Sun Terrace Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Sun Terrace Elementary School
Street	2448 Floyd Lane
City, State, Zip	Concord, CA 94520
Phone Number	(925) 682-4861
Principal	Eric Wood
Email Address	woode@mdusd.org
School Website	https://sutes-mdusd-ca.schoolloop.com/
County-District-School (CDS) Code	07-61754-6004329

2023-24 District Contact Information

District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Adam Clark
Email Address	clarka@mdusd.org
District Website	www.mdusd.org

2023-24 School Description and Mission Statement

Sun Terrace is a school of about 360 students. We are a very diverse community. We have both general education classes and special education classes.

Sun Terrace Mission Statement is:

Sun Terrace Community will:

STRIVE to be our best in all we do

RESPECT self, others and the environment

CONNECT with our class, our school and our community.

Sun Terrace is also a STEM (Science Technology Engineering Math) magnet school in Mt Diablo Unified School District as of August 2017.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

A. Conditions of Learning	**State Priority: Basic**
	The SARC provides the following information relevant to the State priority: Basic (Priority 1):
	• Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
	• Pupils have access to standards-aligned instructional materials; and
	• School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Supplemental resources are used in addition to the adopted materials. Math- Bridges, Science- EIE, PLTW and Smithsonian kits.

Year and month in which the data were collected	December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017	Yes	0
Mathematics	Engage New York - Adopted 2019	Yes	0
Science	Carolina Science- Adopted 2022	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Year and month of the most recent FIT report	12/2/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces			X	A-3: 4. FLOOR TILES ARE BROKEN. COUNTERTOP IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOORFRAME. 14. TRIP HAZARD ON WALKWAY AT CEMENT/ASPHALT SEAM. A-4: 4. CEILING TILE HAS A HOLE. CEILING TILE IS TORN. COUNTERTOP IS DAMAGED. A-5: 4. CEILING TILES HAVE HOLES. CEILING TILES ARE TORN. 11. PAINT IS PEELING ON DOORFRAME. A-6: 4. CEILING TILES ARE TORN. COUNTERTOP IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. A7/ LOUNGE: 4. CEILING TILES ARE TORN. 9. FAUCET LEAKS AT HANDLE. ADMIN: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE WORN/HAVE HOLES. B1/ LIBRARY: 4. CEILING TILES ARE LOOSE. B2: 4. CEILING TILES ARE LOOSE. CEILING TILE HAS A HOLE. 7. ELECTRICAL COVER IS MISSING. B5: 4. CEILING TILES ARE TORN. RUBBER MOULDING IS CHIPPING. 9. FAUCET LEAKS AT HANDLE. B6: 4. PENCIL SHARPENER COVER IS MISSING. WALLPAPER IS TORN. C1: 4. CEILING TILES ARE TORN. 11. PAINT IS PEELING ON DOOR FRAME. C2: 4. FLOOR TILES ARE BROKEN. HOLE IN CEILING TILE. C3: 4. CEILING TILE IS BROKEN. CEILING TILES ARE LOOSE. METAL TRIM IS BROKEN ON COUNTERTOP. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE TORN.

