

Canyon Springs Community Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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).

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.

Mrs. Julie Martinez, Principal

Principal, Canyon Springs Community Elementary

About Our School

Welcome to Canyon Springs Community School. It is with great pride that I write this letter of introduction as the Principal of Canyon Springs Community School. My name is Julie Martinez and I feel privileged to serve the students and families in the Canyon Springs Community. I believe that one of the most important aspects of my work as Principal of Canyon Springs is continuing to build meaningful relationships with students, families and teachers as well as with the greater Canyon Springs Learning Community. I have learned that Canyon Springs is a place where strong connections have been made and an environment exists where all staff members are committed to helping your child succeed every day! I value both of these characteristics and am excited to continue to move Canyon Springs forward on the Road to Success! At Canyon Springs, our staff is committed to providing the best educational opportunities for every student. This school year will be full of learning, enjoying school activities, developing life-long friendships and providing academic success for our students. We have high academic standards and a rigorous curriculum and want each of our students to surpass these standards. For our parents, we ask that you become an active participant in your child's education. Your participation is a crucial factor in your child's achievement. Parent and community involvement promotes student attendance, focuses on academics and reinforces the importance of achievement in education. The more involved you are, the more you and your child(ren) will enjoy and gain from your experiences at Canyon Springs. If you have any concerns, please do not hesitate to call the office or email me. I believe in open communication and I encourage you to reach out to your child's teacher, to a member of the office staff or myself with any questions you may have. Please visit our website at <https://www.sssd.k12.ca.us/CanyonSprings> for more information and school events.

Sincerely,

Julie Martinez Principal, Canyon Springs Community School

jumartinez@sssd.k12.ca.us

Principal's Comment

Welcome to Canyon Springs Community School's Annual School Accountability Report Card. The purpose of the School Accountability Report Card is to provide parents and the community with valuable information about our instructional programs, academic achievement, classroom materials, school safety, facilities and staff. We have made a commitment to create an extremely effective TK-6 program that produces high levels of student achievement and is regarded for its contributions in actively serving the community. At Canyon Springs, we are most proud of our community of learners where staff, students and parents work collaboratively to develop respectful, responsible and caring students. This

collaborative community provides each child with a challenging and quality education in a safe and nurturing environment. We take pride in our warm, nurturing family atmosphere that encourages and celebrates student learning and success. Our faculty inspires students to be critical thinkers and

Contact

*Canyon Springs Community Elementary
19059 Vicci St.
Canyon Country, CA 91351-3380*

Phone: 661-252-4322

E-mail: jmartinez@sssd.k12.ca.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Catherine Kawaguchi
E-mail Address	ckawaguchi@sssd.k12.ca.us
Web Site	http://www.sssd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Canyon Springs Community Elementary
Street	19059 Vicci St.
City, State, Zip	Canyon Country, Ca, 91351-3380
Phone Number	661-252-4322
Principal	Mrs. Julie Martinez, Principal
E-mail Address	jmartinez@sssd.k12.ca.us
Web Site	https://www.sssd.k12.ca.us/site/Default.aspx?Page1
County-District-School (CDS) Code	19650456022677

Last updated: 1/2/2019

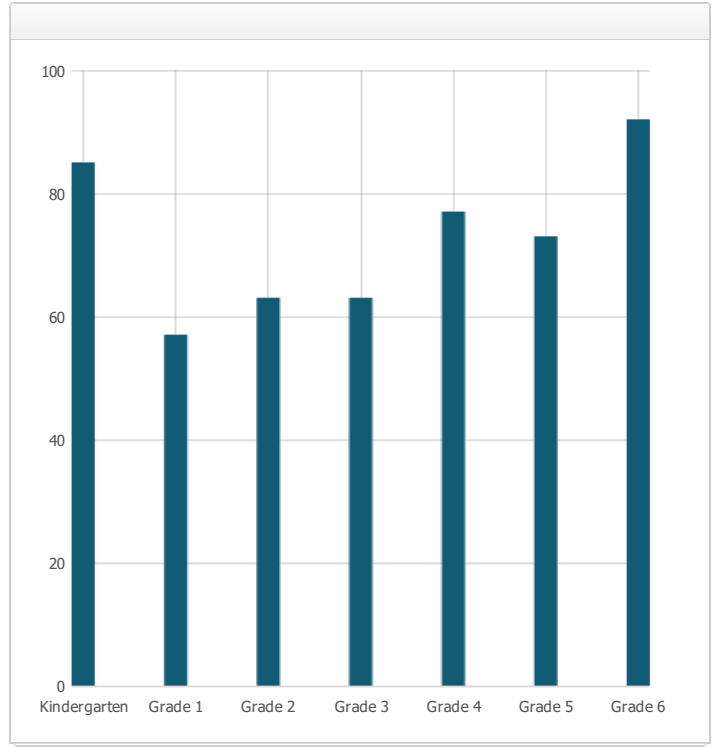
School Description and Mission Statement (School Year 2018—19)

