



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, childcare program, and pre-school create a prestigious, rigorous, and safe environment whereby children thrive and become academically, socially, and emotionally successful in readiness for 21st century College to 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!

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. We will provide a safe learning environment that enables students to think critically, work collaboratively with others, and make good choices. All students are given the support and tools to achieve their personal goals academically, socially, physically, and emotionally.

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 their 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 the 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 Web site (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 Lisa Ball at (925) 862-0675.

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. For the past three school years, Sunol Glen School offered three staff development days annually. In recent years, teacher buy-back days were dedicated to analyzing test scores, improving Academic Performance Index (API) scores, working with at-risk students, articulation among grade levels, and integrating technology into the classroom.

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CDS Code: 01-75119-6002711
Grades: K-8

www.sunol.k12.ca.us



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.

Governing Board

Gerry Beemiller
President

Diane Everett
Clerk

Neil Davies
Member

Motto

The Eagles will Soar in Twenty-One-Four!

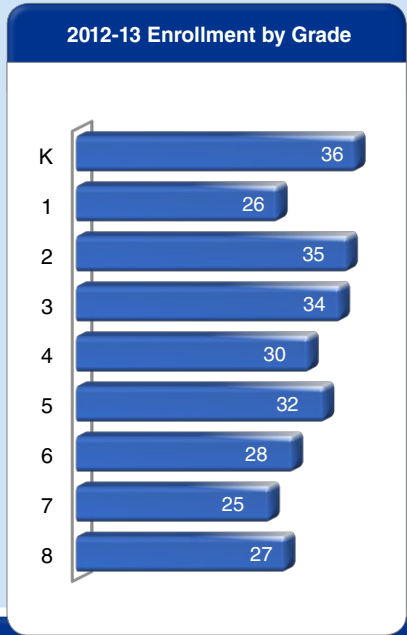
School Safety

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 in August 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/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.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2013.

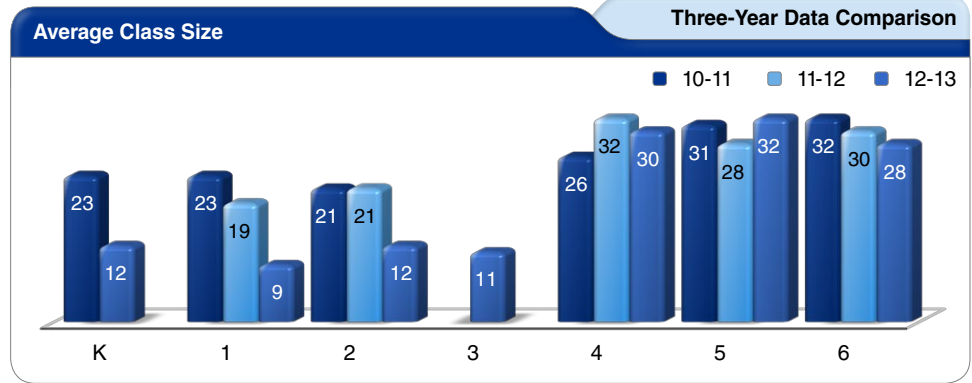
Enrollment by Grade Level

The bar graph displays the total number of students enrolled in each grade for the 2012-13 school year.



Class Size Distribution

The bar graphs display the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.

