Canyon Springs Community Elementary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	19059 Vicci St. Canyon Country, CA , 91351-3380	Principal:	Mrs. Julie Martinez, Principal
Phone:	(661) 252-4322	Grade Span:	K-6

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.

About This School

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 out 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 learning 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 can 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.

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

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Kawaguchi, Catherine
Email Address	ckawaguchi@sssd.k12.ca.us
Website	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?Pagel
County-District-School (CDS) Code	19650456022677

Last updated: 1/10/22

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. During the 2021-2022 school year, 488 students were enrolled with 40.6% English Learners, a school-wide free and reduced lunch program, 13% Special Education population, 86.5% Socioeconomically Disadvantaged, and 1.4% Foster Youth.

The campus is 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 sense of camaraderie are prevalent. Our outstanding staff has always been on the cutting edge in providing standards-based instruction for students.

During the 2021-2022 school year, we will focus on English Language Arts by improving students' reading fluency and comprehension, by utilizing the Orton-Gillingham Literacy program. Our Learning Support Teachers will focus on academic acceleration to make up the learning gaps students may have in English Language Arts. Our goal at Canyon Springs this year is to increase all student achievement by providing high quality instruction. At Canyon Springs, our curriculum promotes college and career readiness, with academic interventions and enrichment in place to foster student success. By the end of the 2021-2022 school year, 100% of the students will show personal growth in Language Arts and Math, as measured in each grade level. We use data from both State and local assessments to modify student instruction and improve student achievement.

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. The teachers and administrators monitor student progress on curriculum embedded assessments and formative assessments regularly to determine next steps for instruction. Based on the data analysis, students are placed in the needed Learning Support intervention and/or enrichment programs. The site utilizes research-based educational practices to support students in gaining grade level proficiency, as demonstrated on district and state assessments.

Teachers and administrators receive professional development in instructional areas needed to support the California State Standards. Additionally, the district provides supplemental materials to support the standards and has adopted curriculum to support the new standards. Teachers collaborate on a regular basis for lesson development, data analysis, and monitoring student placement in instructional programs. At Canyon Springs, we continue to foster our student's social emotional growth through the implementation of Capturing Kids' Hearts, which promotes positive relationships throughout our campus.

Technology continues to be a significant focus at Canyon Springs. Every classroom is set up with a wireless teacher laptop, two SMART Boards, a document camera, teacher iPad and a 3:1 of student iPads. Grades TK-6 also have 1:1 access to Chromebooks in each classroom. Students also have access to a fulltime Computer Lab, Library and have access to a Science Lab that includes a SMART Board, document 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 societies most valuable resource. 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 environment that values self-worth and celebrates diversity. Our ultimate goal is to prepare our students to become life-long learners and to become leaders of the 21st century. Canyon Springs students are "Running on the Road to Success!"

Last updated: 1/10/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	62
Grade 2	60
Grade 3	85
Grade 4	80
Grade 5	65
Grade 6	79
Kindergarten	57
Total Enrollment	488
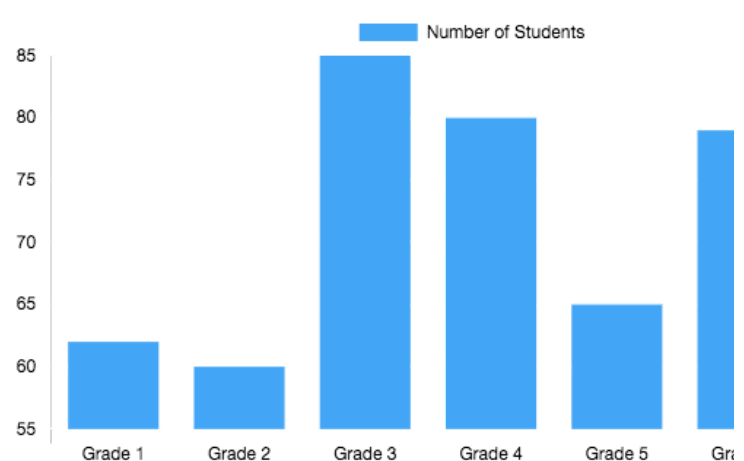
Last updated: 1/10/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	2.90%
American Indian or Alaska Native	0.00%
Asian	1.40%
Filipino	2.90%
Hispanic or Latino	86.30%
Native Hawaiian or Pacific Islander	0.00%
White	5.10%
Two or More Races	1.40%