School Facility Conditions and Planned Improvements

			C4: 4. CEILING TILES ARE TORN. FLOOR TILES ARE BROKEN. C5: 4. TEACHER HAS GLUED CARPETS TO TILE, DAMAGING AND LIFTING TILES. CEILING TILE HAS A WATER STAIN. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON DOOR. C6: 4. COUNTERTOP IS DAMAGED AND TRIM IS MISSING.. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL CONDUIT END CAP IS MISSING. C7: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL CONDUIT END CAP IS MISSING. D7: 4. CEILING TILE HAS A HOLE. E-1: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS CHIPPING/LOOSE. 7. OUTLET COVER IS BROKEN. CORDS ARE CREATING A TRIP HAZARD. 10. EVACUATION MAP IS NOT POSTED. ESL (HEALTH ROOM): 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED, GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. STALL DOORS ARE BROKEN. 9. SINK CAP IS MISSING. GIRLS REST ROOM: 4. CEILING TILES HAVE WATER STAINS. K1: 4. CEILING TILES ARE TORN. CEILING TILES ARE MISSING. CEILING TILES HAVE WATER STAINS. 7. LIGHT COVER IS MISSING (STORAGE). K2: 4. RUBBER TRIM IS LOOSE AT CARPET/TILE SEAM. CEILING TILES ARE MISSING (STORAGE). 7. LIGHT COVER IS MISSING (STORAGE). 14. EXTERIOR BACK PACK HOOKS ARE BROKEN. KITCHEN: 4. RUBBER MOULDING IS LOOSE. 15. DOOR CLOSER COVER IS MISSING. MPR: 4. CEILING TILES HAVE WATER STAINS. PRINCIPAL: 4. CEILING TILE IS TORN. CEILING TILE IS BROKEN. STORAGE/ C9: 4. WATER DAMAGE TO CEILING. FLORR TILES ARE BROKEN/MISSING.7. ACCESS TO ELECTRICAL MAIN SHUT OFF SWITCH IS BLOCKED. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/1/2018). 15. DOOR IS DAMAGED. STORE ROOM: 4. HOLE IN WALL. WORKROOM: 4. FLOOR TILES ARE BROKEN. 7. ELECTRICAL COVER IS MISSING EXPOSING LIVE WIRES.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		A-1: 4. COUNTERTOP IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW. A-3: 4. FLOOR TILES ARE BROKEN. COUNTERTOP IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOORFRAME. 14. TRIP HAZARD ON WALKWAY AT CEMENT/ASPHALT SEAM.

School Facility Conditions and Planned Improvements

				A-6: 4. CEILING TILES ARE TORN. COUNTERTOP IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. B4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. PLUG IN AIR FRESHENER IS PRESENT. C6: 4. COUNTERTOP IS DAMAGED AND TRIM IS MISSING.. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL CONDUIT END CAP IS MISSING. C7: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL CONDUIT END CAP IS MISSING. E-4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A SPORADIC FLOW.
Electrical			X	B2: 4. CEILING TILES ARE LOOSE. CEILING TILE HAS A HOLE. 7. ELECTRICAL COVER IS MISSING. C6: 4. COUNTERTOP IS DAMAGED AND TRIM IS MISSING.. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL CONDUIT END CAP IS MISSING. C7: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL CONDUIT END CAP IS MISSING. D2: 7. OUTLET COVER IS MISSING. D8: 7. LIGHT COVER IS MISSING IN RR. E-1: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS CHIPPING/LOOSE. 7. OUTLET COVER IS BROKEN. CORDS ARE CREATING A TRIP HAZARD. 10. EVACUATION MAP IS NOT POSTED. E-3: 7. CORD IS CREATING A TRIP HAZARD. ELECTRICAL/ C8: 7. ACCESS TO ELECTRICAL PANELS IS BLOCKED K1: 4. CEILING TILES ARE TORN. CEILING TILES ARE MISSING. CEILING TILES HAVE WATER STAINS. 7. LIGHT COVER IS MISSING (STORAGE). K2: 4. RUBBER TRIM IS LOOSE AT CARPET/TILE SEAM. CEILING TILES ARE MISSING (STORAGE). 7. LIGHT COVER IS MISSING (STORAGE). 14. EXTERIOR BACK PACK HOOKS ARE BROKEN. STORAGE/ C9: 4. WATER DAMAGE TO CEILING. FLORR TILES ARE BROKEN/MISSING.7. ACCESS TO ELECTRICAL MAIN SHUT OFF SWITCH IS BLOCKED. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/1/2018). 15. DOOR IS DAMAGED. STORAGE: 7. LIGHT COVER IS MISSING. SUPPLY: 7. THREE LIGHT COVERS ARE MISSING. UNISEX REST ROOM: 5. FLOORING COVE BASE IS DIRTY.7. ELECTRICAL COVER IS MISSING. WOMENS REST ROOM: 7. THREE LIGHT COVERS ARE MISSING. 11. PAINT IS PEELING ON THE DOOR.
Restrooms/Fountains:		X		