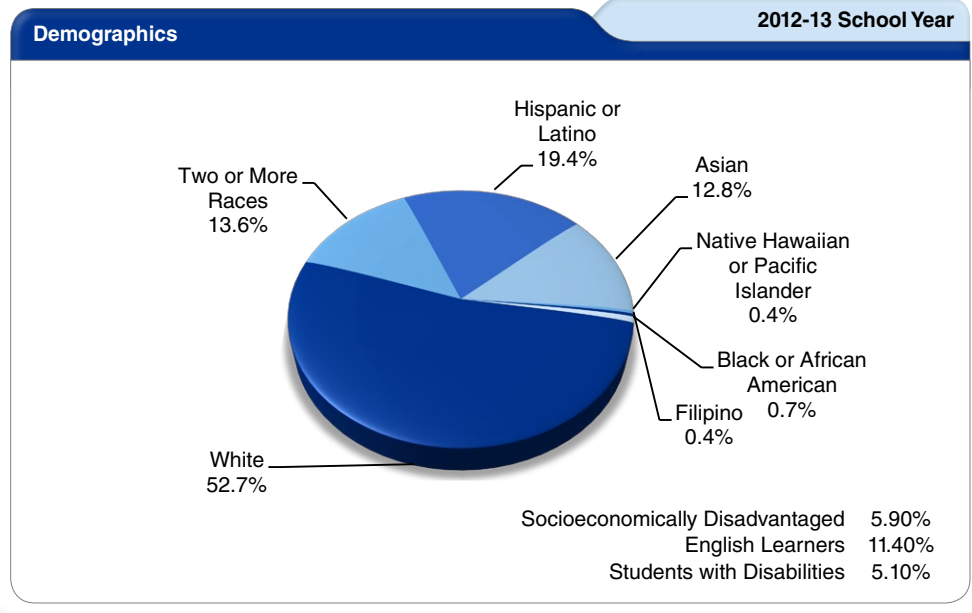


Number of Classrooms by Size **Three-Year Data Comparison**

Grade	10-11			11-12			12-13		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	1					3		
1		1		3			3		
2	2			1			3		
3							3		
4		1			1			1	
5		1			1			1	
6		1			1			1	

Enrollment by Student Group

The total enrollment at the school was 273 students for the 2012-13 school year. The pie chart displays the percentage of students enrolled in each group.



STAR Results for All Students

The Standardized Testing and Reporting Program (STAR) results are evaluated and compared to state content standards using the following five performance levels: Advanced (*exceeds state standards*), Proficient (*meets state standards*), Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students who scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Students Scoring at Proficient or Advanced Levels	Three-Year Data Comparison								
	Sunol Glen ES			Sunol Glen USD			California		
Subject	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	84%	85%	80%	84%	85%	80%	54%	56%	55%
Mathematics	86%	85%	89%	86%	85%	89%	49%	50%	50%
Science	89%	88%	87%	89%	88%	87%	57%	60%	59%
History-Social Science	60%	75%	70%	60%	75%	70%	48%	49%	49%



Standardized Testing and Reporting Program

The Standardized Testing and Reporting Program (STAR) aims to identify strengths and weaknesses to improve student learning. The STAR consists of several key tests that are designed for the student's age and individual needs. These tests include the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

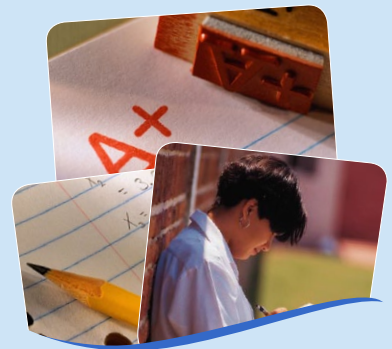
The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan. It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

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 STAR including tests, participation, groups, and scores by grade level, please visit star.cde.ca.gov.

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Students Scoring at Proficient or Advanced Levels	Spring 2013 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	80%	89%	87%	70%
All Students at the School	80%	89%	87%	70%
Male	76%	88%	89%	
Female	83%	90%	86%	79%
Black or African American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	82%	95%	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	65%	81%	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	83%	90%	100%	76%
Two or More Races	93%	93%	❖	❖
Socioeconomically Disadvantaged	47%	76%	❖	❖
English Learners	47%	67%	❖	❖
Students with Disabilities	❖	❖	❖	❖
Students Receiving Migrant Education Services	❖	❖	❖	❖



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

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district, or a student group's performance level based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base API (not published in this SARC) and Growth API. The Base API begins the reporting cycle and the results are released approximately a year after testing occurs (e.g. The 2012 Base API is calculated from results of statewide testing in spring 2012, but the results are not released until May 2013). Growth API calculates test results in the same fashion and with the same indicators as the Base API but from test results from the following year (e.g. The 2013 Growth API is calculated from results of statewide testing in spring 2013 and released in September 2013). To represent how much a school's API changed from 2012-13, the 2012 Base API is subtracted from the 2013 Growth API. The Base API Report includes the Base API, targets, and ranks. The Growth API Report includes Growth API, growth achieved, and whether or not targets were met.

