

# School Accountability Report Card

Reported for School Year 2008-09

Published During 2009-10



## Canyon Springs Elementary

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

## II. About This School

### Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Canyon Springs Elementary	<b>District Name</b>	Sulphur Springs Union Elementary
<b>Street</b>	19059 Vicci St.	<b>Phone Number</b>	(661)252-5131
<b>City, State, Zip</b>	Canyon Country, CA 91351	<b>Web Site</b>	<a href="http://www.sssd.k12.ca.us">http://www.sssd.k12.ca.us</a>
<b>Phone Number</b>	661-252-4322	<b>Superintendent</b>	Dr. Robert Nolet, Ed.D.
<b>Principal</b>	Lynn David	<b>E-mail Address</b>	<a href="mailto:bnolet@sssd.k12.ca.us">bnolet@sssd.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:ldavid@sssd.k12.ca.us">ldavid@sssd.k12.ca.us</a>	<b>CDS Code</b>	19-65045-6022677

### School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

Canyon Springs Community School is located in a suburban area in the Santa Clarita Valley approximately 40 miles northeast of Los Angeles. The campus sits in the middle of an older 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

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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. Their efforts have been rewarded by 41 points of growth in student achievement since the State began reporting API scores.

Canyon Springs is a schoolwide Title One school currently educating 636 students in twenty-four regular education classes, one Learning Disabled Special Day Class, two Deaf and Hard of Hearing classes, and two District ACE Special Day Classes. The support staff includes Speech and Language Specialists, a Resource Teacher, an Audiologist, a School Psychologist, a School Psychologist Intern, Adaptive P.E. Teachers, a School Counselor, itinerant teachers, and Occupational and Physical Therapists. Canyon Springs also houses one of the District's two State Preschools. Approximately 84 Canyon Springs students benefit from the after school SAIL Program, which provides academic support and enrichment until 6 p.m. five afternoons per week. The school also provides an after school Homework Club that offers students a quiet place to do their homework and receive assistance from Instructional Assistants for one hour after school Monday – Thursday.

The State Preschool Program at Canyon Springs is offered at no cost to families and helps almost 100 children per year prepare for a successful educational career. Preschool students participate in lessons that help them develop the academic, social and language skills necessary for success in Canyon Springs' K-6 program. Preschool staff collaborate with kindergarten teachers, special service providers and administrators to articulate instructional goals, assess and provide for special needs, develop transitional learning plans, develop and practice emergency procedures to ensure student safety, and provide parent involvement opportunities.

The school attendance boundaries include several mobile home parks, some lower priced single-family homes, and several large and small apartment complexes. Canyon Springs is an ethnically diverse school with 80.3 percent Hispanic students, 14.1 percent White students, 2.8 percent African American students, and 2.8 percent students from other ethnic backgrounds. The school is linguistically diverse as well with 52.7 percent of students identified as English Learners. Although Spanish is the dominant non-English home language, there are six other home languages used by students in the school. Approximately 80.1 percent of students participate in Free/Reduced Lunch Program administered by the Santa Clarita Valley Food Services Agency. Information from the demographic data gathered during the 2009 STAR assessment, indicate that 78 percent of Canyon Springs Parents graduated from High School or College while 22 percent of parents did not graduate from High School or declined to state their educational level.

Each year Canyon Springs staff works with parents and District support personnel to evaluate various sources of data related to student achievement and school climate. Following a thorough analysis of standardized test scores, district benchmark data, survey results and input provided by teachers, parents, and school committees, the School Site Council updates the Single Plan for Student Achievement (SPSA) to identify goals for school improvement to ensure that each child will achieve his/her full potential.

While Canyon Springs strives to continually improve achievement in all curricular areas, school improvement goals for 2009-2010 will focus on increasing the percentage of students who demonstrate proficiency in English Language Arts by improving students' proficiency in Reading Comprehension and English Language Development.

