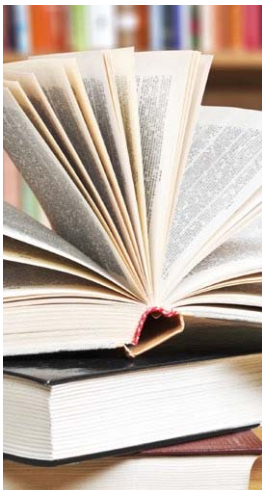
SARC

OUR MESSAGE



OUR SCHOOL

OUR TEACHERS

Sunol Glen Elementary School

2014-15
School Accountability Report Card

Published in 2015-16

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SARC

Principal's Message

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

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 that give a sense of a private school with all the support 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 become problem solvers, effective communicators, independent workers, risk takers and decision makers. Our school, child-care program and preschool create a prestigious, rigorous and safe environment whereby children thrive and become academically, socially and emotionally successful in readiness for 21st-century college and career skills.

The Sunol Glen Unified School District is located in the town of Sunol in Alameda County. Our school serves students in grades K-8. Seventy-eight 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 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: Together, our students' "fire" will indeed be lit!

School Mission Statement

We, the entire Sunol Glen staff, parent body and community of Sunol, will foster an environment that will produce goal-oriented students, lifelong learners and productive members of society through continuous evaluation and improvement. In addition, the district embraces 21st-century skills for every student inclusive of the following 5 C's:

- Critical Thinking & Problem Solving
- Communication
- Collaboration
- Creativity
- Civic Engagement & Responsibility

Parental Involvement

Parents play an important role at Sunol Glen through active participation and involvement in School Site Council (SSC), Community 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, the social and fundraising organization of the district. Through the Community Club, parents and community members can become involved in the volunteer program, the fundraising program and general school participation. The staff relies heavily on the many volunteers who provide classroom assistance, clerical assistance and funding for special needs.

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) 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 Claudia Zuanich at (925) 667-0833.

School Safety

The safety of students and staff is a primary concern of Sunol Glen School. The School Site Safety plan, first implemented in 1997, is evaluated and revised annually by members of the Safety Committee; 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 antibullying philosophy and have adopted character education in which "character traits" are celebrated each month. In addition, we hold schoolwide assemblies to promote making good choices and being a good citizen. 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 pin. A locked fence encloses the school during the school day and video surveillance cameras were installed to monitor entryways into the school.

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2015.

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.

"Buzzing Beautifully in the Mix, Eagles Rock in Twenty One-Six!"

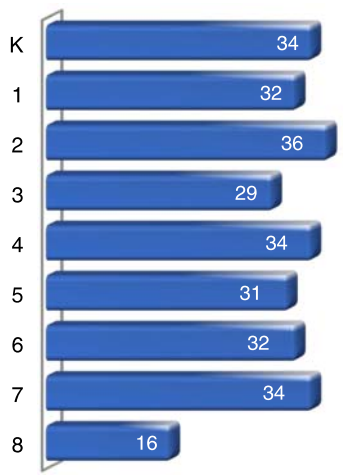
Governing Board

Don Ball
President
Neil Davies
Clerk
Victoria Cloutier
Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

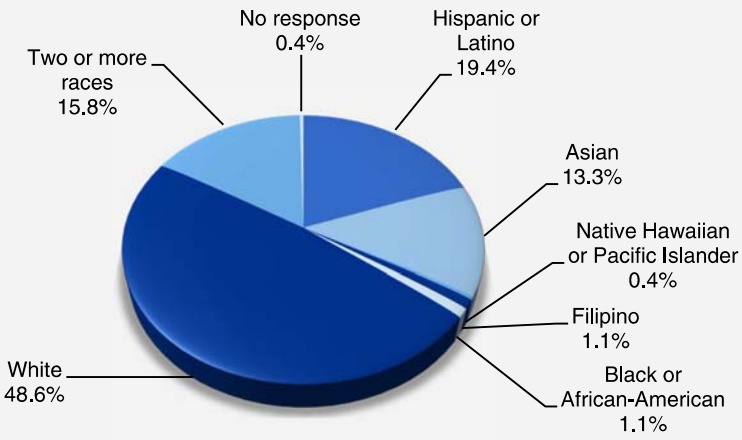
Suspension and Expulsion Rates

Sunol Glen ES			
	12-13	13-14	14-15
Suspension rates	4.2%	3.0%	2.1%
Expulsion rates	0.0%	0.0%	0.0%
Sunol Glen USD			
	12-13	13-14	14-15
Suspension rates	4.2%	3.0%	2.1%
Expulsion rates	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 278 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2014-15 School Year