Canyon Springs Community School is located in a suburban area in the Santa Clarita Valley approximately 40 miles northeast of Los Angeles. We serve students in grades TK-6 following a traditional calendar. At the beginning of the 2018 - 2019 school year, 520 students were enrolled with 47.1% English Language Learners, 85.5% qualifying for free and reduced lunch, and a 13.3% Special Education population. The campus is located in an existing housing tract about one quarter mile from the local junior high school and one mile from the local high school. The school gets its name from the numerous canyons and springs that dominated the area prior to a relative explosion in population during the last 30 years. A visit to Canyon Springs reveals an environment where high expectations, positive morale, dedication to the highest quality education, and a sense of camaraderie are prevalent. Our outstanding staff has always been on the cutting edge in providing standards-based instruction for students. Canyon Springs staff and parents believe children are society's most valuable resource. At Canyon Springs School, students are given equal opportunities to acquire a comprehensive education that enhances their ability to become productive citizens. We encourage children to succeed by creating a secure learning climate that values self-worth and celebrates diversity. Our ultimate goal is to prepare our students to become life-long learners and to have the opportunity to be leaders of a 21st century society built on communication and technology. Canyon Springs students are "Running on the Road to Success!"

Last updated: 1/15/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	85
Grade 1	57
Grade 2	63
Grade 3	63
Grade 4	77
Grade 5	73
Grade 6	92
Total Enrollment	510



Last updated: 12/20/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	2.2 %
American Indian or Alaska Native	%
Asian	0.4 %
Filipino	0.8 %
Hispanic or Latino	87.1 %
Native Hawaiian or Pacific Islander	%
White	8.6 %
Two or More Races	1.0 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	85.5 %
English Learners	47.1 %
Students with Disabilities	13.3 %
Foster Youth	1.6 %