Actions that support the school's goal of continually improving the overall educational experience at Canyon Springs:

- Providing a challenging and interesting course of student that is aligned to California State Standards and Sulphur Springs School District guidelines.
- Using a variety of teaching strategies, techniques and technology to meet the needs of diverse learners.
- Promoting continued educational growth for students, parents, and staff that creates a community of lifelong learners.
- Promoting a safe and orderly learning environment.
- Creating and maintaining positive, effective communication between home, school and the community.
- Providing regular, monitored homework that allows children to practice what they have learned in the classroom.
- Use of a Professional Learning Community (PLC) structure to ensure high levels of learning for all students by increasing the school's culture of collaboration and focusing on results as the measure of our effectiveness.

Progress toward school goals is monitored on an ongoing basis using formative and summative assessments. Individual teachers and grade level teams meet at least once a month to review individual and group achievement data. Grade levels report progress to the site administrators, which is shared with the school Leadership Team, the SSC, and district administrators. SPSA monitoring comments will be added throughout the year based on input from staff and the SSC. Revisions to our SPSA, and subsequent Board approval, will occur if there are substantial material

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and/or budget changes during the school year.

Assessment results are made available to parents and stakeholders in the following ways:

- STAR scores are mailed home
- CELDT scores and Title III Annual Parent Notifications are mailed home
- Test scores are discussed during conferences
- Parent meetings and committee meetings are available at various times throughout the year to discuss information

At each SSC meeting planned activities and policies are reviewed to ensure student success. Leadership Team meetings are focused on identification and implementation of effective key strategies and programs. A minimum of one staff meeting per month is dedicated to collaborative grade level planning to evaluate assessment results and discuss best practices for student achievement.

The ExCEL (Excellence, A Commitment to Every Learner) will continue to be implemented schoolwide for 2009-2010. ExCEL ensures that all children receive instruction targeted to their identified level of achievement to improve and maximize reading skills. Grades 1-6 provide one hour of ExCEL instruction daily and Kindergarten provides a half hour of ExCEL instruction daily. Students will be assessed regularly using multiple measures, and will be regrouped as they master standards and make academic progress. ExCEL grouping will address students' needs at all levels from Far Below Basic to higher achieving Proficient and Advanced/Gifted. Teachers will collaborate to create lessons, analyze assessments, and identify next steps for all performance levels and subgroups of learners. Students with IEPs participate in ExCEL to the extent it is feasible in meeting their individualized needs.

The Accelerated Math Program will be used as a supplemental intervention program for students in grades 3-6 to provide standards-based math practice targeted to students' identified areas of need in math achievement. All students in 5th and 6th grade will use Accelerated Math. Teachers in grades 3-4 will identify students who scored at the Far Below Basic or Below Basic level on the STAR test as well as students who are identified as "at risk for retention" for participation in the Accelerated Math Program. Progress will be monitored using the assessment module of Accelerated Math. Students in grades 1-2 will utilize Math Facts in a Flash to develop basic math skills, as will students in 3rd-6th grade who still need practice in this domain of math.

All English Learners will receive 30 minutes of English Language Development (ELD) instruction on a daily basis as part of Canyon Springs' Program for English Learners. Instruction targeted to students' identified English proficiency level will be provided by the homeroom teacher or the ELD block teacher. Direct instruction ELD lessons may be supplemented by English in a Flash, a web-based ELD program that provides systematic practice opportunities. Students in grades 4-6 may receive additional support to gain English skills and improve achievement in Language Arts if resources funded through the English Language Acquisition Program (ELAP) are available. Language development progress will be monitored using the SSSD ELD Matrix, progress in English in a Flash, and annual CELDT results.

Gifted and high-achieving students in grades 3-6 will participate in lesson extensions that add depth and complexity to lessons across the curriculum that are delivered within the regular classroom during the school day. GATE student progress will be monitored through benchmark assessments, STAR, and completion of a project for the District GATE Night.

