*

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.
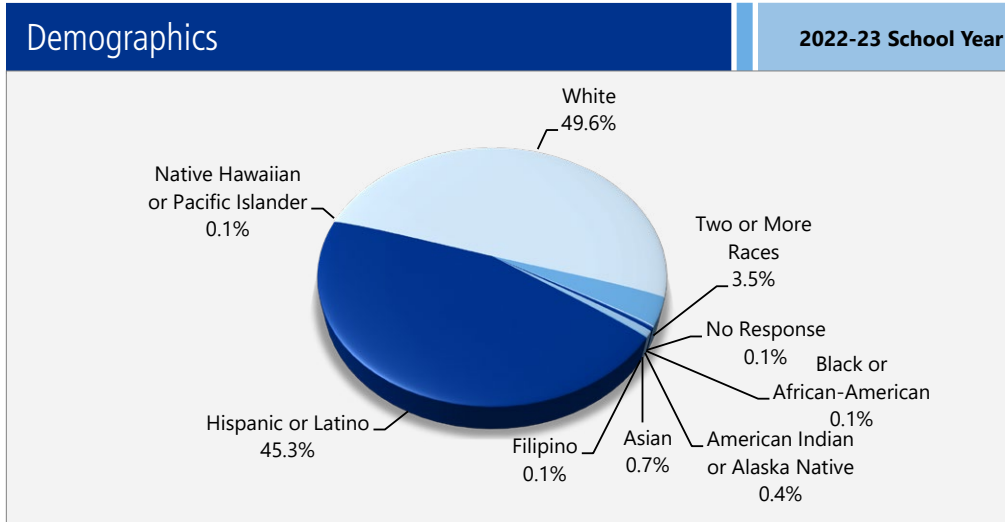
The school safety plan was last reviewed, updated and discussed with the school faculty in August 2023.
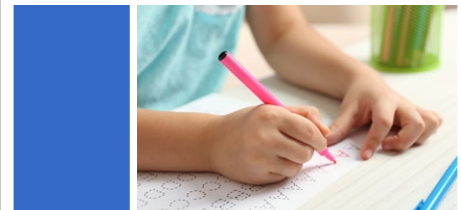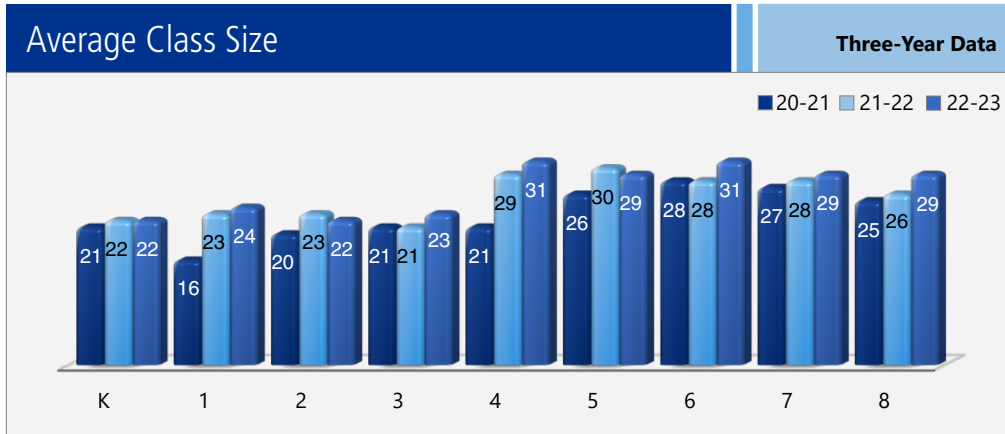
Enrollment by Student Group

The total enrollment at the school was 824 students for the 2022-23 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2022-23 School Year

- White 49.6%
- Native Hawaiian or Pacific Islander 0.1%
- Two or More Races 3.5%
- No Response 0.1%
- Black or African-American 0.1%
- American Indian or Alaska Native 0.4%
- Asian 0.7%
- Filipino 0.1%
- Hispanic or Latino 45.3%

Enrollment by Student Group

Demographics

2022-23 School Year	
Female	49.80%
Male	50.20%
Non-Binary	0.00%
English learners	9.60%
Foster youth	0.60%
Homeless	1.80%
Migrant	1.30%
Socioeconomically Disadvantaged	35.70%
Students with Disabilities	4.70%

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

Legend: 20-21, 21-22, 22-23

Grade	20-21	21-22	22-23
K	21	22	22
1	16	23	24
2	20	23	22
3	21	21	23
4	21	29	31
5	26	30	29
6	28	28	31
7	27	28	29
8	25	26	29

Number of Classrooms by Size — Three-Year Data

Grade	2020-21			2021-22			2022-23		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	3			4			4	
1	5				4			4	
2	3	1			4			4	
3	1	3			4			4	
4		3			3			3	
5		3			3			3	
6		3			3			1	2
7		3			3			3	
8		3			3			3	

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2022-23 school year.

