# Canyon Springs Community Elementary

## 2022–23 School Accountability Report Card

## Reported Using Data from the 2022–23 School Year

### California Department of Education

| | | | |
|---|---|---|---|
| **Address:** | 19059 Vicci St. Canyon Country, CA , 91351-3380 | **Principal:** | Mr. Matt Gilpin, Principal |
| **Phone:** | (661) 252-4322 | **Grade Span:** | P-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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

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

# About This School

## Mr. Matt Gilpin, Principal

 Principal, Canyon Springs Community Elementary

### About Our School



Welcome to Canyon Springs Community School!

As we embark on the 2023-2024 school year together, the focus of our goals and efforts at Canyon Springs is one word: Connection! At Canyon Springs, we connect our everyday, rigorous learning to our everyday lives both in and out of school. Through academic programs and curricula, such as i-Ready and a thriving, robust RTI initiative, our students receive personalized instruction connected to their learning needs.

Yet… our connected learning is just a start. We at Canyon Springs Community School understand that our students succeed and thrive because of the connections they make and maintain with one another and the highly trained teachers and staff. Canyon Springs is a Capturing Kids' Hearts school, intentionally building long-lasting, supportive relationships between students, staff, and families.

With staff and students connecting learning across subject matters and experiences while also fostering caring, empathetic relationships to build social/emotional connections, our final goal is to connect with our Canyon Springs Community School families! Great ways to get connected to Canyon Springs is by joining the PTA, attending Back to School Night and Parent Conferences, and volunteering in classrooms. Canyon Springs is the home to the District's Family Resource Center, where families and students can be connected with everything needed for future success.

We are committed to connecting our students' learning with the needs of both their local and global communities.

### Contact

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

Phone: (661) 252-4322
Email: mgilpin@sssd.k12.ca.us

# Contact Information (School Year 2023–24)

## District Contact Information (School Year 2023–24)

| | |
|---|---|
| **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 2023–24)

| | |
|---|---|
| **School Name** | Canyon Springs Community Elementary |
| **Street** | 19059 Vicci St. |
| **City, State, Zip** | Canyon Country, CA , 91351-3380 |
| **Phone Number** | (661) 252-4322 |
| **Principal** | Mr. Matt Gilpin, Principal |
| **Email Address** | mgilpin@sssd.k12.ca.us |
| **Website** | https://www.sssd.k12.ca.us/CanyonSprings |
| **County-District-School (CDS) Code** | 19650456022677 |

*Last updated: 1/9/24*

# School Description and Mission Statement (School Year 2023–24)

Canyon Springs Community School is located in a suburban area in the Santa Clarity Valley, approximately 40 miles northeast of Los Angeles. We serve students in grades TK-6 following a traditional calendar. During the 2023-2024 school year, 497 students are enrolled with 39% English Learners, a school-wide free and reduced lunch program, 13% Special Education population, 79% Socioeconomically Disadvantaged, and 0.2% 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. 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 2023-2024 school year, we are focused on English Language Arts by improving students' reading fluency and comprehension by utilizing the Orton-Gillingham Literacy program. Our Learning Support Teachers are focusing on academic acceleration to make up for the learning gaps students

may have in English Language Arts. Our goal at Canyon Springs 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. It is our goal that by the end of the 2023-2024 school year, all students will show personal growth in both English Language Arts and Math, as measured on both local and statewide assessments.

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 the 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 that support the California State Standards. Additionally, the district provides supplemental materials to support the standards and has adopted a curriculum to support the new standards. Teachers collaborate regularly 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 by implementing Capturing Kids' Hearts. 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, a teacher iPad, and student devices. Grades 2-6 also have 1:1 Chromebooks, and TK-1st grade have 1:1 iPads. Students also have access to a MakerSpace Lab, Science Lab, and Library to extend their learning.

Canyon Springs staff and parents believe that our students are society's 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.