School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains				A-1: 4. COUNTERTOP IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS NO FLOW. A-2: 9. FAUCET IS LOOSE AT BASE. 10. EVACUATION MAP IS NOT POSTED. A7/ LOUNGE: 4. CEILING TILES ARE TORN. 9. FAUCET LEAKS AT HANDLE. B5: 4. CEILING TILES ARE TORN. RUBBER MOULDING IS CHIPPING. 9. FAUCET LEAKS AT HANDLE. BOYS REST ROOM: 9. ONE FAUCET STICKS ON. BOYS REST ROOM: 9. URINALS ARE CONSTANTLY RUNNING. D4: 9. FAUCET HAS A LOW FLOW. E-4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAIN HAS A SPORADIC FLOW. E-5: 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW. 15. WINDOW SCREENS ARE TORN. GIRLS REST ROOM: 4. CEILING TILES ARE LOOSE. STALL DOORS ARE BROKEN. 9. SINK CAP IS MISSING. STORE ROOM: 9. SINK DRAIN IS DETERIORATING. 15. DOOR CLOSER IS BROKEN.
Safety: Fire Safety, Hazardous Materials	X			A-2: 9. FAUCET IS LOOSE AT BASE. 10. EVACUATION MAP IS NOT POSTED. A-3: 4. FLOOR TILES ARE BROKEN. COUNTERTOP IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOORFRAME. 14. TRIP HAZARD ON WALKWAY AT CEMENT/ASPHALT SEAM. A-5: 4. CEILING TILES HAVE HOLES. CEILING TILES ARE TORN. 11. PAINT IS PEELING ON DOORFRAME. B4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. PLUG IN AIR FRESHENER IS PRESENT. C1: 4. CEILING TILES ARE TORN. 11. PAINT IS PEELING ON DOOR FRAME. C5: 4. TEACHER HAS GLUED CARPETS TO TILE, DAMAGING AND LIFTING TILES. CEILING TILE HAS A WATER STAIN. CEILING TILE IS LOOSE. 11. PAINT IS PEELING ON DOOR. E-1: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS CHIPPING/LOOSE. 7. OUTLET COVER IS BROKEN. CORDS ARE CREATING A TRIP HAZARD. 10. EVACUATION MAP IS NOT POSTED. ESL (HEALTH ROOM): 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED, STORAGE/ C9: 4. WATER DAMAGE TO CEILING. FLORR TILES ARE BROKEN/MISSING.7. ACCESS TO ELECTRICAL MAIN SHUT OFF SWITCH IS BLOCKED. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/1/2018). 15. DOOR IS DAMAGED.

