

Sunol Glen Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2024-25 School Contact Information

| | |
|--|---|
| School Name | Sunol Glen Elementary School |
| Street | 11601 Main St. |
| City, State, Zip | Sunol, CA 94586-9519 |
| Phone Number | (925) 862-2026 |
| Principal | Shay Galletti |
| Email Address | sgalletti@sunol.k12.ca.us |
| School Website | http://www.sunol.k12.ca.us |
| Grade Span | K-8 |
| County-District-School (CDS) Code | 01 75119 6002711 |

2024-25 District Contact Information

| | |
|-------------------------|------------------------------------|
| District Name | Sunol Glen Unified School District |
| Phone Number | (925) 862-2026 |
| Superintendent | Shay Galletti |
| Email Address | sgalletti@sunol.k12.ca.us |
| District Website | www.sunol.k12.ca.us |

2024-25 School Description and Mission Statement

2025 marks a significant milestone for Sunol Glen: the centennial celebration of the year the school was built. With a rich history as our foundation, we are dedicated to fostering student success in a unique small-school environment. Students thrive in a safe, supportive atmosphere that feels like an extended family. At Sunol Glen, we are committed to educating the whole child. Our mission is supported by the Sunol Glen Unified School Board's dedication to maintaining lower class sizes and cultivating a nurturing environment where parents, guardians, and staff work collaboratively as true partners in education. Thanks to the commitment of our district and families, our students achieve remarkable academic, social, and emotional success. In line with our Sunol Glen School Philosophy, we believe that every child is a unique individual of great worth. Our

2024-25 School Description and Mission Statement

dedication is to help each student reach their full academic and emotional potential within a supportive and encouraging atmosphere. We promote responsibility and cooperation, instilling in our students the importance of treating others with the dignity and respect they deserve. Our academic program aligns with state frameworks across all subjects. We assess our students based on established academic standards, Common Core Standards, testing, and teacher evaluations. We emphasize responsibility, maturity, and cooperation, helping each student develop self-respect and an understanding of others. Our discipline policy focuses on a positive approach, using logical consequences to guide students in transforming misbehavior through constructive communication and feedback. We believe in the importance of close collaboration with parents and guardians to better meet each student's individual needs. By working together, home and school can achieve the goal of providing a strong and rigorous educational experience for our children.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 26 |
| Grade 1 | 26 |
| Grade 2 | 28 |
| Grade 3 | 32 |
| Grade 4 | 33 |
| Grade 5 | 33 |
| Grade 6 | 27 |
| Grade 7 | 34 |
| Grade 8 | 29 |
| Total Enrollment | 268 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 48.5 |
| Male | 51.5 |
| Asian | 36.2 |
| Black or African American | 0.4 |
| Filipino | 0.7 |
| Hispanic or Latino | 14.9 |
| Native Hawaiian or Pacific Islander | 0.4 |
| Two or More Races | 12.3 |
| White | 35.1 |
| English Learners | 5.2 |
| Foster Youth | 0.4 |
| Homeless | 0.4 |
| Socioeconomically Disadvantaged | 10.4 |
| Students with Disabilities | 5.6 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

| 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) | 10.60 | 88.41 | 10.60 | 88.41 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.50 | 4.14 | 0.50 | 4.14 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.90 | 7.45 | 0.90 | 7.45 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 0.00 | 0.00 | 18854.30 | 6.86 |
| Total Teaching Positions | 12.00 | 100.00 | 12.00 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| 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) | 11.70 | 89.82 | 11.70 | 89.82 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.20 | 1.53 | 0.20 | 1.53 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.10 | 8.65 | 1.10 | 8.65 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 0.00 | 0.00 | 15831.90 | 5.67 |
| Total Teaching Positions | 13.00 | 100.00 | 13.00 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| 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) | 12.90 | 96.56 | 12.90 | 96.56 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.40 | 3.44 | 0.40 | 3.44 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 0.00 | 0.00 | 14303.80 | 5.15 |
| Total Teaching Positions | 13.30 | 100.00 | 13.30 | 100.00 | 277698 | 100 |

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.20 | 0 |
| Misassignments | 0.50 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.50 | 0.20 | 0 |

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

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 1.10 | 0.4 |
| Local Assignment Options | 0.90 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.90 | 1.10 | 0.4 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 8.30 | 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) | 0.00 | 0 | 0 |

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

In September 2024, the Sunol Glen Unified School District held a public hearing and confirmed that the district has sufficient and high-quality textbooks, instructional materials, and science lab equipment in compliance with the Williams Act. Each student receives individual, standards-aligned textbooks and has access to online materials in core subjects for use both in the classroom and at home. All textbooks and instructional materials are aligned with California State Content Standards and Frameworks, ensuring a cohesive educational experience.