Student Group (Other)	Student Group
Socioeconomically Disavantaged	86.50%
English Learners	40.60%
Students with Disabilities	15.20%
Foster Youth	1.40%
Homeless	1.40%

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

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

Year and month in which the data were collected: January 2022

Houghton Mifflin Benchmark Advance for English Language Arts

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%
Mathematics	Houghton Mifflin California Math Expressions Common Core	Yes	0%
Science	McGrawHill- Inspire Science	Yes	0%
History-Social Science	K-5th Pearson History-Social Science for California 2006 6th Harcourt - Reflections Ancient Civilizations 2006	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/13/22

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 Facilities Cleanliness Report. The Facility Cleanliness Report is completed by school and district administrators monthly, 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 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, 6 Special Education Classrooms, 2 Learning Support Classrooms, 1 Library, 1 Multipurpose Room, 1 Computer Lab, 1 Science Lab, 3 Preschool Programs, 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 ar4ea 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 2021-2022 school year the custodial staff included one 8-hour day custodia, one 8-hour night 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 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: 1/11/22

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: December 2021

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: December 2021

Overall Rating	Exemplary

Last updated: 1/14/22

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 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	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.

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: 1/11/22

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	311	NT	NT	NT	NT
Male	179	NT	NT	NT	NT
Female	132	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	272	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	15	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socieconomically Disadvantages	272	NT	NT	NT	NT
English Learners	120	NT	NT	NT	NT
Students with Disabilities	66	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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: 1/17/22

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	311	NT	NT	NT	NT
Male	179	NT	NT	NT	NT
Female	132	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	272	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	15	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socieconomically Disadvantages	272	NT	NT	NT	NT
English Learners	120	NT	NT	NT	NT
Students with Disabilities	66	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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: 1/17/22

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 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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: 1/17/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	64	NT	NT	NT	NT
Male	37	NT	NT	NT	NT
Female	27	NT	NT	NT	NT
Black or African American	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	60	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	--	NT	NT	NT	NT
Two or More Races	0	0	0	0	0
Socieconomically Disadvantages	57	NT	NT	NT	NT
English Learners	16	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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: 1/17/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

Last updated: 1/17/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/17/22

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/17/22

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 2020—2021)

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
7	N/A	N/A	N/A
9	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: 1/17/22

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 2021-2022)

At Canyon Springs we believe that parents are partners with the school, and we truly appreciate our parent community and the hours they dedicate to Canyon Springs, including such activities as volunteering in their child's classroom (when allowable by Department of Public Health Orders), and helping at school events.

Parents are encouraged to be active participants at Canyon Springs Community School. There are opportunities for everyone to get involved here at Canyon Springs. What's most important is that parents feel welcome and that they have a voice in their child's future. Due to Covid-19 onsite activities were limited during the 2020-21 school year.

Opportunities to Volunteer Include:
- Classroom Helper
- Office Helper
- Event Planning Committees
- School Site Council
- English Learner Advisory Committee
- PTA
- Back to School Night
- Open House
- Fall Festival
- Parent Conferences
- Monthly Award Assemblies
- Parent/Family Information Night
- Young Author's
- GATE Night

Parents are full partners in their child's education. We encourage parents to serve on advisory committees to assist in the education of their own children, and in the development of community awareness and involvement. Canyon Springs parents can get involved with PTA, or in any of our other advisory groups. We have School Site Council meetings each month, and regular ELAC (English Language Advisory Committee) meetings throughout the school year. In addition, we have regular Coffee with the Principal meetings to discuss strategies to use at home to support children's academic achievement, such as reading with their children, working with math, literacy training, etc. If parents are interested in getting involved with PTA, ELAC, School Site Council or volunteering, they should contact Julie Martinez, principal at Canyon Springs, at 661-252-4322.

