

# Sunol Glen Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Sunol Glen Elementary School
<b>Street</b>	11601 Main St.
<b>City, State, Zip</b>	Sunol, CA 94586-9519
<b>Phone Number</b>	(925) 862-2026
<b>Principal</b>	Molleen Barnes
<b>Email Address</b>	mbarnes@sunol.k12.ca.us
<b>School Website</b>	<a href="http://www.sunol.k12.ca.us">http://www.sunol.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	01 75119 6002711

## 2022-23 District Contact Information

<b>District Name</b>	Sunol Glen Elementary School District
<b>Phone Number</b>	(925) 862-2026
<b>Superintendent</b>	Molleen Barnes
<b>Email Address</b>	mbarnes@sunol.k12.ca.us
<b>District Website Address</b>	www.sunol.k12.ca.us

## 2022-23 School Overview

### Principal's Message:

Two quotes that inspire the Sunol Glen Educational Team:

"Education is not the filling of a pail, but the lighting of a fire." —W.B. Yeats

"Learning is a treasure that will follow its owner everywhere."— Chinese Proverb

At Sunol Glen, students, parents, staff, and community members work together to ensure each student receives a rigorous, comprehensive, balanced, and integrated education in a safe and caring environment. Sunol Glen is unique in that we are a one school-school district, which enables us to offer programs and opportunities in such a way that creates a sense of a private school, while at the same time ensure we comply with the rules and guidelines that pertain to California public schools. Critical thinking is highly valued and encouraged; all children have the opportunity to develop this ability as well as to become problem-solvers, effective communicators, independent workers, risk-takers, and decision makers. We celebrate the precepts of Mindfulness and encourage our students with the Growth Mindset; indeed, one of our favorite sayings is to remind students that they may not know how to do something YET... but they soon will! Our school, childcare program, and preschool create a prestigious, rigorous, and safe environment whereby children thrive and become academically, socially, and emotionally successful in readiness for college and careers.

The vision of Sunol Glen Unified School District is to inspire and engage all students to become lifelong learners and productive citizens.

Our Mission statement encompasses our belief: We, the Sunol Glen community, strive to inspire and prepare students as leaders, scholars, stewards and citizens of our diverse and evolving world! We provide a safe and stimulating environment that enables students to think critically and creatively, work collaboratively with others, and be mindful citizens.

The Sunol Glen Unified School District is located in the town of Sunol in Alameda County. Our school serves students in grades K-8. Eighty percent of our students are interdistrict transfer students who choose to come to our district from neighboring districts. Students are our priority. The staff is dedicated to reflecting on their teaching practices, sharing ideas with each other, expressing concerns honestly, communicating effectively, and modeling a lifelong thirst for learning through their own personal and professional growth. The Sunol Glen Staff cares deeply for the lives of our students and maintains the

## 2022-23 School Overview

highest regard for their success. Parents are essential partners in their child's success and are encouraged to participate in the school community.

Staff, parents, students, and community working together, our students' "fire" will indeed be lit!

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	29
Grade 1	26
Grade 2	31
Grade 3	31
Grade 4	30
Grade 5	37
Grade 6	31
Grade 7	24
Grade 8	23
Total Enrollment	262

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8
Male	49.2
American Indian or Alaska Native	0.0
Asian	33.6
Black or African American	0.8
Filipino	1.1
Hispanic or Latino	13.0
Native Hawaiian or Pacific Islander	0.4
Two or More Races	9.5
White	41.6
English Learners	5.3
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	9.5
Students with Disabilities	2.3



## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.60	88.41	10.60	88.41	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	4.14	0.50	4.14	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.90	7.45	0.90	7.45	12115.80	4.41
<b>Unknown</b>	0.00	0.00	0.00	0.00	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.70	89.82	11.70	89.82	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.20	1.53	0.20	1.53	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	8.65	1.10	8.65	11953.10	4.28
<b>Unknown</b>	0.00	0.00	0.00	0.00	15831.90	5.67
<b>Total Teaching Positions</b>	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.20
Misassignments	0.50	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.50</b>	<b>0.20</b>

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.10
Local Assignment Options	0.90	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.90</b>	<b>1.10</b>

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.30	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Sunol Glen Unified School District held a public hearing in September 2022, and determined that the district has sufficient and good-quality textbooks, instructional materials, or science-lab equipment pursuant to the settlement of Williams v. State of California. All students, including English learners, are given their own individual standards-aligned textbooks - access to on-line materials, or instructional materials, or all three, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the board of trustees. All textbooks at Sunol Glen are in adequate supply and fair-to-excellent condition. The district places great emphasis on providing students with the most up-to date, standards-aligned textbooks, on-line programs and instructional materials.