Year and month in which the data were collected

January 2024

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| Reading/Language Arts | Lucy Calkin's- Reading and Writing programs, 2015 (TK- 1st, 5th) Great Minds- Wit and Wisdom, 2024 (2nd-3rd) Wilson Language Training- Foundations, (K - 1st) | Yes | 0 |
| Mathematics | Houghton Mifflin Harcourt Go Math 2016 (6th - 8th) Houghton Mifflin Harcourt Go Math Algebra Great Minds- Eureka Math 2015 (K - 5th) | Yes | 0 |
| Science | Accelerated Learning - Stemsopes 2018 (TK -1st, 4th - 8th) Twig Science, 2024 (2-3) | Yes | 0 |
| History-Social Science | Exploring Social Studies, Teacher Created Materials Discovery Education program (6th - 8th grade) 2018 | Yes | 0 |
| Health | Holt, Rinehart and Winston 2004 Harcourt Brace 2004 | Yes | 0 |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Sunol Glen School's main building, constructed in 1925, stands as a historic landmark in the heart of the Sunol community. Nearly a century later, this enduring structure continues to serve as the foundation of the school, which has evolved into a dynamic center for learning and community engagement. The campus includes 11 classrooms, along with specialized spaces for music, art, and science. In addition, the school features a preschool room, a childcare classroom, a well-stocked library, a student cafeteria, and an auditorium for performances and events. These diverse facilities support a well-rounded educational experience and foster a strong sense of community. However, many of these spaces are in need of repair and modernization. To address these challenges, a bond measure was passed to fund essential upgrades, ensuring the school remains a vital resource for students and the broader community for years to come.

The bond will address a wide range of critical needs, ensuring the infrastructure aligns with modern educational practices while safeguarding the long-term well-being of students, staff, and visitors. Key planned improvements include:

- ****Roof Repairs and Replacements****: Fixing leaks and preventing water damage to protect the building's integrity.
- ****Infrastructure Upgrades****: Modernizing aging systems to meet current standards and improve overall functionality.
- ****Electrical System Enhancements****: Upgrading outdated electrical systems to ensure safety, reliability, and compatibility with modern technology.
- ****Plumbing and Sewer Renovations****: Replacing or updating the school's plumbing and sewer systems to improve efficiency and prevent disruptions.
- ****Security and Safety Improvements****: Enhancing accessibility, security, and safety measures to create a secure and inclusive environment.
- ****Energy Efficiency Upgrades****: Improving systems to reduce energy consumption, lower operational costs, and minimize environmental impact.
- ****Cafeteria and Multipurpose Room Renovations****: Revitalizing the cafeteria and multipurpose room to better serve the growing needs of the school community.
- ****Historic Preservation****: Renovating the original 1925 main building to preserve its historic charm while updating it to meet modern educational needs.

These improvements reflect the district's ongoing commitment to providing a high-quality learning environment that meets the needs of all students while honoring the school's rich history.

The success of these projects will be supported by the district's dedicated maintenance team, led by a skilled Director of Maintenance and Operations. This individual is responsible for overseeing the overall upkeep of the school, from routine maintenance to custodial services. Through regular inspections, coordination of repair requests, and implementation of preventive maintenance programs, the maintenance manager ensures the facility remains safe, functional, and ready for daily use.

The custodial staff also plays a key role in maintaining a clean, safe, and healthy environment for all who use the school. Their efforts in cleaning, sanitizing, and maintaining shared spaces ensure the school remains welcoming and conducive to learning. Together, the maintenance and custodial teams work tirelessly to provide a supportive environment that fosters the academic and personal growth of students, while also offering a comfortable space for staff, parents, and the wider community.

With these ongoing investments and improvements, Sunol Glen School is well-positioned to continue its mission of delivering an exceptional education while preserving the rich legacy that has made it a cornerstone of the Sunol community for nearly a century.