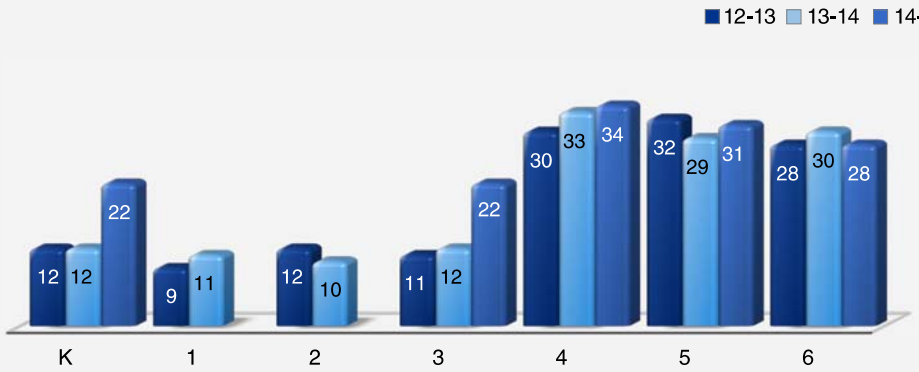


Socioeconomically disadvantaged	5.0%	English learners	9.4%	Students with disabilities	4.3%	Foster Youth	0.0%

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.

Average Class Size — Three-Year Data



Number of Classrooms by Size — Three-Year Data

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			3				3	
1	3			3					
2	3			3					
3	3			3				3	
4		1				1			1
5		1			1			1	
6		1			1		1	6	

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria — 2014-15 School Year

	Sunol Glen ES	Sunol Glen USD	California
Met overall AYP	Yes	Yes	Yes
Met participation rate:			
English language arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	Yes	Yes	Yes
Met graduation rate	o	o	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program — 2015-16 School Year

	Sunol Glen ES	Sunol Glen USD
Program Improvement status	Not Title I	Not Title I
First year of Program Improvement	✧	✧
Year in Program Improvement	✧	✧
Number of Title I schools currently in Program Improvement		0
Percentage of Title I schools currently in Program Improvement		0.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit http://data1.cde.ca.gov/dataquest/.

o Not applicable. This AYP indicator is only applicable for high schools.

✧ Not applicable. The school and district are not in Program Improvement.

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2014-15 School Year	
Grade 5	
Four of six standards	3.4%
Five of six standards	37.9%
Six of six standards	51.7%
Grade 7	
Four of six standards	3.0%
Five of six standards	33.3%
Six of six standards	48.5%

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-8.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels — **Three-Year Data**

	Sunol Glen ES			Sunol Glen USD			California		
Subject	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science	87%	89%	61%	87%	89%	61%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels — **2014-15 School Year**

Group	Science
All students in the district	61%
All students at the school	61%
Male	45%
Female	61%
Black or African-American	❖
American Indian or Alaska Native	❖
Asian	❖
Filipino	❖
Hispanic or Latino	❖
Native Hawaiian or Pacific Islander	❖
White	58%
Two or more races	❖
Socioeconomically disadvantaged	❖
English learners	❖
Students with disabilities	❖
Students receiving Migrant Education services	❖
Foster youth	◈

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards — **2014-15 School Year**