School Facility Conditions and Planned Improvements

				WOMENS REST ROOM: 7. THREE LIGHT COVERS ARE MISSING. 11. PAINT IS PEELING ON THE DOOR.
Structural: Structural Damage, Roofs	X			E-0: 13. GUTTER DOWNSPOUT IS RUSTED THROUGH.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			A-3: 4. FLOOR TILES ARE BROKEN. COUNTERTOP IS DAMAGED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOORFRAME. 14. TRIP HAZARD ON WALKWAY AT CEMENT/ASPHALT SEAM. D10: 15. DOOR HAS DRY ROT AT BASE. E-1: 4. CEILING TILES HAVE WATER STAINS. RUBBER MOLDING IS CHIPPING/LOOSE. 7. OUTLET COVER IS BROKEN. CORDS ARE CREATING A TRIP HAZARD. 10. EVACUATION MAP IS NOT POSTED. E-2: 15. WINDOW SCREEN IS TORN. E-5: 9. FAUCET AND DRINKING FOUNTAIN HAVE A LOW FLOW. 15. WINDOW SCREENS ARE TORN. K2: 4. RUBBER TRIM IS LOOSE AT CARPET/TILE SEAM. CEILING TILES ARE MISSING (STORAGE). 7. LIGHT COVER IS MISSING (STORAGE). 14. EXTERIOR BACK PACK HOOKS ARE BROKEN. KITCHEN: 4. RUBBER MOULDING IS LOOSE. 15. DOOR CLOSER COVER IS MISSING. STORAGE/ C9: 4. WATER DAMAGE TO CEILING. FLORR TILES ARE BROKEN/MISSING.7. ACCESS TO ELECTRICAL MAIN SHUT OFF SWITCH IS BLOCKED. 10. FIRE EXTINGUISHER TAG IS OUTDATED (AUGUST/1/2018). 15. DOOR IS DAMAGED. STORE ROOM: 9. SINK DRAIN IS DETERIORATING. 15. DOOR CLOSER IS BROKEN.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	16	23	46	46	47	46
Mathematics (grades 3-8 and 11)	8	21	35	36	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	7.14	15.09	29.32	30.54	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.7%	90.5%	90.5%	92.1%	90.5%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Parents are always welcome at Sun Terrace. We give parents many opportunities to be part of the school. We encourage parents to volunteer at school where permitted. We have an active PTA, School Site Council and English Language Learner Committee that parents can get involved in. There are also opportunities to chaperone field trips and work within the classrooms as permitted.

Information pertaining to organized opportunities for parental involvement can be found via the website, newsletters and or by contacting the school at (925) 682-4861.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.76	2.49	0.04	3.07	3.98	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 School Safety Plan

The School Safety Plan is reviewed by staff and parents each year. The current School Safety Plan was approved by the School Site Council at a public hearing January 24th 2023.

Key elements included in the plan:

Updated teacher rosters and classroom supplies

Monthly drills

Designated personnel assigned responsibilities in crisis situations

Designated language for emergency situations to inform teachers and staff immediately

D. Other SARC Information

Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		3	
1	30		2	
2	29		2	
3	25		1	
4	28		2	
5	44		1	1
Other	19	3	3	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30		2	
1	28		2	
2	30		1	
3	21	1	2	
4	26		2	
5	26		3	
Other	15	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	0
1	18	1	1	0
2	31	0	2	0
3	28	0	2	0
4	30	0	2	0
5	23	0	2	0
6	0	0	0	0
Other	13	2	0	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$ 15,145.67	$ 6,568.51	$ 8,577.17	$ 54,096.47
District	N/A	N/A	$ 8,304.45	$83,724
Percent Difference - School Site and District	N/A	N/A	-3.4	-200.0
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	-200.0	-200.0

Fiscal Year 2022-23 Types of Services Funded

Special Education Program support:

- Resource Specialist full time
- Psychologist, 1 part time,
- Speech Therapist full time
- Special Education Assistants RSP-1, SDC 3,

Counseling Enriched Program (general education and special education):

- Psychologist, full time (1)
- Special Education Assistants (4)
- Behaviorist, part time (1)

Local Control Funding Formula (LCFF) and Title 1 Funds

- Intervention/STEM teacher, part time (.70)

- Afterschool Intervention Teachers
- Counselor part time (1)

English Language Development (ELD) Teacher (1)

Noon supervisors:
Before School, Recess and Lunch

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

The district coordinates a variety staff development program for teachers and administrators based on assessed needs and state mandates.

- 2 release days for Data Evaluation and Planning.
- On-going Technology Support as needed for new classroom technology
- TISP for new teacher support
- First 20 days SEL Curriculum
- Positive Behavior Intervention & Supports Training and Development
- School Wide Restorative Practices Training
- Multiple Trainings for Teachers in Learning Acceleration.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	