2022-23 Enrollment by Grade

| Grade	Enrollment
K	110
1	90
2	92
3	94
4	84
5	90
6	90
7	90
8	84
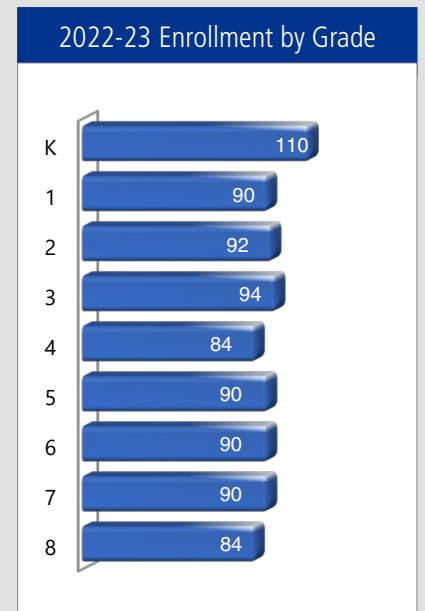
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions							Three-Year Data		
	Sundale ES			Sundale Union ESD			California		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspension rates	0.00%	0.30%	0.40%	0.00%	0.30%	0.40%	0.20%	3.20%	3.60%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%

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

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group	2022-23 School Year	
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	0.40%	0.00%
Female	0.20%	0.00%
Male	0.50%	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	0.50%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.20%	0.00%
English Learners	1.10%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.90%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%
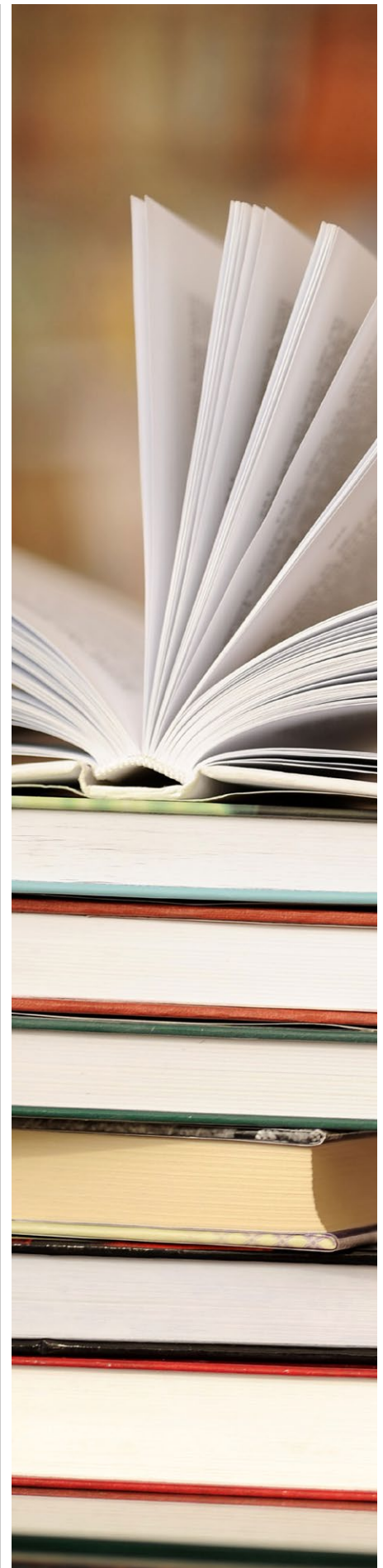
California Physical Fitness Test

