



[SARC Home](#) » Canyon Springs Community Elementary

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 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/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.

Mrs. Julie Martinez, Principal

- Principal, Canyon Springs Community Elementary



About Our School

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 creators by facilitating challenging lessons that emphasize high standards for all. We incorporate school-wide positive behavior practices that are based on problem-resolution, clear expectations of successful behavior, and restorative responses. With the support of our PTA, we are able to provide enrichment for our students such as dance, movement, art, science, technology, music, educational assemblies, and field trips. Our community of stakeholders are also involved in decision-making with their membership on School Site Council, Safety Committee, and the English Learner Advisory Committee. We are committed to challenging our students daily to be creative thinkers, problem solvers, communicators, caring individuals, and lifelong learners. **Spanish version of the School Accountability Report Card will be available at:

http://canyonsprings.sssd.k12.ca.us/pages/CanyonSprings/School_Info/Annual_SARC_Report_Card

Principal's Comment

Canyon Springs Community School embodies "Pride, Tradition, and Spirit." 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. Our powerful partnership between faculty, staff and parents has created a school culture where countless planning and volunteer hours are devoted to meet the diverse needs of all students. We take pride in our warm, nurturing family atmosphere that encourages and celebrates student learning and success. Our faculty and staff inspire students to be critical thinkers and creators by facilitating challenging lessons that emphasize high standards for all.

Contact

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

Phone: 661-252-4322

Email: jumartinez@sssd.k12.ca.us

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Catherine Kawaguchi
Email Address	ckawaguchi@sssd.k12.ca.us
Website	http://www.sssd.k12.ca.us

School Contact Information (School Year 2020–2021)

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
Email Address	jumartinez@sssd.k12.ca.us

Website <https://www.sssd.k12.ca.us/site/Default.aspx?Page1>

**County-District-School
(CDS) Code** 19650456022677

Last updated: 1/11/2021

School Description and Mission Statement (School Year 2020–2021)

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 2020-2021 school year, 494 students were enrolled with 50% English Language Learners, schoolwide free and reduced lunch program and a 13% 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.

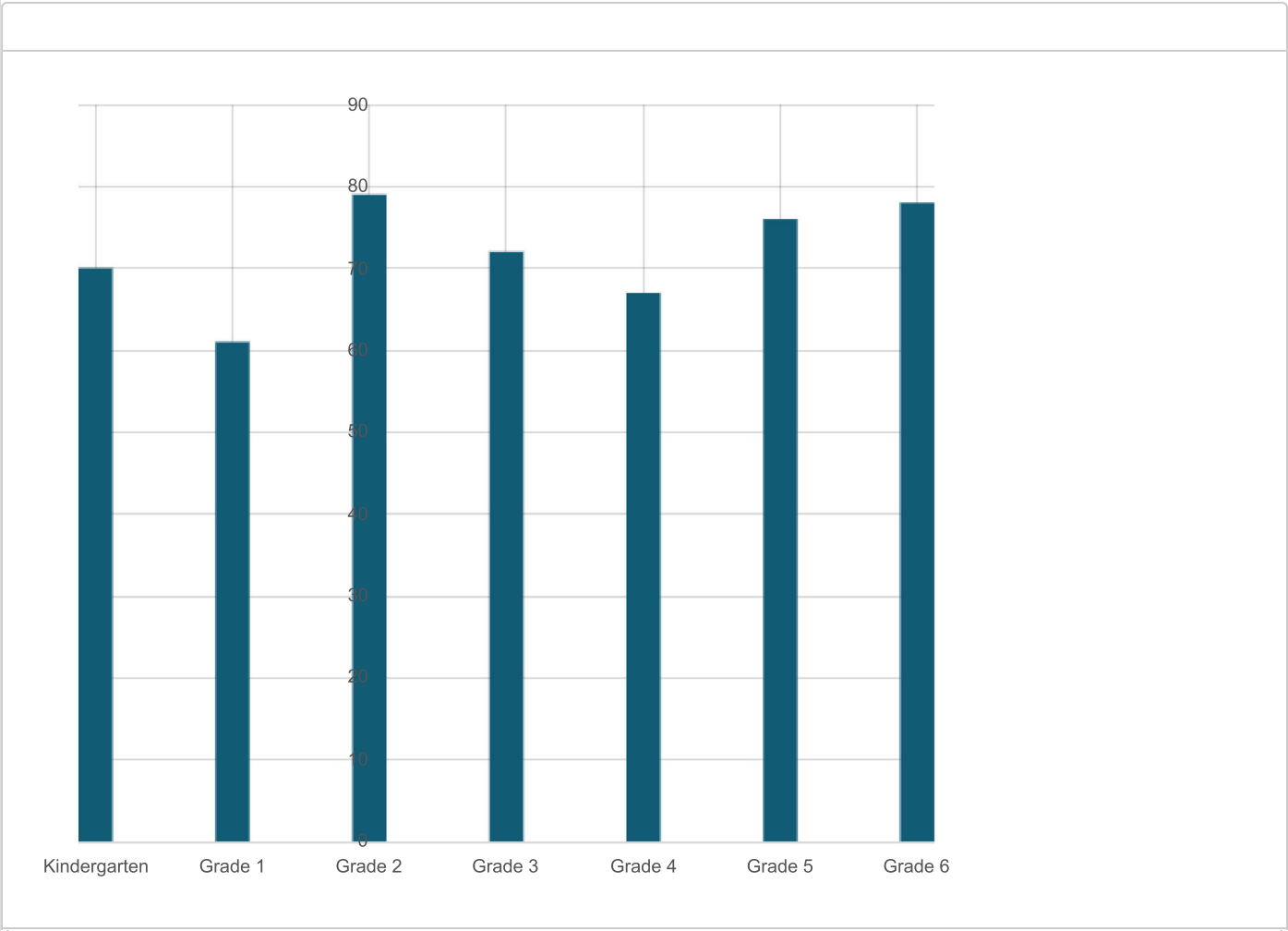
During the 2020-2021 school year, we will focus on English Language Arts by improving students' reading fluency/comprehension, English Language Development, critical thinking/problem solving skills in mathematics and the implementation of Next Generation Science Standards (NGSS).