To learn more about API, visit www.cde.ca.gov/ta/ac/ap/ for the API information guide and the API overview guide.

API Ranks

Schools are ranked in 10 categories of equal size, called deciles, from one (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools' API rank.

API Ranks			
Three-Year Data Comparison			
	2010	2011	2012
Statewide API Rank	9	10	10
Similar Schools API Rank	8	10	7

API Growth by Student Group

Assessment data is reported only for *numerically significant* groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR scores who make up at least 15 percent of the total valid STAR scores, or (2) at least 100 students with valid STAR scores. This table displays, by student group, first, the 2013 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years at the school.

Group	2013 Growth API and Three-Year Data Comparison								
	2013 Growth API						Sunol Glen ES – Actual API Change		
	Sunol Glen ES		Sunol Glen USD		California		10-11	11-12	12-13
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	202	937	202	937	4,655,989	790	30	-3	1
Black or African American	2	❖	2	❖	296,463	708	■	■	■
American Indian or Alaska Native	0	❖	0	❖	30,394	743	■	■	■
Asian	28	958	28	958	406,527	906	■	■	■
Filipino	1	❖	1	❖	121,054	867	■	■	■
Hispanic or Latino	34	908	34	908	2,438,951	744	■	■	■
Native Hawaiian or Pacific Islander	0	❖	0	❖	25,351	774	■	■	■
White	111	938	111	938	1,200,127	853	22	-10	4
Two or More Races	26	950	26	950	125,025	824	■	■	■
Socioeconomically Disadvantaged	15	867	15	867	2,774,640	743	■	■	■
English Learners	17	894	17	894	1,482,316	721	■	■	■
Students with Disabilities	14	817	14	817	527,476	615	■	■	■

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

■ Data are reported only for numerically significant groups.

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:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2012-13. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria	2012-13 School Year	
	Sunol Glen ES	Sunol Glen USD
Met Overall AYP	No	No
Met Participation Rate		
English-Language Arts	Yes	Yes
Mathematics	Yes	Yes
Met Percent Proficient		
English-Language Arts	No	No
Mathematics	Yes	Yes
Met API Criteria	Yes	Yes
Met Graduation Rate	✘	✘

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 (API or graduation rate) 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. This table displays the 2013-14 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	2013-14 School Year	
	Sunol Glen ES	Sunol Glen USD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.00%

- ✘ Not applicable. The graduation rate for AYP criteria applies to high schools.
- ◇ Not applicable.

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 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.

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	
2012-13 School Year	
Grade 5	
Four of Six Standards	3.40%
Five of Six Standards	24.10%
Six of Six Standards	69.00%
Grade 7	
Four of Six Standards	5.00%
Five of Six Standards	25.00%
Six of Six Standards	50.00%



Quality of Textbooks

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

Quality of Textbooks	
2013-14 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 Textbook	
2013-14 School Year	
Data Collection Date	
	09/2013

Textbooks and Instructional Materials

Sunol Glen School District held a public hearing in September 2013, 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 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. 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		2013-14 School Year
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin	2002
English-Language Arts	Prentice Hall	2002
Mathematics	Houghton Mifflin/Harcourt	2009
Mathematics	McDougal Littell/Harcourt	2009
Social Science	Houghton Mifflin	2005
Social Science	McDougal Littell	2005
Science	Macmillan/McGraw-Hill California Science	2006
Science	Glencoe/McGraw-Hill California Edition	2006
Health	Holt, Rinehart, 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		2013-14 School Year
Sunol Glen ES		Percent Lacking
Reading/Language Arts		0%
Mathematics		0%
Science		0%
History-Social Science		0%
Visual and Performing Arts		◇
Foreign Language		◇
Health		0%

◇ Not applicable.

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/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		2013-14 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			Good
Date of the Most Recent School Site Inspection			10/22/2013
Date of the Most Recent Completion of the Inspection Form			10/22/2013

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		2013-14 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Systems	Walk-in compressor need a new one. Planned replacement in October 2013.	
Structural	Gutters need to be replaced in 100 wing. Planned replacement in Summer 2014.	
External	Windows in 100 wing and Auditorium – South Side need replacing. Planned replacement in Summer 2014.	