Canyon Springs' Parent Involvement Policy, based on the District Parent Involvement Policy and used in combination with the Home/School Compact, is intended to clarify the partnership that exists between Canyon Springs' staff and parents. Canyon Springs' staff recognizes that parents/guardians are their children's first and most influential teachers, and that continued parental involvement contributes greatly to student achievement and a positive school environment. In order to engage parents/guardians positively in their children's education, Canyon Springs' staff will:

- Inform parents/guardians that their involvement is important to their children's success in school
- Initiate regular, effective communication between the school and home so that parents/guardians know when and how to help their children with learning activities
- Help parents/guardians develop strategies to help their children with learning at home to improve their academic success
- Help parents/guardians to develop parenting skills and provide home environments that support success in school and society
- Encourage parents/guardians to volunteer in the school, attend student performances and school meetings, participate in and become members of advisory committees and other leadership/advocacy groups

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- Participate in training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers and how to help parents become partners in the instructional process at school and at home.

Canyon Springs offers many activities that support the school's Parent Involvement Policy. Parents are encouraged to attend meetings at the school and the Preschool's Parent Resource Center. Meetings focus on strategies to support student learning at home, parenting skills, understanding the American educational system and content standards, and practical application of parent involvement in the school. Community Based English Tutoring, adult ESL, is being offered six hours per week at various sites around the district. Parents receive flyers informing them about locations and hours of CBET classes at least twice annually. Childcare is provided to encourage parent enrollment in the classes. Kindergarten classes offer Tuesday Reading, inviting parents to come to class and read with/to their child. Parents are invited and encouraged to volunteer or observe in classrooms during the school days. This provides parents with first hand opportunities to work with children in class and learn about the academic opportunities offered to students during the day.

Evening activities include Family Reading Night, Family Math Night, and Parent Information Nights offered throughout the year. These evening events will provide opportunities for parents to learn about the academic expectations and proficiency requirements for their child, and are offered in both English and Spanish.

A number of dedicated parents make up the School PTA. PTA provides fun-filled family events and supports the school's programs with activities such as school assemblies, Red Ribbon Week, and field trips as funding permits.

Canyon Springs continues to focus on technology-based instruction to help with student learning. All computers have been upgraded to support new programs and provide access to AR quizzes, STAR reading tests, English in a Flash, and various web-based reading and math applications. Second and fourth grade pods have been equipped with ten computers each. Students have easy access to technology to work on projects and conduct research. The school's Computer Lab is equipped with 40 computers in addition to a teacher station. Primary and Upper grade students make weekly visits to the lab to work on projects. There is also a wireless mobile lab that can be checked out to classrooms for whole-class technology-based projects. All classrooms in 1st-6th grade have been upgraded with a Smart Board, Elmo document camera, and projector so that teachers can provide additional technology-based learning support to students using these tools. Teachers in Kindergarten can utilize Smart Board technology in the Science Lab and Computer Lab.

School pride is evident throughout the campus. At monthly assemblies students are recognized for their accomplishments. Students Affairs Organization works to provide fun filled school activities throughout the year.

Dedicated staff, students and parents make Canyon Springs a special school with high expectations and a caring school community spirit.

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## Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:** Lynn David

**Contact Person Phone Number:** (661) 252-4322

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 classrooms
- Attendance at monthly Spirit Award Assemblies
- Parent/Teacher Conferences
- Back To School Night
- Open House
- Participation in the Parent Teacher Association (PTA) and PTA-sponsored events (Movie Nights, Winter Wonderland, Sports Nights)
- Participation in the School Site Council (SSC)
- Participation in the English Learner Advisory Committee (ELAC)
- Community Based English Tutoring (CBET) adult ESL classes
- Parent/Family Information Nights
- Sign Language classes
- Family Math Night
- Young Author's Fair
- Red Ribbon Week/Character Counts Week
- GATE Night
- Parenting classes
- 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 children's education in meaningful ways. Spanish and ASL interpreters provide language interpretation at meetings, conferences and assemblies. All essential documents are printed in English and Spanish, and oral explanations of documents in English or Spanish are provided when requested by the parent.

## Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	76	Grade 8	0
Grade 1	69	Ungraded Elementary	0
Grade 2	98	Grade 9	0
Grade 3	93	Grade 10	0
Grade 4	102	Grade 11	0
Grade 5	110	Grade 12	0
Grade 6	103	Ungraded Secondary	0
Grade 7	0	Total Enrollment	651

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## Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.76%	White (not Hispanic)	14.13%
American Indian or Alaska Native	0.46%	Multiple or No Response	0.00%
Asian	0.61%	Socioeconomically Disadvantaged	72.00%
Filipino	1.69%	English Learners	50.00%
Hispanic or Latino	80.34%	Students with Disabilities	14.00%
Pacific Islander	0.00%	n/a	--

## Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Kindergarten	33.0	0	1	2	25.0	0	3	0	29.5	0	2	0
1	18.3	6	0	0	19.4	5	0	0	18.7	3	0	0
2	19.5	6	0	0	19.8	4	0	0	18.6	5	0	0
3	20.0	5	1	0	17.8	6	0	0	19.8	5	0	0
4	34.0	0	0	2	32.3	0	2	2	29.7	0	3	0
5	33.7	0	0	3	30.5	0	2	0	31.3	0	3	0
6	30.8	0	4	0	31.0	0	3	0	30.7	0	3	0
k-3	0.0	0	0	0	20.0	1	0	0	20.0	2	0	0
3-4	22.0	0	2	0	0.0	0	0	0	38.0	0	0	1
4-8	33.0	0	0	1	30.5	0	2	0	29.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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## III. School Climate

### School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

#### School Safety Plan

Every student and teacher has the right to attend a safe school where he or she is free from physical or psychological harm. The Canyon Springs School Safety Plan includes:

- School disaster procedures
- School crisis situation procedures
- Guidelines to ensure a safe teaching and learning environment
- Guidelines to promote safe travel to and from school
- District and community resources for students and parents
- 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

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>Suspensions</b>	9.4	4.4	2.9	5.4	3.2	4.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0

Date School Safety Plan last reviewed: 9/17/2009

## IV. School Facilities

### School Facility Conditions

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

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## General

Canyon Springs takes great efforts to ensure that 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 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.

## School Facilities

Canyon Springs Community School is situated on one block of a suburban neighborhood and includes the following features:

- 38 General Education and Special Education classrooms
- 1 Library
- 1 Multipurpose Room
- 1 Computer Lab
- 1 Science Lab
- 3 Preschool Classrooms
- 1 Occupational Therapy Room
- 1 Audiology Office
- 1 SAIL Building for the ASES Program
- 1 Kindergarten Playground area with equipment and play structures
- 1 General Playground area with equipment and play structures
- 1 Field area with running track

## Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the district. The principal works daily with the custodial staff to develop cleaning schedules that ensure a clean and safe school for students, parents, and staff. During 2008-2009 Canyon Springs custodial staff included one Senior/Day Custodian and two Evening Custodians that worked full time.

## Maintenance and Repair

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

## School Discipline Practices

All teachers, including specialists, have classroom rules and consequences posted in their classrooms. A system of progressive discipline is in place, and is fairly and consistently enforced.

On the first day of school each year, a Student/Parent/Staff Handbook outlining school expectations and rules for safety and proper conduct is shared with students and given to parents. Prior to the first recess on the first day of school all students attend a presentation of school, playground, and cafeteria standards that is supported by a Power Point slideshow. The three-way Home/School Compact is shared with students and sent home on the first day as well. Parents are requested to review the rules with their children and then sign and return them to the school. Students are supervised in the classroom, on the playground, in the cafeteria, and in the bus loading area.