The staff at Canyon Springs is committed to improving student achievement by working collaboratively in Professional Learning Communities. Teachers work in collaborative teams and focus on data analysis to drive instruction, engaging, rigorous standards-based curriculum, instructional strategies, techniques and technology to meet the needs of diverse learners, informing parents and community members about various aspects of the educational programs, promoting a clean and safe learning environment and providing effective communication between home, school and the community. Technology continues to be a significant focus at Canyon Springs. Every classroom is set up with a wireless teacher laptop computer, two SMART Boards, a document camera, a teacher iPad and a 3:1 of student iPads. Grades TK - 6th each have a set of Chromebooks, which are shared by each grade level team. Additionally, Canyon Springs has a Computer Lab with a Smart board, printers, and 36 desktop computers. Students also have access to a Science Lab that includes a SMART Board, doc camera, and an Apple Docking Station. Every student has supervised Internet access and works toward achieving grade level technology standards.

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!"

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
Number of Students	70	61	79	72	67	76	78	503



Last updated: 1/4/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or La
Percent of Total Enrollment	2.60 %	%	0.80 %	2.60 %	86.70 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
Percent of Total Enrollment	81.90 %	41.40 %	13.10 %	1.60 %	

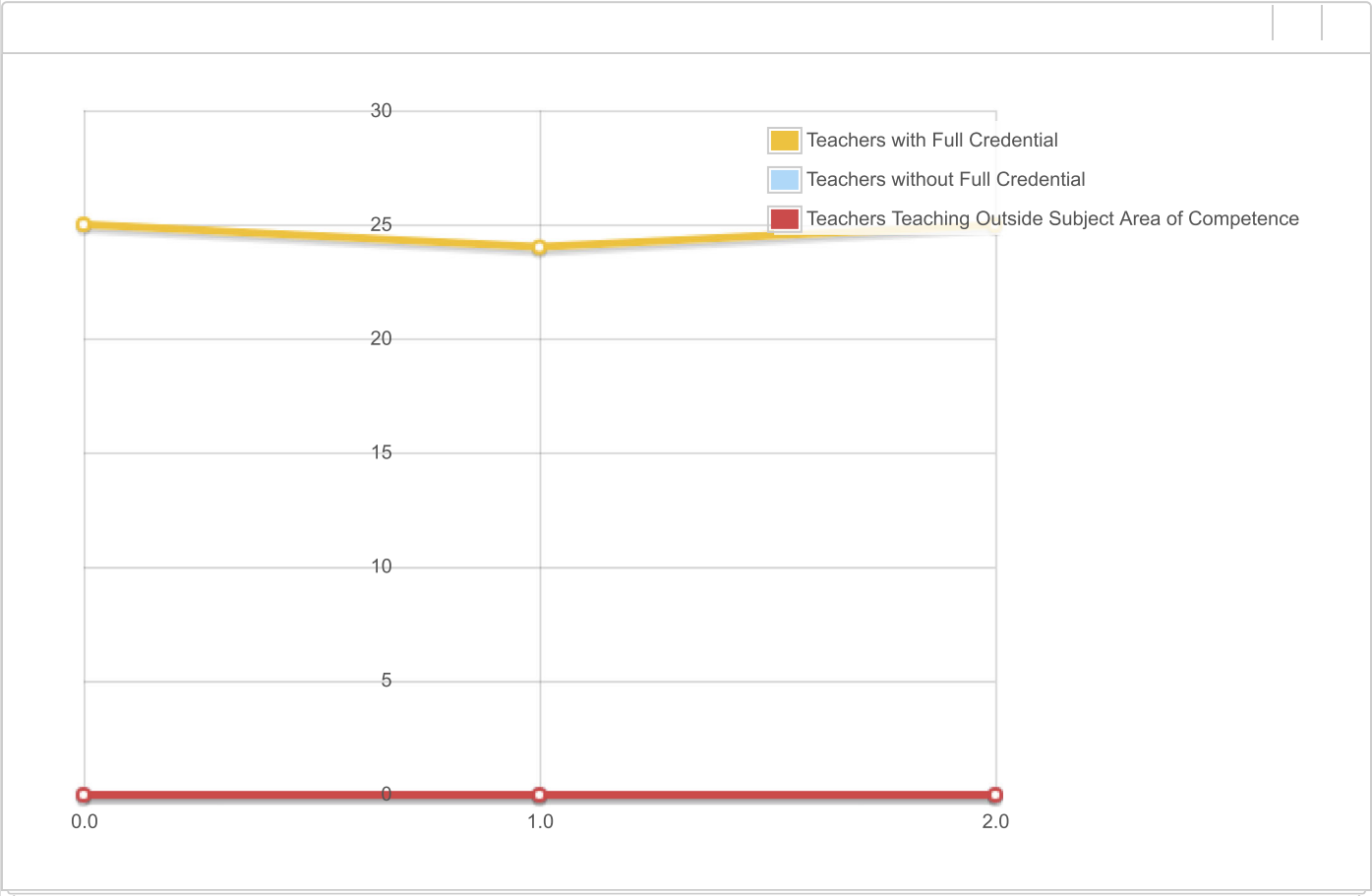
State Priority: Basic

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

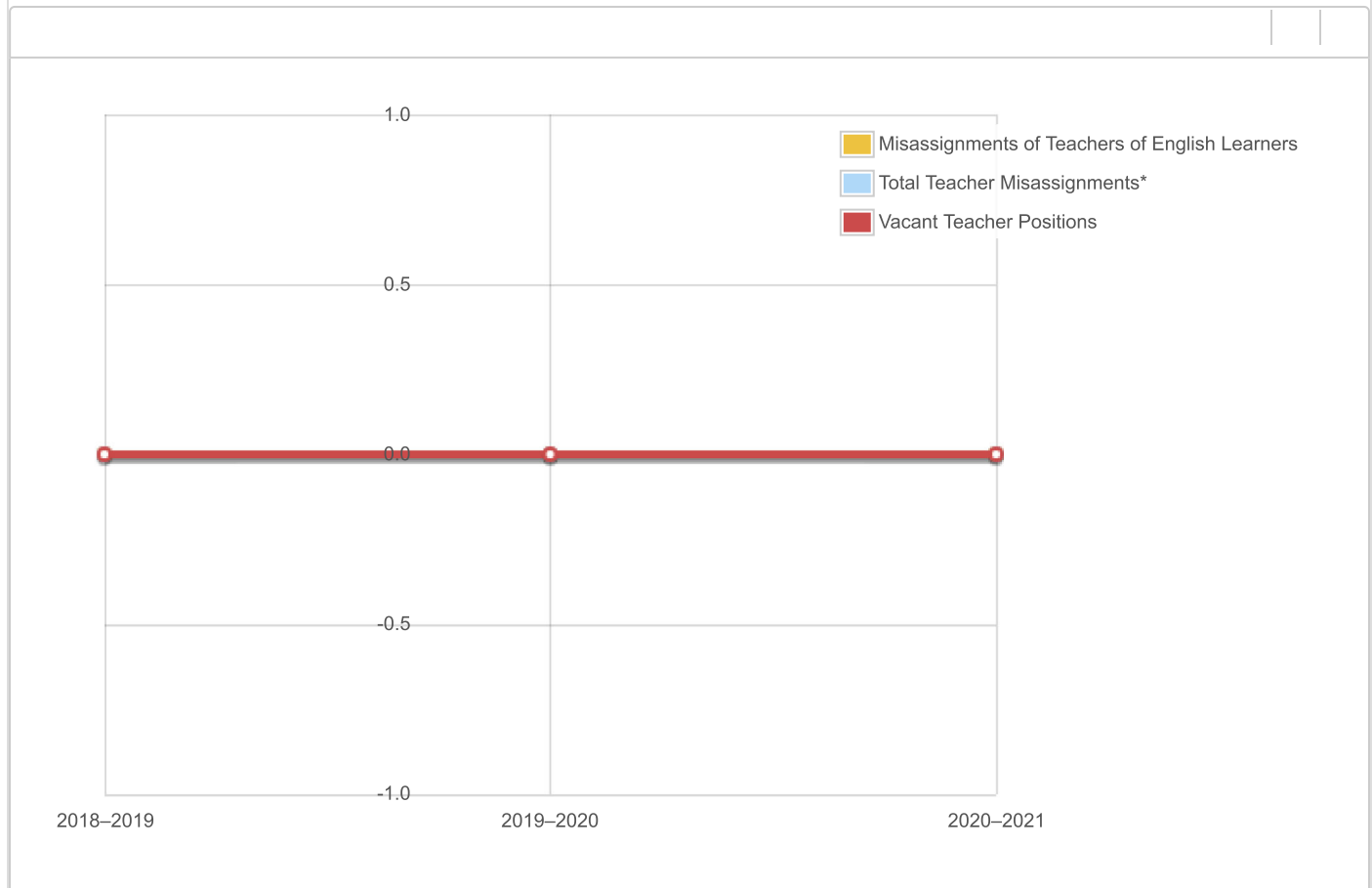
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	25	24	25	248
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/21/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
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: 1/20/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Houghton Mifflin Benchmark Advance for English Language Arts

Year and month in which the data were collected: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Houghton Mifflin California Math Expressions	Yes	0.00 %
Science	Houghton Mifflin California Science (Kindergarten -2nd grade) Pearson California Science (3rd - 6th grade)	Yes	0.00 %
History-Social Science	Pearson History-Social Science for California (Kindergarten -5th grade) Harcourt Reflections Ancient Civilizations (6th grade)	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	Harcourt	Yes	0.00 %
Visual and Performing Arts	McGraw Hill, Share the Music Davis Publications, Adventures in Art	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: 1/21/2021

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 developed 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: 17 General Education Classrooms, 6 Special Education Classrooms, 1 Intervention 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 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 2019-2020 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: 1/20/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2020

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 2020

Overall Rating	Exemplary
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Last updated: 1/11/2021

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 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	49.0%	N/A	60.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	36.0%	N/A	50.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

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: 1/5/2021

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/5/2021

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/5/2021

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 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	23	N/A	40	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/20/2021

CAASPP Tests Results in Science by Student Group**Grades Five, Eight and High School (School Year 2019–2020)**

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/20/2021

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

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	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/20/2021

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 2020–2021)

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 Parent Square system.

Opportunities to Volunteer Include:

- 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 Festival• 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.

