Sunol Glen Elementary School

11601 Main St. • Sunol, CA 94586-9519 • (925) 862-2026 • Grades K-8
Molleen Barnes, Principal
mbarnes@sunol.k12.ca.us
www.sunol.k12.ca.us

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Sunol Glen Elementary School District
11601 Main St.
Sunol
(925) 862-2026
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District Governing Board

Denise Kent-Romo
Member

Liz Monti-Hall
Clerk

Mike Picard
President

District Administration

Molleen Barnes
Superintendent

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 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, will provide a safe learning 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 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 the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	34
Grade 1	34
Grade 2	34
Grade 3	30
Grade 4	33
Grade 5	33
Grade 6	33
Grade 7	34
Grade 8	32
Total Enrollment	297

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.7
Asian	21.9
Filipino	1.3
Hispanic or Latino	17.5
Native Hawaiian or Pacific Islander	0.7
White	47.1
Two or More Races	10.1
Socioeconomically Disadvantaged	8.1
English Learners	6.1
Students with Disabilities	3.4

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

Teacher Credentials for Sunol Glen Elementary	17-18	18-19	19-20
With Full Credential	16	15	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Sunol Glen Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Sunol Glen Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	0	0	

*   Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Sunol Glen Unified School District held a public hearing in September 2019, 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 at an annual Art Show.

Textbooks and Instructional Materials

Year and month in which data were collected: January, 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
Reading/Language Arts	Lucy Calkin's Reading and Writing programs 2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
Mathematics	6 - 8 Harcourt Brace 2016 K - 5 Eureka Math 2015	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
Science	Accelerated Leanring - Stemscopes 2018	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
History-Social Science	Teacher Created Materials (K-5) Discovery Education program (6th - 8th grade) 2018	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0
Health	Holt, Rinehart and Winston 2004 Harcourt Brace 2004	
	The textbooks listed are from most recent adoption:	Yes
	Percent of students lacking their own assigned textbook:	0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 auditorium HVAC was upgraded, the lighting throughout the campus was replaced with LED lights, and computer controlled thermostats were installed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/25/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Science Lab needs new countertops
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Roof leaks - new new felt paper; roof coating, dry rot in the facial boards
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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, which 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); and

- 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	80	84	80	84	50	50
Math	86	89	86	89	38	39

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	29.0	29.0	9.7
7	17.6	38.2	32.4

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	195	192	98.46	83.85
Male	96	95	98.96	80.00
Female	99	97	97.98	87.63
Black or African American	--	--	--	--
Asian	35	35	100.00	85.71
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.00	83.78
White	91	88	96.70	82.95
Two or More Races	29	29	100.00	86.21
Socioeconomically Disadvantaged	19	18	94.74	88.89
English Learners	16	16	100.00	81.25
Students with Disabilities	--	--	--	--

Note: 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.

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

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	195	192	98.46	89.06
Male	96	95	98.96	93.68
Female	99	97	97.98	84.54
Black or African American	--	--	--	--
Asian	35	35	100.00	94.29
Filipino	--	--	--	--
Hispanic or Latino	37	37	100.00	78.38
White	91	88	96.70	88.64
Two or More Races	29	29	100.00	96.55
Socioeconomically Disadvantaged	19	18	94.74	94.44
English Learners	16	16	100.00	93.75
Students with Disabilities	--	--	--	--

Note: 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.

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

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Parents play an important role at Sunol Glen through 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) 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 Rene Stilwell at 510-851-0911.

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.

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. 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. Two additional surveillance cameras were installed in the fall of 2019 to add to our current monitoring system. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	2.3	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.0	2.3	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*   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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		3		24		3		58		3	1
3	22		3		23		3		21		3	
4	34			1	32			1	64		1	2
5	33			1	23	1	1	1	25	2		2
6	27	2	1	7	30	1	1	6	27	2	1	7
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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 second year of utilizing Stemscopes. This year for Social Studies, we are piloting 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$	$43,574
Mid-Range Teacher Salary	$	$63,243
Highest Teacher Salary	$	$86,896
Average Principal Salary (ES)	$	$103,506
Average Principal Salary (MS)	$	$108,961
Average Principal Salary (HS)	$	$108,954
Superintendent Salary	$	$136,125

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	30%
Administrative Salaries	12%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$12,076	$3,628	$8,448	$90,765
District	N/A	N/A	$8,448	$90,765
State	N/A	N/A	$7,506.64	$64,732.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	0.0
School Site/ State	11.8	33.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

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).

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.