Subject	Sunol Glen ES	Sunol Glen USD	California
English language arts/literacy	72%	72%	44%
Mathematics	69%	69%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	28	28	100.0%	4%	14%	39%	43%
Male		11	39.3%	9%	18%	27%	45%
Female		17	60.7%	0%	12%	47%	41%
Black or African-American		2	7.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		5	17.9%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		7	25.0%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		8	28.6%	❖	❖	❖	❖
Two or more races		6	21.4%	❖	❖	❖	❖
Socioeconomically disadvantaged		1	3.6%	❖	❖	❖	❖
English learners		5	17.9%	❖	❖	❖	❖
Students with disabilities		2	7.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	28	27	96.4%	7%	22%	37%	26%
Male		11	39.3%	18%	18%	27%	27%
Female		16	57.1%	0%	25%	44%	25%
Black or African-American		2	7.1%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		5	17.9%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		7	25.0%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		8	28.6%	❖	❖	❖	❖
Two or more races		5	17.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		1	3.6%	❖	❖	❖	❖
English learners		5	17.9%	❖	❖	❖	❖
Students with disabilities		2	7.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 4 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement Level 1	Level 2	Level 3	Level 4
All students	35	34	97.1%	9%	29%	32%	26%
Male		16	45.7%	0%	38%	25%	31%
Female		18	51.4%	17%	22%	39%	22%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		4	11.4%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		6	17.1%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		19	54.3%	5%	37%	26%	26%
Two or more races		5	14.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	5.7%	❖	❖	❖	❖
English learners		1	2.9%	❖	❖	❖	❖
Students with disabilities		3	8.6%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 4 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement Level 1	Level 2	Level 3	Level 4
All students	35	33	94.3%	3%	39%	33%	21%
Male		15	42.9%	0%	33%	20%	40%
Female		18	51.4%	6%	44%	44%	6%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		4	11.4%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		6	17.1%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		18	51.4%	0%	50%	22%	28%
Two or more races		5	14.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		1	2.9%	❖	❖	❖	❖
English learners		1	2.9%	❖	❖	❖	❖
Students with disabilities		2	5.7%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 5 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement Level 1	Level 2	Level 3	Level 4
All students	31	30	96.8%	0%	20%	43%	37%
Male		12	38.7%	0%	25%	58%	17%
Female		18	58.1%	0%	17%	33%	50%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		3	9.7%	❖	❖	❖	❖
Filipino		1	3.2%	❖	❖	❖	❖
Hispanic or Latino		4	12.9%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		17	54.8%	0%	18%	41%	41%
Two or more races		5	16.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		3	9.7%	❖	❖	❖	❖
English learners		1	3.2%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 5 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement Level 1	Level 2	Level 3	Level 4
All students	31	29	93.5%	7%	31%	31%	31%
Male		11	35.5%	9%	36%	36%	18%
Female		18	58.1%	6%	28%	28%	39%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		3	9.7%	❖	❖	❖	❖
Filipino		1	3.2%	❖	❖	❖	❖
Hispanic or Latino		4	12.9%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		17	54.8%	6%	24%	41%	29%
Two or more races		4	12.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		3	9.7%	❖	❖	❖	❖
English learners		1	3.2%	❖	❖	❖	❖
Students with disabilities		0	0.0%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 6 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
				Level 1	Level 2	Level 3	Level 4
All students	32	32	100.0%	6%	16%	47%	31%
Male		17	53.1%	12%	24%	41%	24%
Female		15	46.9%	0%	7%	53%	40%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		4	12.5%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		7	21.9%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		19	59.4%	5%	11%	53%	32%
Two or more races		2	6.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		0	0.0%	❖	❖	❖	❖
English learners		1	3.1%	❖	❖	❖	❖
Students with disabilities		1	3.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 6 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
				Level 1	Level 2	Level 3	Level 4
All students	32	32	100.0%	9%	13%	41%	38%
Male		17	53.1%	18%	6%	35%	41%
Female		15	46.9%	0%	20%	47%	33%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		4	12.5%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		7	21.9%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		19	59.4%	5%	11%	53%	32%
Two or more races		2	6.3%	❖	❖	❖	❖
Socioeconomically disadvantaged		0	0.0%	❖	❖	❖	❖
English learners		1	3.1%	❖	❖	❖	❖
Students with disabilities		1	3.1%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	35	34	97.1%	9%	21%	32%	38%
Male		10	28.6%	❖	❖	❖	❖
Female		24	68.6%	8%	25%	25%	42%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		7	20.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		10	28.6%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		14	40.0%	14%	21%	29%	36%
Two or more races		3	8.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	5.7%	❖	❖	❖	❖
English learners		3	8.6%	❖	❖	❖	❖
Students with disabilities		2	5.7%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 7	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	35	34	97.1%	6%	12%	35%	47%
Male		10	28.6%	❖	❖	❖	❖
Female		24	68.6%	4%	17%	42%	38%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		7	20.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		10	28.6%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		14	40.0%	14%	14%	21%	50%
Two or more races		3	8.6%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	5.7%	❖	❖	❖	❖
English learners		3	8.6%	❖	❖	❖	❖
Students with disabilities		2	5.7%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Students Achieving at Each Performance Level

2014-15 School Year

English Language Arts: Grade 8 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
				Level 1	Level 2	Level 3	Level 4
All students	16	16	100.0%	13%	31%	44%	13%
Male		10	62.5%	❖	❖	❖	❖
Female		6	37.5%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		2	12.5%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		2	12.5%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		9	56.3%	❖	❖	❖	❖
Two or more races		3	18.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	12.5%	❖	❖	❖	❖
English learners		1	6.3%	❖	❖	❖	❖
Students with disabilities		3	18.8%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Mathematics: Grade 8 Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
				Level 1	Level 2	Level 3	Level 4
All students	16	15	93.8%	20%	7%	33%	40%
Male		9	56.3%	❖	❖	❖	❖
Female		6	37.5%	❖	❖	❖	❖
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		2	12.5%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		2	12.5%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		8	50.0%	❖	❖	❖	❖
Two or more races		3	18.8%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	12.5%	❖	❖	❖	❖
English learners		1	6.3%	❖	❖	❖	❖
Students with disabilities		2	12.5%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◈	◈	◈	◈	◈	◈

Level 1 = Standard not met **Level 2** = Standard nearly met **Level 3** = Standard met **Level 4** = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◈ Information is not available at this time.