## Student Enrollment by Grade Level (School Year 2022–23)

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 83 |
| Grade 1 | 62 |
| Grade 2 | 60 |
| Grade 3 | 77 |
| Grade 4 | 61 |
| Grade 5 | 91 |
| Grade 6 | 89 |
| Total Enrollment | 523 |
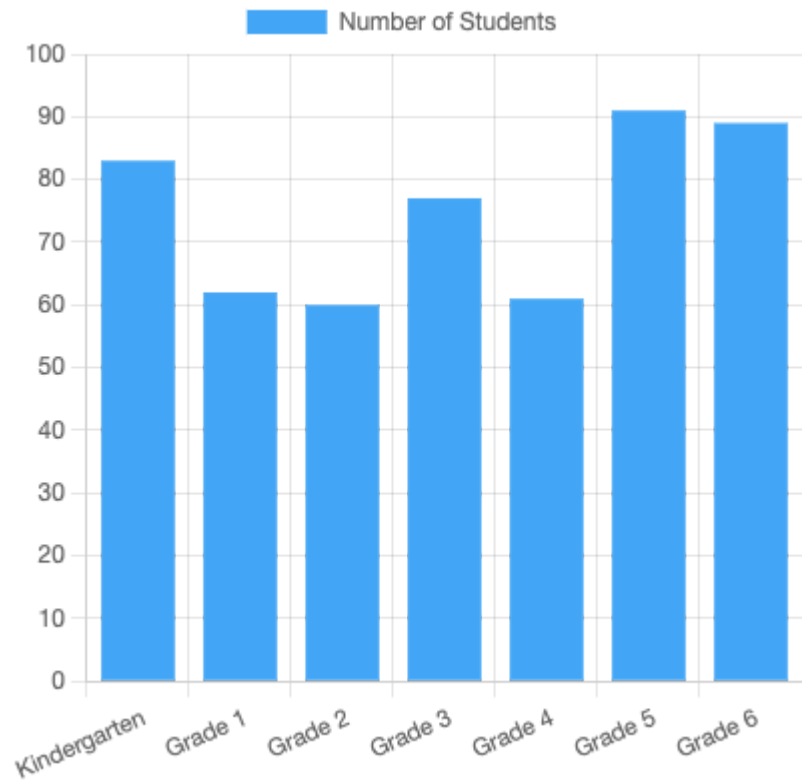


*Last updated: 1/9/24*

## Student Enrollment by Student Group (School Year 2022–23)

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 45.10% |
| Male | 54.90% |
| Non-Binary | 0.00% |
| American Indian or Alaska Native | 0.20% |
| Asian | 0.60% |
| Black or African American | 3.80% |
| Filipino | 2.90% |
| Hispanic or Latino | 84.90% |
| Native Hawaiian or Pacific Islander | 0.00% |
| Two or More Races | 1.70% |
| White | 5.70% |

| Student Group (Other) | Percent of Total Enrollment |
|---|---|
| English Learners | 37.70% |
| Foster Youth | 0.60% |
| Homeless | 1.30% |
| Migrant | 0.00% |
| Socioeconomically Disadvantaged | 81.80% |
| Students with Disabilities | 17.20% |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## Teacher Preparation and Placement (School Year 2020–21)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 21.00 | 77.61% | 196.80 | 89.11% | 228366.10 | 83.12% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 2.00 | 0.91% | 4205.90 | 1.53% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.00 | 3.69% | 5.00 | 2.26% | 11216.70 | 4.08% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.00 | 3.69% | 4.00 | 1.81% | 12115.80 | 4.41% |
| Unknown/Incomplete/NA | 4.00 | 15.00% | 13.00 | 5.91% | 18854.30 | 6.86% |
| Total Teaching Positions | 27.00 | 100.00% | 220.90 | 100.00% | 274759.10 | 100.00% |

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

*Last updated: 1/9/24*

## Teacher Preparation and Placement (School Year 2021–22)

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 20.70 | 87.36% | 207.70 | 88.13% | 234405.20 | 84.00% |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00% | 8.00 | 3.39% | 4853.00 | 1.74% |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00% | 3.00 | 1.27% | 12001.50 | 4.30% |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00% | 2.00 | 0.85% | 11953.10 | 4.28% |
| Unknown/Incomplete/NA | 3.00 | 12.64% | 15.00 | 6.36% | 15831.90 | 5.67% |
| Total Teaching Positions | 23.70 | 100.00% | 235.70 | 100.00% | 279044.80 | 100.00% |

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

*Last updated: 1/9/24*

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

| Authorization/Assignment | 2020–21 Number | 2021–22 Number |
|---|---|---|
| Permits and Waivers | 1.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 1.00 | 0.00 |

*Last updated: 11/2/23*

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

| Indicator | 2020–21 Number | 2021–22 Number |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 1.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 1.00 | 0.00 |

*Last updated: 11/2/23*

## Class Assignments

| Indicator | 2020–21 Percent | 2021–22 Percent |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00% | 0% |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 4.50% | 0% |

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

*Last updated: 11/2/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

The District provides researched based, standards aligned curriculum and materials for all students in grade TK-6.

| 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 | Yes | 0 |
| Science | McGraw Hill Inspire Science | Yes | 0 |
| History-Social Science | Studies Weekly | Yes | 0 |
| Foreign Language | N/A | | 0 |
| Health | N/A | | 0 |
| Visual and Performing Arts | Essential Elements for Band (Flute, Clarinet, Trumpet, Trombone, Alto Saxophone, and Percussion) | | 0 |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0 |

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

*Last updated: 1/9/24*

## School Facility Conditions and Planned Improvements

Canyon Springs School is in good health overall. The school is maintained in good repair with a couple of non-critical deficiencies. These deficiencies are isolated, resulting from minor wear and tear that are being mitigated.