A. Conditions of Learning

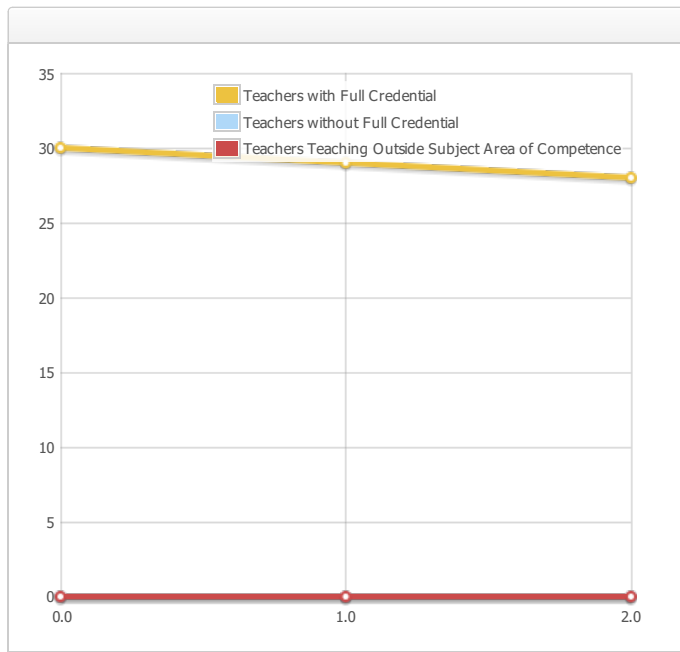
State Priority: Basic

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

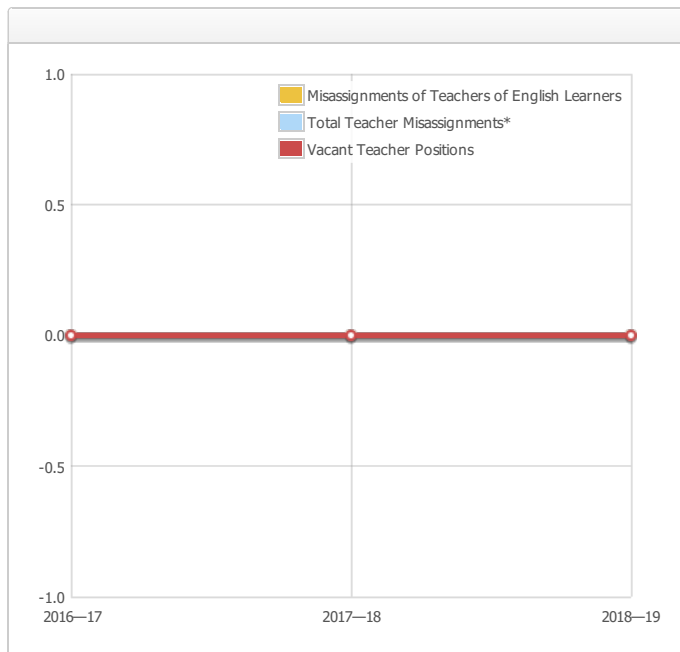
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	30	29	28	246
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/4/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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.

Last updated: 1/2/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance K-6 (2017) Ready to Advance TK (2017)	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions CC (2015)	Yes	0.0 %
Science	Houghton Mifflin California Science (K-2 2008) Pearson California Science (3-6 2008)	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California (2006) Harcourt Reflections Grade 6 (2008)	Yes	0.0 %
Foreign Language			0.0 %
Health	Houghton Mifflin and Pearson	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music (1995) Davis Publications, Adventures in Art (1998)	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/4/2019

School Facility Conditions and Planned Improvements

Canyon Springs takes great effort to ensure that our facilities are clean, safe, and functional. To support and monitor these efforts the District utilized the Facility Cleanliness Report. The Facility Cleanliness Report is completed by school and district administrators on a monthly basis following a campus-wide inspection and is submitted to the District Office for review. More specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe and functional learning environment is included below.

Canyon Springs Community School is situated on one block of a suburban neighborhood and includes the following features: 18 General Education Classrooms, 3 Special Day Classrooms, 1 RSP Classroom, 1 DHH Classroom, 1 Speech and Language Classroom, 1 TOSA Classroom, 1 Library, 1 Multipurpose Room, 1 Computer Lab, 1 Science Lab 3 Preschool Classrooms, 1 Occupational Therapy Room, 1 Audiology Office, 5 Classrooms for the ASES Program, 1 Kindergarten Playground area with equipment and play structures, 1 General Playground area with equipment and play structures, and 1 Field area with a running track.

Cleaning Process and Schedule: The District has adopted cleaning standards for a clean and safe campus. The principal works daily with the custodial staff to monitor cleaning schedules that ensure a clean and safe school for students, parents and staff. During the 2017-2018 school year, Canyon Springs custodial staff included one 8-hour Day Custodian, one 8-hour Evening Custodian and one 4-hour part time Evening Custodian.

Maintenance and Repair: School administrators and the custodial staff work with the District's maintenance staff to ensure that the repairs necessary to keep the school in a good 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.

Last updated: 12/20/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2018

Overall Rating	Good
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Last updated: 12/20/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	44.0%	49.0%	60.0%	61.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	35.0%	40.0%	49.0%	50.0%	37.0%	38.0%

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.