Year and month of the most recent FIT report

10/16/2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | Science Lab needs new countertops; in the 100 building, some surfaces may have lead paint on them. The 200 wings' sinks are made of old porcelain and need new fixtures. Cabinets are peeling. Throughout the building, doors have broken due to age, and some surfaces have lead and asbestos. |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|--|
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | | X | | electrical working old knob and tube should be replaced |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | | X | Restrooms need ADA compliance Bldgs 100 and 700; the health department requested 3 compartment sinks and washing stations. The fire monitoring needs to be upgraded; it currently uses hand pulls. |
| Safety: Fire Safety, Hazardous Materials | | X | | fiberglass tile are starting to drop glue failing / roof leaks occur occasionally and are patched reroofing needed soon/ fire marshal cited no hood over stove |
| Structural: Structural Damage, Roofs | | | X | New roofing is needed for the 100 and 200 buildings. The 100 building leaks are more pervasive than in years past. In the 600 building, when the wind blows hard, the roof leaks. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | Doors and Windows need replacement Bldgs 100 and 700 |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | | X | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 82 | 80 | 82 | 80 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 79 | 82 | 79 | 82 | 34 | 35 |

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 183 | 178 | 97.27 | 2.73 | 80.34 |
| Female | 93 | 91 | 97.85 | 2.15 | 81.32 |
| Male | 90 | 87 | 96.67 | 3.33 | 79.31 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 65 | 65 | 100.00 | 0.00 | 86.15 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 33 | 33 | 100.00 | 0.00 | 72.73 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 22 | 20 | 90.91 | 9.09 | 80.00 |
| White | 61 | 58 | 95.08 | 4.92 | 77.59 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 23 | 23 | 100.00 | 0.00 | 65.22 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent 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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 183 | 176 | 96.17 | 3.83 | 81.82 |
| Female | 93 | 91 | 97.85 | 2.15 | 80.22 |
| Male | 90 | 85 | 94.44 | 5.56 | 83.53 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 65 | 65 | 100.00 | 0.00 | 84.62 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 33 | 33 | 100.00 | 0.00 | 72.73 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 22 | 20 | 90.91 | 9.09 | 80.00 |
| White | 61 | 56 | 91.80 | 8.20 | 83.93 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 23 | 23 | 100.00 | 0.00 | 65.22 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 59.62 | 61.40 | 59.62 | 61.40 | 30.29 | 30.73 |

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 60 | 57 | 95.00 | 5.00 | 61.40 |
| Female | 28 | 26 | 92.86 | 7.14 | 65.38 |
| Male | 32 | 31 | 96.88 | 3.12 | 58.06 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 21 | 21 | 100.00 | 0.00 | 47.62 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 20 | 19 | 95.00 | 5.00 | 68.42 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | 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 |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 100% | 97% | 97% | 97% | 97% |
| Grade 7 | 97% | 91% | 82% | 91% | 88% |
| Grade 9 | n/a | n/a | n/a | n/a | n/a |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents and guardians play a vital role at Sunol Glen by volunteering and actively participating in various committees and organizations. Their involvement is crucial for the success of our school community and enhances the educational experience for all students. Opportunities for engagement include the School Site Council (SSC), which provides a platform for parents to collaborate on school governance and decision-making. The Citizens Bond Oversight Committee (CBOC) allows parents to oversee the financial aspects of our bond projects, ensuring accountability and transparency. Additionally, parents can join the Community Club and Garden Club, both of which foster community spirit and contribute to enriching school life.