All Sunol Glen students are offered music and art. The music students perform at the annual holiday program, and again at the annual spring concert. Student artwork is displayed in the main hallway of our school and online for parents to observe. Note: This year's Winter Concert was held in multiple sessions due to the ongoing Covid-19 pandemic

<b>Year and month in which the data were collected</b>	January 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Lucy Calkin's Reading and Writing programs 2015	Yes	0
<b>Mathematics</b>	6 - 8 Houghton Mifflin Harcourt Go Math 2016 K - 5 Eureka Math 2015	Yes	0
<b>Science</b>	Accelerated Learning - Stemsscopes 2018	Yes	0
<b>History-Social Science</b>	Teacher Created Materials (K-5) Discovery Education program (6th - 8th grade) 2018	Yes	0
<b>Health</b>	Holt, Rinehart and Winston 2004 Harcourt Brace 2004	Yes	0

## School Facility Conditions and Planned Improvements

Sunol Glen School was built in 1925, and currently comprises 11 classrooms, a music room, art room, computer lab, science lab, preschool room, child-care room, a library, a staff lounge, a multipurpose room, auditorium with a stage, and two playgrounds. All restrooms are in great condition.

**Cleaning process:** The District Governing Board has adopted cleaning standards for the school and the district. A summary of these standards is available at the school office or district office. The principal works daily with the Director of Maintenance and Operations (full time) and the custodian (full-time) to develop cleaning schedules to ensure a clean and safe school.

**Maintenance and repair:** District maintenance staff members perform the repairs necessary to keep the school in great repair and working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The district received two grants so that the entire campus' irrigation system was upgraded and a new sports court/blacktop was put in during the summer of 2018.

New plumbing in the main building was replaced during the summer of 2012. Reroofing was completed in 2013, and gutter repairs were done in 2014. In 2017 the cafeteria HVAC was upgraded, the lighting throughout the campus was replaced with LED lights, and computer controlled thermostats were installed.

Rubber bark replaced with rubber matting on playgrounds in 2020-2021 with WW Grant.

The District successfully passed a School Facility Bond in November, 2022. Funds from the Bond will be used for repairs, updates and modernization of our facilities including the repair and replacement of leaky roofs, replace and upgrade aging infrastructure, upgrade inadequate electrical systems, renovate or replace aging plumbing and sewer systems, provide a new lab for technology, engineering and math, modernize and renovate aging classrooms and restrooms, make security, safety and handicapped accessibility improvements, improve energy efficiency systems, upgrade and renovate cafeteria/multipurpose room and to preserve and renovate the main building that was constructed in 1925.

On December 31, 2022 our site experienced flooding and we will be in the process of replacing and repairing the areas damaged by the flood including the back three portable classrooms, the fence along the perimeter of the school, the blacktop area, garden and fields and the Offices for our Facility Supervisor and Health and Wellness Coordinator as well as the storage rooms that were all damaged by the flood.

**Year and month of the most recent FIT report**

12/16/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Science Lab needs new countertops
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			electrical working old knob and tube should be replaced
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> 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
<b>Structural:</b> Structural Damage, Roofs		X		Roof leaks - new felt paper; roof coating, dry rot in the facial boards; 601/602 portable needs to be replaced. dryrot starting in flooring past life expectancy almost 40 years old
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			



Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 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

Note that 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.

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 and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data 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.

Percentages are not calculated 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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	74	N/A	74	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	80	N/A	80	N/A	33

## 2021-22 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 and grade eleven 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	183	179	97.81	2.19	73.74
<b>Female</b>	93	90	96.77	3.23	82.22
<b>Male</b>	90	89	98.89	1.11	65.17
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	63	62	98.41	1.59	79.03
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	25	25	100.00	0.00	80.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100.00	0.00	75.00
<b>White</b>	74	71	95.95	4.05	66.20
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	15	15	100.00	0.00	66.67
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 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 and grade eleven 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	183	179	97.81	2.19	79.89
<b>Female</b>	93	90	96.77	3.23	82.22
<b>Male</b>	90	89	98.89	1.11	77.53
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	63	62	98.41	1.59	91.94
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	25	25	100.00	0.00	80.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100.00	0.00	87.50
<b>White</b>	74	71	95.95	4.05	67.61
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	15	15	100.00	0.00	80.00
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	63.33	NT	63.33	28.5	29.47

## 2021-22 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
<b>All Students</b>	60	60	100	0	63.33
<b>Female</b>	31	31	100	0	74.19
<b>Male</b>	29	29	100	0	51.72
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	25	25	100	0	76
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	12	12	100	0	66.67
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	18	18	100	0	38.89
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	100	100	100	100
Grade 7	100	100	100	100	100
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.

#### 2022-23 Opportunities for Parental Involvement

Parents play an important role at Sunol Glen through volunteerism and active participation and involvement in School Site Council (SSC), Community Club, Garden Club and other school committees. The community plays a vital role in the success of Sunol Glen School through its strong community representation in the Community Club, which is the social and fundraising organization for the district. Through the Community Club, parents and community members can become involved in the volunteer program, the fundraising program, and the general school participation. The staff relies heavily on the many volunteers who provide classroom assistance, clerical assistance, and funding for special projects and activities.

Parents who wish to participate in Sunol Glen's leadership teams, school committees, school activities, or become a volunteer may contact Administrative Assistant Miki Whitfield at (925) 862-2026. Sunol Glen School's website ([www.sunol.k12.ca.us](http://www.sunol.k12.ca.us)) provides a variety of resources and information for parents, staff, students, and community members.