Textbooks and Instructional Materials

Sunol Glen Unified School District held a public hearing in September 2015, and determined that the district has sufficient and good-quality textbooks, instructional materials and 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 or instructional materials, or both, 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 and instructional materials.

All Sunol Glen students are offered music and art courses. 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.

Textbooks and Instructional Materials List — 2015-16 School Year

Subject	Textbook	Adopted
English language arts	Firsthand, Heinemann	2014
English language arts	Houghton Mifflin	2014
English language arts	Lucy Calkins	2014
Mathematics	*Eureka Math*, digital curriculum	2015
Mathematics	*Go Math!*, Harcourt Brace	2015
Social science	Houghton Mifflin	2005
Social science	DBQ Supplemental materials (6-8)	2014
Social science	McDougal Littell	2005
Science	California Science, Macmillan/McGraw-Hill	2006
Science	California Edition, Glencoe/McGraw-Hill	2006
Health	Holt, Rinehart and Winston	2004
Health	Harcourt Brace	2004

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 — 2015-16 School Year

Sunol Glen ES	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

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

Quality of Textbooks — 2015-16 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks — 2015-16 School Year

Data collection date	9/2015

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

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

Professional Development

In addition to regular evaluations, the superintendent/principal meets annually with each individual to establish goals, objectives and methods of assessment for their professional growth. In recent years, teacher buyback 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.

Professional Development Days	
2013-14	3 days
2014-15	3 days
2015-16	2 days

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status			2015-16 School Year
Items Inspected	**Repair Status**	**Items Inspected**	**Repair Status**
Systems	Good	**Restrooms/fountains**	Good
Interior	Good	**Safety**	Good
Cleanliness	Good	**Structural**	Good
Electrical	Good	**External**	Good
Overall summary of facility conditions			Exemplary
Date of the most recent school site inspection			12/10/2015
Date of the most recent completion of the inspection form			12/10/2015

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	2015-16 School Year
Items Inspected	**Deficiencies, Action Taken or Planned, and Date of Action**
Structural	Windows in Auditorium need replacing. Planned for summer 2016.

School Facilities

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, library, staff lounge, 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 custodian (full time) and maintenance/grounds person (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 had a portable placed on campus, and three classrooms were upgraded.

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. A new phone system and a new digital-key entry system was installed in 2015.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information — Three-Year Data

	Sunol Glen USD	Sunol Glen ES		
Teachers	**15-16**	**13-14**	**14-15**	**15-16**
With full credential	16	13	15	16
Without full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions — Three-Year Data

	Sunol Glen ES		
Teachers	**13-14**	**14-15**	**15-16**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced-priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers — 2014-15 School Year

	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
Sunol Glen ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	✧	✧
Low-poverty schools in district	100.00%	0.00%

✧ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data

2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✧
Support Staff	**FTE**
Social/behavioral or career development counselors	0.10
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.25
Psychologist	0.00
Social worker	0.00
Nurse	0.00
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	0.80
Other	**FTE**
Health and Wellness Coordinator	0.75
Science Specialist	0.15

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	
2013-14 Fiscal Year	
Total expenditures per pupil	$11,619
Expenditures per pupil from restricted sources	$3,038
Expenditures per pupil from unrestricted sources	$8,580
Annual average teacher salary	$76,458

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2013-14 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.

District Salary Data		2013-14 Fiscal Year
	Sunol Glen USD	**Similar Sized District**
Beginning teacher salary	✪	$38,953
Midrange teacher salary	✪	$57,103
Highest teacher salary	✪	$74,127
Average elementary school principal salary	✪	$90,225
Superintendent salary	✪	$117,803
Teacher salaries: percentage of budget	38%	34%
Administrative salaries: percentage of budget	16%	7%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2013-14 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Sunol Glen ES	$8,580	$76,458
Sunol Glen USD	$8,580	$76,458
California	$5,348	$59,460
School and district: percentage difference	◆	◆
School and California: percentage difference	+60.4%	+28.6%

✪ Single-site districts are not required to display this data (Education Code Section 41409.3).
◆ The percentage difference does not apply to single-site districts.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://data1.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per *Education Code* Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board.[1] EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness.[2] EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfffaq.asp.

[1] English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

[2] The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.