Last updated: 1/2/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	297	295	99.33%	48.63%
Male	148	147	99.32%	42.47%
Female	149	148	99.33%	54.79%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	261	260	99.62%	46.69%
Native Hawaiian or Pacific Islander				
White	20	20	100.00%	65.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	256	254	99.22%	45.82%
English Learners	189	188	99.47%	47.03%
Students with Disabilities	42	42	100.00%	23.08%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

Last updated: 1/2/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	297	296	99.66%	39.86%
Male	148	147	99.32%	41.50%
Female	149	149	100.00%	38.26%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	261	261	100.00%	39.08%
Native Hawaiian or Pacific Islander				
White	20	20	100.00%	55.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	256	255	99.61%	36.86%
English Learners	189	189	100.00%	40.74%
Students with Disabilities	42	42	100.00%	14.29%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

Last updated: 1/2/2019

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

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/2/2019

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

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.0%	15.8%	18.4%

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.

Last updated: 1/2/2019

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 2018—19)

Canyon Springs' staff believes that parents are our partners in education. We welcome and encourage parent involvement through a wide variety of opportunities that take place throughout the year. Opportunities for parental involvement include: volunteering in the classroom, participating in a decision-making group, joining the school PTA or simply attending school events. School-to-home communication is provided in English and Spanish. Parents stay informed of upcoming events and school activities through a monthly school newsletter, monthly calendar, school website, school marquee, flyers and weekly phone messages through our Blackboard Connect system. Opportunities to Volunteer• Classroom Helper• Office Helper• Event Planning Committees• School Site Council• English Learner Advisory Council• Parent Teacher Association (PTA) School Activities• Back to School Night• Open House• Parent Workshops• Student Performances• Fall Carnival• PTA Family Events• Parent Conferences• Monthly Awards Assemblies• Parent/Family Information Nights• Young Author's Event• GATE Night •Individual teacher or Principal conferences upon request. The Parent Involvement Policy and Canyon Springs' Home/School Compact are distributed to all parents at the beginning of each school year. Signed Home/School Compacts are on file in each teacher's classroom. Canyon Springs is committed to ensuring that all parents are able to become involved in their child's education in meaningful ways.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

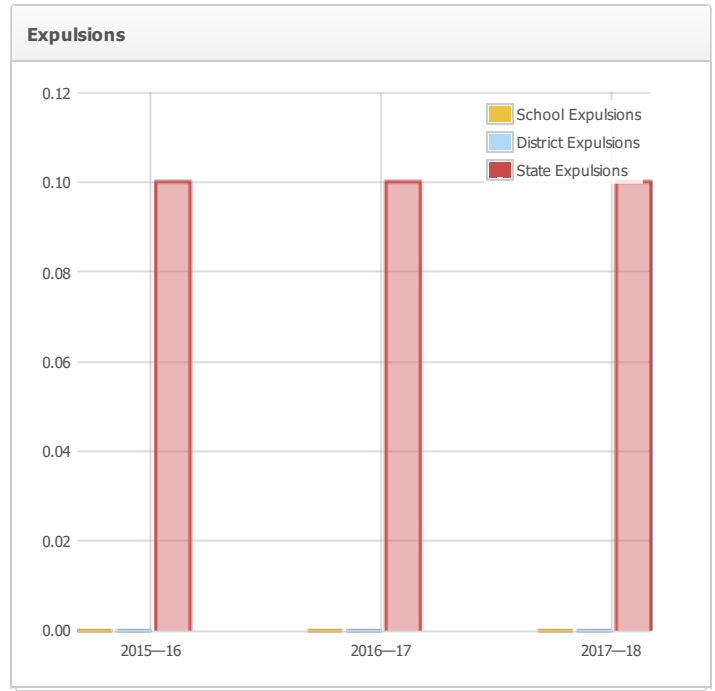
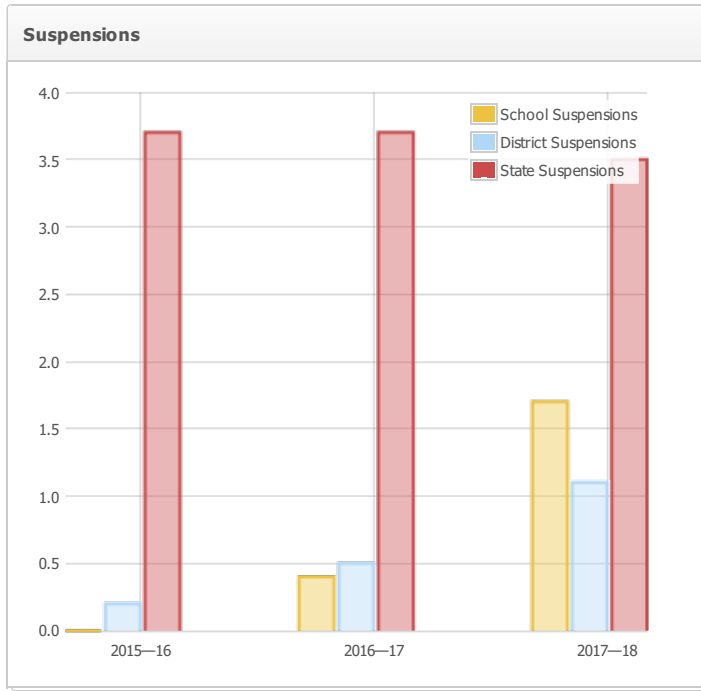
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	0.4%	1.7%	0.2%	0.5%	1.1%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/2/2019