The Community Club serves as the social and fundraising organization for Sunol Glen, emphasizing the importance of community representation. Through this club, parents and community members can engage in various activities, such as organizing fundraisers and participating in volunteer programs. This involvement not only supports the school financially but also strengthens the bonds between families and staff. Volunteers are essential to our daily operations; they assist in classrooms, provide clerical support, and help fund special projects and activities that enhance the educational environment.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 279 | 272 | 34 | 12.5 |
| Female | 136 | 132 | 13 | 9.8 |
| Male | 143 | 140 | 21 | 15.0 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 99 | 97 | 5 | 5.2 |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 44 | 44 | 8 | 18.2 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 34 | 33 | 6 | 18.2 |
| White | 98 | 94 | 15 | 16.0 |
| English Learners | 14 | 14 | 3 | 21.4 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 34 | 32 | 5 | 15.6 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 15 | 15 | 5 | 33.3 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 2.54 | 0.37 | 1.08 | 2.54 | 0.37 | 1.08 | 3.17 | 3.6 | 3.28 |
| Expulsions | 0 | 0 | 0 | 0 | 0 | 0 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.08 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 2.10 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 1.01 | 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 | 2.04 | 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 | 6.67 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is a top priority at Sunol Glen School. Our Comprehensive Safety Plan is regularly evaluated and revised by the School Safety Committee in collaboration with local law enforcement. Once revisions are made, they are shared with the entire staff and subsequently presented to the School Site Council (SSC) for further review and approval. After receiving SSC approval, the plan is forwarded to the Board for final endorsement.

Integral to the Comprehensive Safety Plan is a disaster preparedness strategy that outlines the necessary steps to ensure the safety of students and staff during emergencies. This year, Sunol Glen is implementing a Multi-Tiered System of Supports (MTSS) framework, focusing on Positive Behavioral Interventions and Supports (PBIS) and establishing tier 1 behavior protocols. We have instituted a classroom-wide positive reward system alongside an individual award system, and we celebrate character education by highlighting specific traits each month.

Our school is fully compliant with all laws, regulations, and standards related to hazardous materials and earthquake safety. Regular fire and disaster drills are conducted throughout the academic year to ensure preparedness. We also have designated areas for student drop-off and pick-up, supervised by certificated staff for 15 minutes before and after school, and by yard duty staff during lunch.

All visitors must sign in at the school office and receive a visitor sticker before entering. The school is secured with a locked fence during school hours, and we have enhanced our safety measures by installing two additional surveillance cameras to our existing monitoring system.

The School Safety Committee scheduled meetings to revise the Comprehensive Safety Plan: August 24, 2024; September 23, 2024; December 4, 2024; January 29, 2025; February 26, 2025; March 26, 2025; April 29, 2025; May 28, 2025. The SSC will

2024-25 School Safety Plan

review and approve the plan in January, 2025 with final approval from the board in February, 2025.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 4 | 30 | | 1 | |
| 5 | 37 | | | 1 |
| 6 | 31 | | 1 | |
| Other | 20 | 6 | | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 4 | 34 | | | 1 |
| 5 | 30 | | 1 | |
| 6 | 35 | | | 1 |
| Other | 19 | 6 | | |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| 4 | 33 | | | 1 |
| 5 | 33 | | | 1 |
| 6 | 27 | | 1 | |
| Other | 21 | | 6 | |

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|-------------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | .20 |
| Library Media Teacher (Librarian) | n/a |
| Library Media Services Staff (Paraprofessional) | .40 |
| Psychologist | .20 |
| Social Worker | n/a |
| Nurse | n/a |
| Speech/Language/Hearing Specialist | .40 |
| Resource Specialist (non-teaching) | 1.0 |
| Other | 1 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$16,462 | \$5,349 | \$11,112 | \$90,031 |
| District | N/A | N/A | \$11,112 | \$106,056 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | -16.3 |
| State | N/A | N/A | \$10,771 | \$78,673 |
| Percent Difference - School Site and State | N/A | N/A | 3.1 | 13.5 |

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, Sunol Glen Unified School District receives approximately \$2,057 per student in state and federal funding for the following categorical, special education, and support programs:

- * Lottery
- * ELOP

Fiscal Year 2023-24 Types of Services Funded

- * Title II
- * Title V- REAP
- * Universal Pre-K
- * Special Education- SELPA
- * Prop 28
- * IPI

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$72,569 | \$50,757 |
| Mid-Range Teacher Salary | \$104,560 | \$75,693 |
| Highest Teacher Salary | \$144,053 | \$105,687 |
| Average Principal Salary (Elementary) | \$0 | \$121,443 |
| Average Principal Salary (Middle) | \$0 | \$132,509 |
| Average Principal Salary (High) | \$0 | \$133,106 |
| Superintendent Salary | \$257,416 | \$167,660 |
| Percent of Budget for Teacher Salaries | 32% | 26% |
| Percent of Budget for Administrative Salaries | 14% | 6% |

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 2 |