Last updated: 1/11/2021

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
(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	1.60%	0.00%
	0.50%	0.00%
School 2018–2019	1.10%	0.00%
	1.00%	0.00%
District 2017–2018	1.00%	0.00%
	3.50%	0.10%
District 2018–2019	3.50%	0.10%
State 2017–2018 Suspensions and Expulsions for School Year 2019–2020 Only (data collected between July through February, partial school year due to the COVID-19 pandemic)		
State 2019–2020	Suspensions	Expulsions
	0.50%	0.00%
	1.00%	0.00%
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Rate**School**
2019–2020**District**
2019–2020**State**
2019–2020

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

*Last updated: 1/21/2021***School Safety Plan (School Year 2020–2021)**

The Comprehensive School Site Safety Plan was developed for Canyon Springs Community School in collaboration with staff, School Site Council, 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.

Last updated: 1/11/2021

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 (2017–2018)

K	1	2	3	4	5	6	Other**
24.00	26.00	25.00	26.00	28.00	31.00	29.00	7.00
1							4
	1	3	2	3	2	3	
3							

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

Grade Level	** "Other" category is for multi-grade level classes.							
Average Class Size	Average Class Size and Class Size Distribution (Elementary) School Year (2018–							
Number of Classes *	2019)							
1-20								
21-32								
33+								
Number of Classes *								
33+	* 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 (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	23.00	26.00	26.00	25.00	32.00	32.00	25.00	16.00
Number of Classes *								3
1-20	3	2	2	2	2	2	3	2
Number of Classes *								
21-32								
33+								
* 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: 1/20/2021								

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/20/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.60
Social Worker	0.10
Nurse	0.30
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	0.40

*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: 1/21/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9287.52	\$3655.00	\$5622.52	\$75885.14
District	N/A	N/A	\$5590.71	\$76145.00
Percent Difference – School Site and District	N/A	N/A	0.57%	-0.34%
State	N/A	N/A	\$7750.12	\$84183.00
Percent Difference – School Site and State	N/A	N/A	-27.00%	-10.00%

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

Last updated: 1/20/2021

Types of Services Funded (Fiscal Year 2019–2020)

A combination of state and federal funding is used to cover all aspects of our instructional program.

Title I funds are used for (at least partially):

- Professional development
- provide TOSAs that support instruction
- using SIPPS as a Tier II reading intervention for students

The District uses Title II funds to support professional development which will enhance early learning strategies. TOSAs are provided to support instruction through professional development and coaching opportunities.

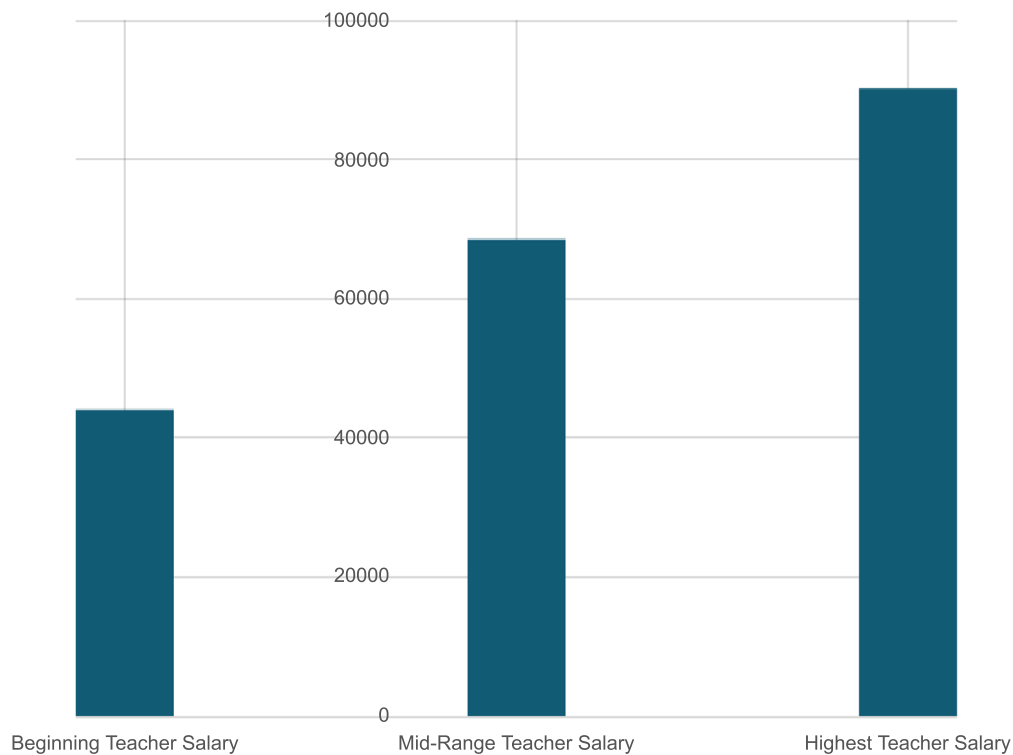
Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