School Safety Plan (School Year 2018—19)

The Comprehensive School Site Safety Plan was developed for Canyon Springs Community School in collaboration with staff, local agencies and the district office. Every student and teacher has the right to attend a safe school where he or she is free from physical or psychological harm. Components of this plan include school disaster procedures, guidelines to ensure a safe teaching and learning environment, school crisis situation procedures, district and community resources for students and parents, child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, and guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds. The school's current school safety plan was reviewed, updated, and discussed with school staff members in October 2018.

Last updated: 1/2/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.0		3	
1	23.0		2	
2	23.0		3	
3	21.0	1	2	
4	32.0		1	2
5	35.0			1
6	25.0	2		3
Other**	4.0	2		

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.0		3	
1	17.0	1	2	
2	26.0		2	
3	26.0		3	
4	30.0		1	1
5	32.0		2	1
6	22.0	2	2	
Other**	9.0	2		

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0	1	3	
1	26.0		1	
2	25.0		3	
3	26.0		2	
4	28.0		3	
5	31.0		2	
6	29.0		3	
Other**	7.0	4		

* 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.

Last updated: 1/2/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker	0.1	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 1/4/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9001.1	\$3913.7	\$5087.4	\$76718.0
District	N/A	N/A	\$5062.9	\$74685.0
Percent Difference – School Site and District	N/A	N/A	0.5%	2.7%
State	N/A	N/A	\$6574.0	\$80910.0
Percent Difference – School Site and State	N/A	N/A	23.0%	-5.0%

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

Last updated: 12/13/2018

Types of Services Funded (Fiscal Year 2017–18)