For more information on how to become involved at the school, contact Community Club President Cheryl Thompson at 415-685-3083.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	276	275	23	8.4
Female	139	139	11	7.9
Male	137	136	12	8.8
American Indian or Alaska Native	0	0	0	0.0
Asian	96	96	5	5.2
Black or African American	2	2	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	38	38	4	10.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	25	25	3	12.0
White	111	110	11	10.0
English Learners	20	20	1	5.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	30	30	5	16.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	9	9	1	11.1

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. 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.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.34	0.34	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. 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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.54	0.00	2.54	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.54	0.00
Female	0.00	0.00
Male	5.11	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.13	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.63	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.80	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

## 2022-23 School Safety Plan

The safety of students and staff is a primary concern of Sunol Glen School. The School Site Safety plan, is evaluated and revised annually by members of the Safety Committee (a sub-committee of the School Site Council); the revisions are then shared with the entire staff. Included within the School Site Safety plan is a disaster preparedness plan, which lays out steps that are to be taken to ensure student and staff safety during a disaster. We currently have an anti-bullying philosophy and have adopted Character Education in which “character traits” are celebrated each month. In addition, we hold school-wide assemblies to promote making good choices and being a good citizen; as well as, award individual students with our 'Children Helping Achieve a More Proud Sunol' (CHAMPS) card program when demonstrating good character trait choices and behavior. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire and disaster drills are conducted on a regular basis throughout the school year. There is a designated area for student drop-off and pick-up. Certificated staff supervises students for 15 minutes before and after school, and by a yard duty staff member during the lunch period. All visitors to the school must sign in first at the school office and receive a visitor's sticker. A locked fence encloses the school during the school day. Two additional surveillance cameras have been installed, to add to our current monitoring system. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August, 2022 and with our School Site Council in September, 2022.

## 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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
K	31		1	
1	35			3
2	35			2
3	34			2
4	31		4	
5	31	1	3	1
6	17	9	6	
Other	23		9	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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
K				
1				
2	29		1	
3	32		1	
4	64			1
5	30		1	
6	22	3	6	
Other	21		3	

## 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
K	29		1	
1	52			2
2	47		1	1
3	47		1	1
4	52		1	3
5	37			2
6	18	8	6	
Other	23	4	2	1

## 2021-22 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

## 2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$11,113	\$93,261
District	N/A	N/A	\$11,113	
Percent Difference - School Site and District	N/A	N/A	0.0	2.0
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	51.0	24.4

## 2021-22 Types of Services Funded

In addition to general state funding, Sunol Glen Unified School District receives approximately \$1,780 per student in state and federal funding for the following categorical, special education, and support programs:

- Federal, Special Education
- Economic Impact Aid (EIA)
- Instructional materials
- Small Rural School, Title VI
- Improving Teacher Quality, Title II
- ESSER/Cares Act

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		\$46,419
<b>Mid-Range Teacher Salary</b>		\$69,902
<b>Highest Teacher Salary</b>		\$97,912
<b>Average Principal Salary (Elementary)</b>		\$111,731
<b>Average Principal Salary (Middle)</b>		\$122,012
<b>Average Principal Salary (High)</b>		\$122,212
<b>Superintendent Salary</b>		\$150,971
<b>Percent of Budget for Teacher Salaries</b>	32%	29%
<b>Percent of Budget for Administrative Salaries</b>	13%	6%

## Professional Development

In addition to regular evaluations, the Superintendent/Principal meets annually with each individual, on evaluation cycle, to establish goals, objectives, and methods of assessment for their professional growth. For the past three school years, Sunol Glen School offered three staff-development days annually. In recent years, teacher professional development days were dedicated to analyzing test scores, incorporating Common Core-aligned lessons, working with at-risk students, articulation among grade levels, and integrating technology into the classroom. Additionally, our teachers have all received training for the Lucy Calkin's Reading and Writing programs, the Eureka Math program (grades k-5) and the Go-Math program (6-8). Our teachers have also received professional development opportunities for Next Generation Science Standards as we are in our fourth year of utilizing Stemsscopes. This year for Social Studies, we are in our third year utilizing Teacher Created Materials for our K-5 classes and Discovery Education for our 6-8 grade classes. Additionally, we have on staff, a Science Specialist, that provides demonstration science lessons in the lab and provides 1:1 support for our teachers as they incorporate this new curriculum into their lessons. As we received funding for the Expanded Learning Opportunity Program (ELOP), Sunol Glen assigned a classroom teacher as acting Teacher On Special Assignment (TOSA) for the 2022-2023 school year, to provide targeted professional development on an array of topics to individualize and optimize our staff's ability to meet students' needs. Topics such as: Improving Literacy Across Subject Areas, Promoting diversity, equity, inclusion and belonging, anti-bullying strategies, Inclusion strategies, and Early Childhood Development's impact on learning will be presented throughout the school year.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3