Last updated: 1/25/2021

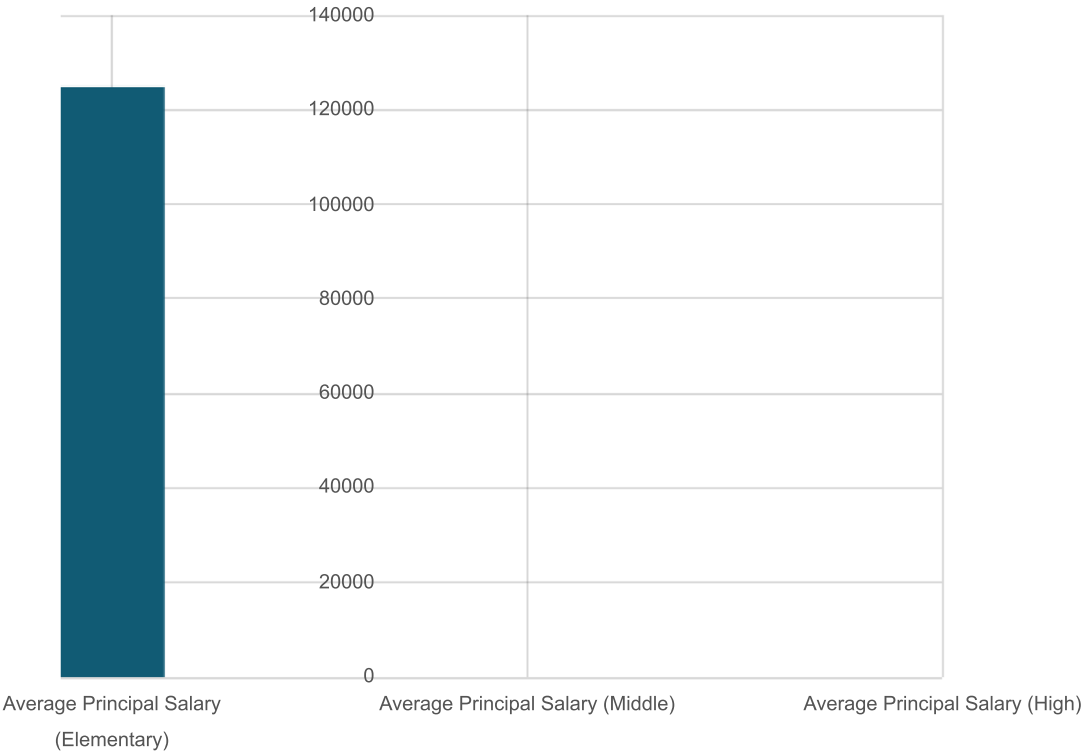
Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,026	\$51,004
Mid-Range Teacher Salary	\$68,487	\$82,919
Highest Teacher Salary	\$90,195	\$104,604
Average Principal Salary (Elementary)	\$124,794	\$131,277
Average Principal Salary (Middle)	\$	\$136,163
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$185,895	\$230,860
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/21/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

*Where there are student course enrollments of at least one student.

Last updated: 1/20/2021

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 includes training in specific subject areas, general academics, social behavior, instructional use of technology, as well as job-embedded activities related to the California 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 training 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. Additionally, the district and school site also provide numerous professional development opportunities throughout the year on early release Wednesdays, after school, and during winter and summer breaks. Every Tuesday (18-19, 19-20) Wednesday (20/21) 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.

Our main focus for staff development at Canyon Springs will be continued support of our newly adopted English Language Arts program, Benchmark Advanced. As we examine both local and state data, we will work collaboratively to find ways to strengthen reading comprehension, specifically within our significant subgroups. We will also focus on social emotional support for our students by attending professional development, participating in the program, Capturing Kids Hearts.

Measure	2018– 2019	2019–2020	2020–2021
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Measure	2018– 2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3
Questions: SARC TEAM sarc@cde.ca.gov 916-319-0406			
California Department of Education 1430 N Street Sacramento, CA 95814			