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. Due to changes to the 2021–22 and 2022-23 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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					2022-23 School Year
Percentage of Students Participating In Each Of The Five Fitness Components					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98%	98%	99%	98%	99%
7	98%	99%	99%	99%	99%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2022-23 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	846	841	46	5.50%
Female	421	418	23	5.50%
Male	425	423	23	5.40%
Non-Binary	0	0	0	0.00%
American Indian or Alaska Native	3	3	1	33.30%
Asian	6	6	0	0.00%
Black or African American	1	1	0	0.00%
Filipino	1	1	0	0.00%
Hispanic or Latino	391	387	25	6.50%
Native Hawaiian or Pacific Islander	1	1	0	0.00%
Two or More Races	30	30	1	3.30%
White	412	411	19	4.60%
English Learners	93	90	7	7.80%
Foster Youth	6	5	1	20.00%
Homeless	21	21	3	14.30%
Socioeconomically Disadvantaged	322	319	31	9.70%
Students Receiving Migrant Education Services	13	13	1	7.70%
Students with Disabilities	48	47	5	10.60%

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
- Multimedia
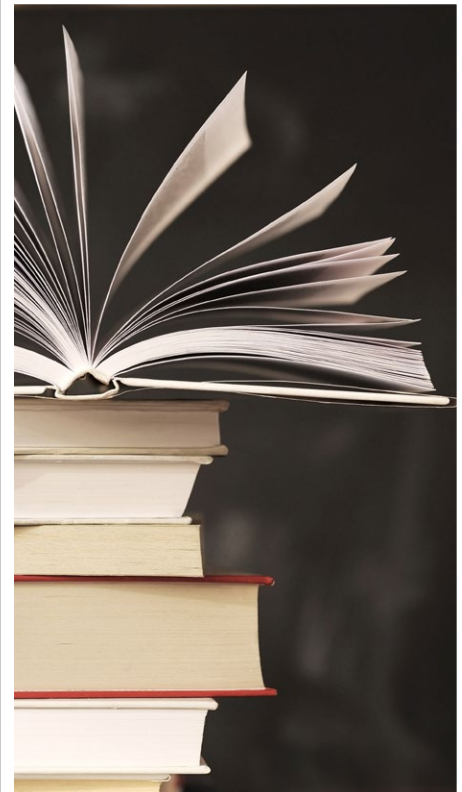
California School Dashboard

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.
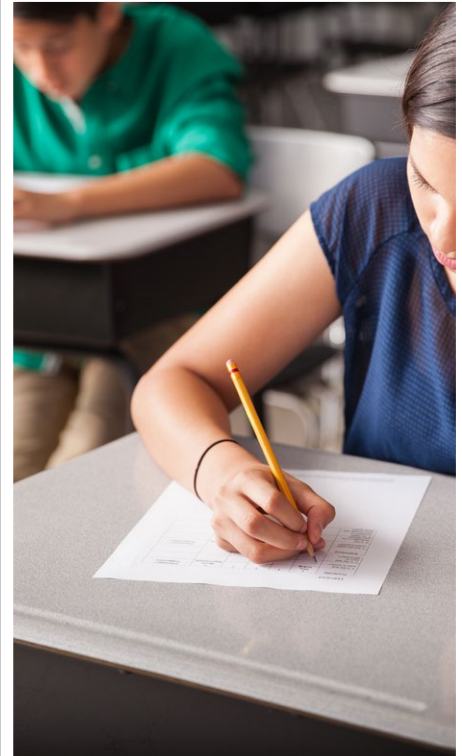
Statewide Assessments

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 10, 11 or 12).

CAASPP Test Results in Science for All Students

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	
	Sundale ES		Sundale Union ESD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
Science	34.10%	23.43%	34.10%	23.43%	29.47%	30.29%

CAASPP Test Results in ELA and Mathematics for All Students

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	
	Sundale ES		Sundale Union ESD		California	
Subject	21-22	22-23	21-22	22-23	21-22	22-23
English language arts/literacy	52%	51%	52%	51%	47%	46%
Mathematics	51%	48%	51%	48%	33%	34%

CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	176	176	100.00%	0.00%	23.30%
Female	94	94	100.00%	0.00%	25.53%
Male	82	82	100.00%	0.00%	20.73%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	74	74	100.00%	0.00%	17.57%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	98	98	100.00%	0.00%	28.57%
English Learners	13	13	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	56	56	100.00%	0.00%	21.43%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	❖	❖	❖	❖	❖