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	--	--	--	--	--	--	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	--	--	--	84.50%	84.20%	83.60%

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	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	0.54%	0.57%	0.96%	0.61%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.05%

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	0.23%	0.20%
Expulsions	0.00%	0.00%	0.00%

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: 1/14/22

School Safety Plan (School Year 2021-2022)

Every student and staff member has the right to attend a safe school where he or she is safe from physical or psychological harm. The Canyon Springs safety plan is all inclusive with the main objective to protect the safety and welfare of students, school staff, and visitors at Canyon Springs. The safety plan includes information on response to fire drills, earthquake disaster drills, and school lockdowns. In addition, the safety plan addresses concerns about the security of the campus, as well as regular training of noon supervisors and staff to recognize and stop bullying on campus. The most recent Safety Plan was approved on February 23, 2021.

Last updated: 1/11/22

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 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	25.00		3	
1	26.00		2	
2	26.00		3	
3	23.00		3	
4	35.00			2
5	25.00		3	
6	22.00	2	1	1
Other**	7.00	1		0

* 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	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	23.00		3	
1	26.00		2	
2	26.00		2	
3	25.00		2	
4	32.00		2	
5	32.00		2	
6	25.00		3	
Other**	16.00	3	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 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	6.00	6	1	
1	20.00	1	1	
2	8.00	4	1	
3	19.00	1	3	
4	17.00	2		
5	15.00	2	1	
6	25.00		2	
Other**	16.00	5	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

Last updated: 1/14/22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	

Last updated: 1/1/00

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

Student Support Services Staff (School Year 2020—2021)

Title	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	0.00
Nurse	0.30
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	0.40

Last updated: 1/1/00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8468.11	$2689.87	$5778.24	$73904.59
District	N/A	N/A	$5625.77	$76440.00
Percent Difference – School Site and District	N/A	N/A	2.71%	-3.32%
State	N/A	N/A	$8443.83	$85863.00
Percent Difference – School Site and State	N/A	N/A	-32.00%	-14.00%

Last updated: 1/10/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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

• Learning Support Teachers to support 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: 1/17/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44686.00	$52060.00
Mid-Range Teacher Salary	$69514.00	$84043.00
Highest Teacher Salary	$91548.00	$107043.00
Average Principal Salary (Elementary)	$129743.00	$133582.00
Average Principal Salary (Middle)	$0.00	$138803.00
Average Principal Salary (High)	$0.00	--
Superintendent Salary	$195149.00	$240628.00
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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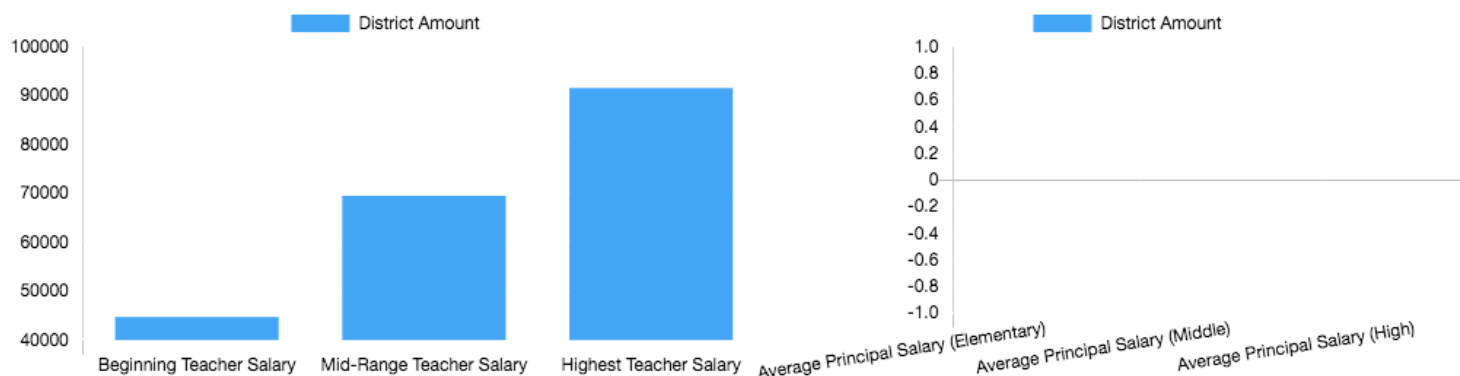
Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

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*	0.00%

Last updated: 1/14/22

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

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	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3