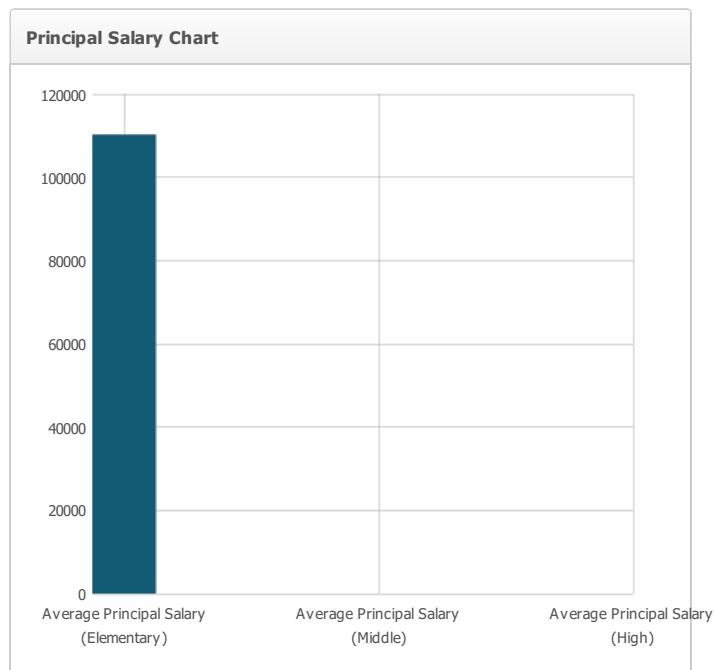
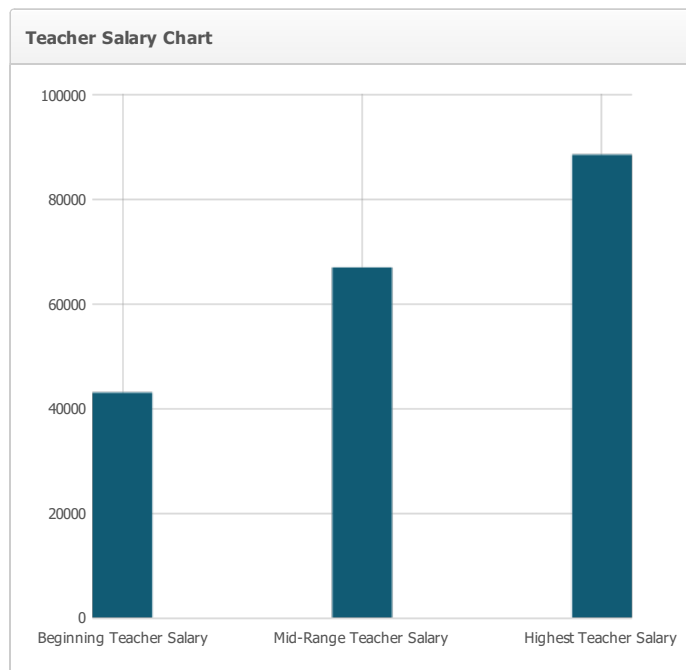
Services provided through Title I funds include additional reading support delivered by a teachers before and after school, supplemental instructional materials, professional development costs for staff and parent support. School funds provide support for students and families by funding family nights, after-school support for students, Student Council coordination and further support our reading and mathematics programs. Additionally, supplemental technology provides support for students to access curriculum. Lastly, supplemental intervention programs include Imagine Learning, Accelerated Reader, Imagine Math and other supplemental instructional supports.

Last updated: 1/4/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,991	\$50,084
Mid-Range Teacher Salary	\$66,876	\$80,256
Highest Teacher Salary	\$88,426	\$100,154
Average Principal Salary (Elementary)	\$110,251	\$125,899
Average Principal Salary (Middle)	\$	\$130,255
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$180,000	\$222,447
Percent of Budget for Teacher Salaries	35.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/> .



Last updated: 1/2/2019

Professional Development

The Sulphur Springs Union School District is firmly committed to providing professional development for all teachers to support the successful progress for our students’ academic and social development. Our continued professional development is based on data reflecting our students’ academic and social needs. The professional development offered is grade level or content specific, and addresses the current California State Standards. Professional development can include training in specific subject areas, general academics, social behavior, instructional use of technology, as well as job-embedded activities related to the Common Core Standards for the Teaching Profession. The district also provides a support program, California Teacher Induction, for new teachers. The district and site administrators provide and attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation and leadership. In addition to professional development activities offered to the district’s teachers and administrators, classified employees also receive training based on the specific needs of their assignment. The Sulphur Springs Union School District and Canyon Springs Community School are committed to providing professional development activities to every educator to improve instruction and enhance student achievement. In addition to the calendared professional development days, the district and site also provides numerous professional development opportunities throughout the year, on early release Tuesdays, after school, and during winter and summer

breaks. Every Tuesday students are released one hour early to provide teachers with site-based professional development opportunities that include site-based staff development, grade level collaborative planning, and student data analysis. Implementation of professional development is supported through: teacher-principal meetings, student performance data reporting, objective conferences, peer coaching, classroom observations, and consistent follow-up.

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