❖ 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.
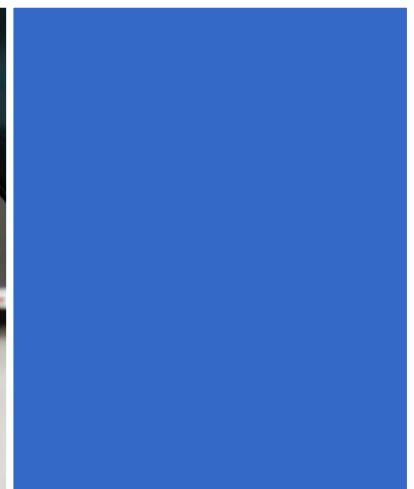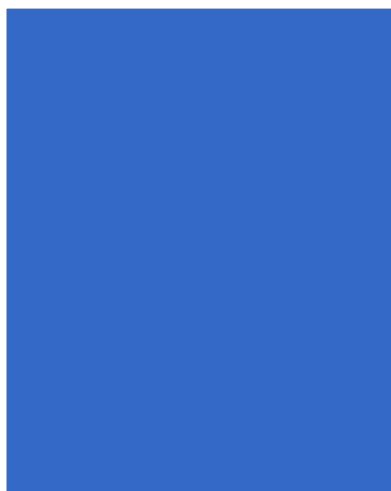
CAASPP Test Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standard

2022-23 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	522	521	99.81%	0.19%	50.67%
Female	247	246	99.60%	0.40%	58.13%
Male	275	275	100.00%	0.00%	44.00%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	247	246	99.60%	0.40%	43.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	20	20	100.00%	0.00%	35.00%
White	246	246	100.00%	0.00%	58.54%
English Learners	58	57	98.28%	1.72%	5.26%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	193	192	99.48%	0.52%	31.77%
Students receiving Migrant Education services	11	10	90.91%	9.09%	❖
Students with Disabilities	22	22	100.00%	0.00%	18.18%

❖ 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.

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

Percentage of Students Meeting or Exceeding State Standard					2022-23 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	522	522	100.00%	0.00%	47.70%
Female	247	247	100.00%	0.00%	46.56%
Male	275	275	100.00%	0.00%	48.73%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	247	247	100.00%	0.00%	36.84%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	20	20	100.00%	0.00%	40.00%
White	246	246	100.00%	0.00%	58.13%
English Learners	58	58	100.00%	0.00%	3.45%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	193	193	100.00%	0.00%	29.02%
Students receiving Migrant Education services	11	11	100.00%	0.00%	0.00%
Students with Disabilities	22	22	100.00%	0.00%	18.18%

❖ 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.

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.

All Curriculum and 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, multimedia, physical education and other Tulare County Office of Education Student Events.

Starting with the 2021-22 school year Sundale offers one to one portable technology devices in all grades. Families are also able to check out a Chromebook and hotspot for use at home.

Textbooks and Instructional Materials List		2023-24 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

Quality of Textbooks

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

Quality of Textbooks	2023-24 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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

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
2023-24 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

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
2023-24 School Year

Data collection date	8/8/2023
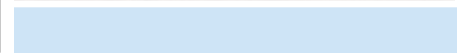
School Facility Good Repair Status

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	2023-24 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 FIT report	7/26/2023

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	2023-24 School Year	
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Structural	New roofing planned.	2023-24 school year
External	Basketball court resurfacing completed. New exterior lighting in progress.	Resurfacing: August 2023 Lighting: In progress

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, one computer lab, a library, art room, a multipurpose room, a resource room, an English-learner room and a reading lab.

In addition, students in grades TK-5 have access to a multimedia classroom, located at our Sports Complex, that teaches students digital citizenship, accessing and presenting multimedia videos, broadcasting, as well as other various tools. This is also an elective class opportunity for our 6-8 graders.

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.
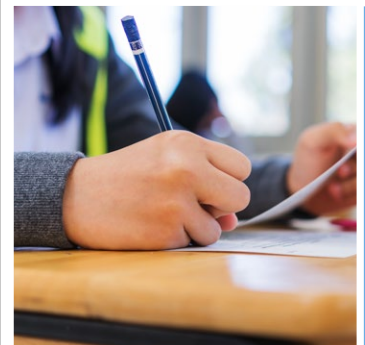
Professional Development

Professional Development Days
Number of school days dedicated to staff development and continuous improvement

2021-22	3
2022-23	3
2023-24	3

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

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. The teacher data for the 2022–23 SARC will not be available prior to February 1, 2024, and therefore is not included. These tables display 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%