Teachers establish individual positive reward systems as an incentive for good behavior. In addition, Caught Being TRRFCC Slips, based on Canyon Springs' Character Counts discipline policy, are given to students to encourage positive and appropriate behavior. Each morning students say the school's Bear Pledge, which encourages them to be responsible for their actions and show caring towards others. The Character Counts pillar of the month is shared during morning announcements, and students' names are announced as the winner of a pencil when their Caught Being TRRFCC slip is drawn from the box each day. Students acting in an unsafe or disruptive manner are issued a "Misconduct Slip," which is required to be signed by the parent and returned to school. Administrators are involved with severe or persistent student behavior problems.



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## Planned Improvements (School Year 2009-2010)

### Deferred Maintenance and Modernization

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components.

The school underwent a major modernization project during 2004. During the past 12 months the following maintenance projects were completed at the school: installation of 5 SmartBoard technology systems; the school kitchen was renovated and 2 new milk coolers were installed; landscaping projects were completed at the front of the school, in the courtyard and in the school garden; one kindergarten classroom was recarpeted; repairs were made to the roof of four buildings; various classrooms were repainted; the fire alarm system was upgraded; an additional video surveillance camera was added on the campus; and student restrooms and various classrooms were repiped.

## School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			N/A
Mechanical Systems	X			N/A
Windows/Doors/Gates (interior and exterior)	X			N/A
Interior Surfaces (walls, floors, and ceilings)	X			N/A
Hazardous Materials (interior and exterior)	X			N/A
Structural Damage	X			N/A
Fire Safety	X			N/A
Electrical (interior and exterior)	X			N/A
Pest/Vermin Infestation	X			N/A
Drinking Fountains (inside and outside)	X			N/A
Restrooms	X			N/A
Sewer	X			N/A
Playground/School Grounds	X			N/A
Roofs	X			N/A
Overall Cleanliness	X			N/A

## Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary	X			

Date of inspection: 12/18/2009

Completion date of inspection form: 12/18/2009

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## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
<b>With Full Credential</b>	41	37	36	282
<b>Without Full Credential</b>	1	1	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	n/a

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.0%	0.0%
<b>All Schools in District</b>	100.0%	0.0%
<b>High-Poverty Schools in District</b>	--	--
<b>Low-Poverty Schools in District</b>	100.0%	0.0%

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## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	--	--
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	--	--
Social Worker	--	--
Nurse	--	--
Speech/Language/Hearing Specialist	3.0	--
Resource Specialist (non-teaching)	1.0	--
Other	--	--

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2009-10)

#### Textbook Information

This section provides information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All students, including English Language Learners, receive textbooks adopted from the most recent state approved list. All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education.

In the Sulphur Springs School District, the adoption process begins with a committee of teachers, parents and administrators representing each school in the district. Much time is spent learning the standards and deciding upon the criteria to use when selecting the textbook. Once the criteria for selection has been decided then the publishing companies are invited to come and present their programs to the adoption committee. Members of the adoption committee spend hours perusing the books and extra materials looking for the program that will best meet the needs of all of our students. Once the committee feels comfortable with a program or two, sets of the materials are sent to each school site. At this time all teachers and parents are invited to come and preview the materials for themselves. Input from this preview is collected by the committee members and studied.

Finally the adoption committee makes a recommendation to the board based on the criteria designed prior to reviewing any programs, information from the previews and the hours spent studying and comparing the available programs. The adoption committee makes their recommendation to the Board of Trustees at a regularly scheduled board meeting. Once the board approves the textbook, materials are ordered and staff development is planned to provide all teachers with information about the new program and how to use it in their classrooms during the next school year.

It is the goal of the State Board of Education as well as the Sulphur Springs Board of Trustees that any instructional materials used in the Sulphur Springs schools meet the California Content Standards and be appropriate for use in all of our classrooms.