School Facilities

Sunol Glen School was built in 1925 and is currently comprised of 11 classrooms, a music room, an art room, one computer lab, a science lab, a preschool room, a childcare 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 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.

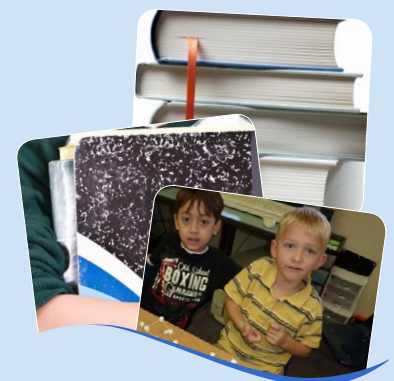
The District had a portable placed on campus and three classrooms were upgraded.

New plumbing in the main building was replaced during the summer of 2012. The school is planning on re-roofing several buildings and gutter repairs in 2013.

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, ECIA/ESEA/IASA
- Federal, Special Education
- Entitlement per UDC
- Economic Impact Aid (EIA)
- School Improvement Program (SIP)
- Instructional Materials
- Peer Assistance Review (PAR)
- Class Size Reduction
- Small Rural School Title VI
- Teacher Quality Title II



Suspensions and Expulsions

This table shows the school and district suspension and expulsion rates for the most recent three-year period. Please note, a new method for calculating suspension and expulsion rates was implemented starting in the 2011-12 school year – the rates in 2011-12 and beyond cannot be truly compared to previous rates since they are calculated differently.

Suspension and Expulsion Rates			
Sunol Glen ES			
	10-11	11-12	12-13
Suspension Rates	2.7%	5.2%	4.3%
Expulsion Rates	0.0%	0.0%	0.0%
Sunol Glen USD			
	10-11	11-12	12-13
Suspension Rates	2.7%	5.2%	4.3%
Expulsion Rates	0.0%	0.0%	0.0%



*"Together,
our students' fire
will indeed
be lit!"*

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	
2012-13 School Year	
Academic Counselors	
FTE of Academic Counselors	0.00
Ratio of Students Per Academic Counselor	◇
Support Staff	
	FTE
Social/Behavioral or Career Development Counselors	0.00
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	0.30
Resource Specialist (non-teaching)	0.00
Other	
	FTE
Instructional Aide	1.00

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 Comparison			
	Sunol Glen USD	Sunol Glen ES		
Teachers	12-13	10-11	11-12	12-13
With Full Credential	13	13	13	13
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		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 Comparison		
	Sunol Glen ES		
Teachers	11-12	12-13	13-14
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 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 2012-13 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	2012-13 School Year	
	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Sunol Glen ES	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	◇	◇
Low-Poverty Schools in District	100%	0%

◇ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2011-12 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 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 Web site 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	2011-12 Fiscal Year	
	Sunol Glen USD	Similar Sized District
Beginning Teacher Salary	⊗	\$38,390
Mid-Range Teacher Salary	⊗	\$55,793
Highest Teacher Salary	⊗	\$72,306
Average Elementary School Principal Salary	⊗	\$88,846
Superintendent Salary	⊗	\$116,026
Teacher Salaries — Percent of Budget	39%	34%
Administrative Salaries — Percent 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	2011-12 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Sunol Glen ES	\$5,755	\$64,429
Sunol Glen USD	\$5,755	\$64,429
California	\$5,537	\$58,606
School and District — Percent Difference	◆	◆
School and California — Percent Difference	+3.9%	+9.9%

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

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2011-12 Fiscal Year	
Total Expenditures Per Pupil	\$7,883
Expenditures Per Pupil From Restricted Sources	\$2,128
Expenditures Per Pupil From Unrestricted Sources	\$5,755
Annual Average Teacher Salary	\$64,429



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.



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

Sunol Glen Elementary School

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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, 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. For further information regarding the data elements and terms used in the SARC see the *2012-13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at www.cde.ca.gov/ta/ac/ap. 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 2013.

School Accountability Report Card

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