Teacher Preparation and Placement					2021-22 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)	31.0	93.9%	31.0	93.90%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	0.0	0.00%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	0.0	0.00%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	0.0	0.00%	11,953.1	4.3%
Unknown	2.0	6.1%	2.0	6.10%	15,831.9	5.7%
Total Teaching Positions	33.0	100.0%	33.0	100.0%	279,044.8	100.0%

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/calpadsupdflash201.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.
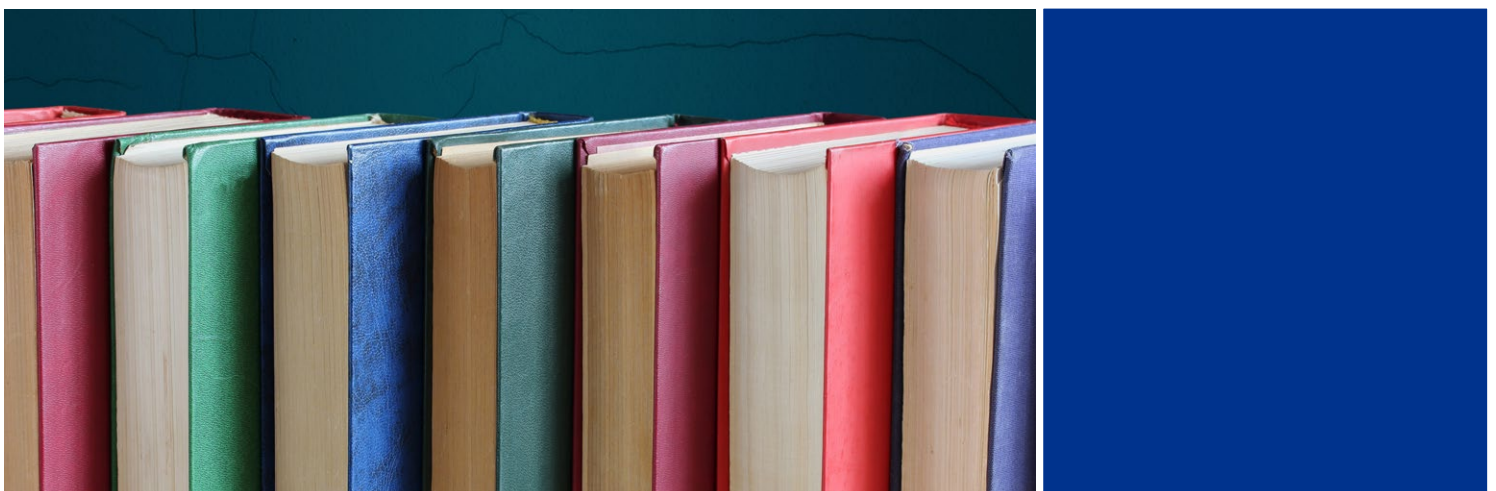
Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments	Two-Year Data	
Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.0	0.0
Misassignments	0.0	0.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0

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

This table displays the number of teachers and the total out-of-field teachers at the school level.

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	Two-Year Data	
Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

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

Class Assignments	Two-Year Data	
Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	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%	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/calpadsupdflash201.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.

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	
2022-23 School Year	
	Ratio
Pupils to Academic counselors	423:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	2.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.25
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.20
Resource specialist (nonteaching)	1.00

Financial Data

The financial data displayed in this SARC is from the 2021-22 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		2021-22 Fiscal Year
	Sundale Union ESD	**Similar Sized District**
Beginning teacher salary	$56,923	$48,480
Midrange teacher salary	$78,915	$73,129
Highest teacher salary	$96,502	$99,406
Average elementary school principal salary	$123,316	$117,381
Superintendent salary	$172,321	$138,991
Teacher salaries: percentage of budget	33.39%	29.34%
Administrative salaries: percentage of budget	3.15%	5.99%

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		2021-22 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Sundale ES	$9,662	$82,537
Sundale Union ESD	$9,662	$82,537
California	$7,607	$75,753
School and district: percentage difference	◆	◆
School and California: percentage difference	+27.0%	+9.0%

◆ 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	
2021-22 Fiscal Year	
Total expenditures per pupil	$12,120
Expenditures per pupil from restricted sources	$2,458
Expenditures per pupil from unrestricted sources	$9,662
Annual average teacher salary	$82,537

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.