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This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

## Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Houghton Mifflin Reading Language (K-6)	2003
History-Social Science	Harcourt History-Social Science (6)	2007
History-Social Science	Scott Foresman History-Social Science (K-5)	2007
Mathematics	McGraw Hill Mathematics (K-6)	2001
Science	Scott Foresman California Science (3-6)	2008
Science	Houghton Mifflin California Science (K-2)	2008

## Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

Textbook Information Collection Date: 8/14/2009

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## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	\$5,643.00	\$921.00	\$4,722.00	\$66,826.00
District	n/a	n/a	--	\$66,826.00
Percent Difference – School Site and District	--	--	--	0.0%
State	n/a	n/a	\$5,512.00	\$67,082.00
Percent Difference – School Site and State	--	--	16.7%	0.4%

### Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Categorical dollars support Class Size Reduction in grades K-3, training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE) and general teacher training. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

### Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,527.00	\$41,866.00
Mid-Range Teacher Salary	\$64,599.00	\$68,220.00
Highest Teacher Salary	\$85,783.00	\$86,536.00
Average Principal Salary (Elementary)	\$100,558.00	\$107,858.00
Average Principal Salary (Middle)	\$0.00	\$111,405.00
Average Principal Salary (High)	\$0.00	\$112,732.00
Superintendent Salary	\$157,183.00	\$178,938.00
Percent of Budget for Teacher Salaries	41.1%	42.1%
Percent of Budget for Administrative Salaries	6.3%	5.5%

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## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	37%	41%	45%	53%	55%	60%	43%	46%	50%
Mathematics	50%	49%	51%	60%	61%	63%	40%	43%	46%
Science	32%	43%	37%	50%	56%	60%	38%	46%	50%
History-Social Science	0%	0%	0%	0%	0%	0%	33%	36%	41%

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## Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	31%	50%	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	39%	45%	30%	--
Pacific Islander	--	--	--	--
White (not Hispanic)	67%	70%	70%	--
Male	39%	49%	36%	--
Female	51%	52%	38%	--
Economically Disadvantaged	40%	46%	32%	--
English Learners	29%	35%	19%	--
Students with Disabilities	32%	32%	29%	--
Students Receiving Migrant Education Services	--	--	--	--

## California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.70%	19.60%	43.70%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%



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## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

## National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

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## National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students with Disabilities	English Learners	Students with Disabilities	English Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	5	4	4
Similar Schools	6	4	4

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## API Performance Index Growth by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-16	9	18	764
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	-14	18	10	737
Pacific Islander	--	--	--	--
White (not Hispanic)	2	0	40	857
Socioeconomically Disadvantaged	-21	12	13	733
English Learners	-27	31	10	710
Students with Disabilities	--	--	--	--

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	n/a	n/a

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## Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement	--	1
Percent of Schools Currently in Program Improvement	--	11.1

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

The Sulphur Springs School District is firmly committed to the continual development and improvement of its teachers and support staff. To this end, the district provides professional development activities and training to enhance teacher effectiveness annually. During the 2008-2009 school year all teachers were provided with the opportunity to attend conferences, workshops, seminars, and other staff development opportunities. In 2009-2010 all teachers, including Special Education teachers, participated in three days of Systematic English Language Development training followed by ongoing support and planning time throughout the year. Each Tuesday students were released one hour early to provide teachers with site-based professional development opportunities that include site-based training, grade level collaborative planning, and independent planning. Professional development topics covered all curriculum areas although there was an emphasis on reading, supporting English learners, assessment, and diversity. In support of the school's Response to Intervention model, ExCEL, at least two staff meetings per month focused on analyzing student performance of state and local assessments, collaborative planning, and sharing of instructional strategies that support student learning at various performance levels. Instructional Assistants working in the General Education and Special Education classrooms also participated in training opportunities that support the school's academic and student discipline goals during student-free days, during classroom release time, and after school.

### Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2006-07	2007-08	2008-09
Annual number of school days dedicated to staff development	3	3	3