*Last updated: 1/9/24*

## 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: 2022

| 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: 2022

| Overall Rating | Exemplary |
|---|---|

*Last updated: 1/9/24*

# B. Pupil Outcomes

## State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

**CAASPP Test Results in ELA and Mathematics for All Students**
**Grades Three through Eight and Grade Eleven taking and completed state-administered assessment**
**Percentage of Students Meeting or Exceeding the State Standard**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22, the District utilized an alternative assessment STAR, which was approved by the State of California.

| Subject | School 2021–22 | School 2022–23 | District 2021–22 | District 2022–23 | State 2021–22 | State 2022–23 |
|---|---|---|---|---|---|---|
| English Language Arts / Literacy (grades 3-8 and 11) | 32% | 30% | 50% | 48% | 47% | 46% |
| Mathematics (grades 3-8 and 11) | 24% | 23% | 39% | 38% | 33% | 34% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

*Last updated: 1/9/24*

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment**
**Grades Three through Eight and Grade Eleven (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 324 | 318 | 98.15% | 1.85% | 30.19% |
| Female | 146 | 144 | 98.63% | 1.37% | 29.86% |
| Male | 178 | 174 | 97.75% | 2.25% | 30.46% |
| American Indian or | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 15 | 15 | 100.00% | 0.00% | 20.00% |
| Filipino | 11 | 11 | 100.00% | 0.00% | 54.55% |
| Hispanic or Latino | 275 | 269 | 97.82% | 2.18% | 27.88% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 17 | 17 | 100.00% | 0.00% | 52.94% |
| English Learners | 114 | 108 | 94.74% | 5.26% | 9.26% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | -- | -- | -- | -- | -- |
| Military | 40 | 40 | 100.00% | 0.00% | 30.00% |
| Socioeconomically Disadvantaged | 168 | 163 | 97.02% | 2.98% | 19.02% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 69 | 68 | 98.55% | 1.45% | 10.29% |

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

*Last updated: 1/9/24*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment**
**Grades Three through Eight and Grade Eleven (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 324 | 323 | 99.69% | 0.31% | 22.60% |
| Female | 146 | 146 | 100.00% | 0.00% | 15.75% |
| Male | 178 | 177 | 99.44% | 0.56% | 28.25% |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 15 | 15 | 100.00% | 0.00% | 13.33% |
| Filipino | 11 | 11 | 100.00% | 0.00% | 45.45% |
| Hispanic or Latino | 275 | 274 | 99.64% | 0.36% | 20.44% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 17 | 17 | 100.00% | 0.00% | 41.18% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| English Learners | 114 | 113 | 99.12% | 0.88% | 5.31% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | -- | -- | -- | -- | -- |
| Military | 40 | 40 | 100.00% | 0.00% | 17.50% |
| Socioeconomically Disadvantaged | 168 | 167 | 99.40% | 0.60% | 16.77% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |
| Students with Disabilities | 69 | 68 | 98.55% | 1.45% | 8.82% |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/9/24*

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

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress.

| Subject | School 2021–22 | School 2022–23 | District 2021–22 | District 2022–23 | State 2021–22 | State 2022–23 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8, and high school) | 20.24% | 25.56% | 31.93% | 32.48% | 29.47% | 30.29% |

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/9/24*

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 92 | 92 | 100.00% | 0.00% | 25.00% |
| Female | 42 | 42 | 100.00% | 0.00% | 23.81% |
| Male | 50 | 50 | 100.00% | 0.00% | 26.00% |
| American Indian or Alaska Native | 0 | 0 | 0% | 0% | 0% |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 80 | 80 | 100.00% | 0.00% | 20.00% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0% | 0% | 0% |
| Two or More Races | 0 | 0 | 0% | 0% | 0% |
| White | -- | -- | -- | -- | -- |
| English Learners | 39 | 39 | 100.00% | 0.00% | 10.26% |
| Foster Youth | 0 | 0 | 0% | 0% | 0% |
| Homeless | -- | -- | -- | -- | -- |
| Military | 17 | 17 | 100.00% | 0.00% | 11.76% |
| Socioeconomically Disadvantaged | 48 | 48 | 100.00% | 0.00% | 12.50% |
| Students Receiving Migrant Education Services | 0 | 0 | 0% | 0% | 0% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| Students with Disabilities | 22 | 22 | 100.00% | 0.00% | 13.64% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

## 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 2022–23)**
**Percentage of Students Participating in each of the five Fitness Components**

The District participated in the Physical Fitness Test for the 2022-23 school year. Data reflects participation rates during the test administrations.

| Grade | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|
| 5 | 100% | 100% | 100% | 100% | 100% |

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

# C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

**Opportunities for Parental Involvement (School Year 2023–24)**

Canyon Springs is truly a community school with a belief that a partnership with parents and families is paramount to a successful 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 decision-making groups such as School Site Council and ELAC, joining the school PTA or simply attending school events with their student(s).

Canyon Springs works to keep parents and families knowledgable of the happenings at Canyon Springs. This communication is through flyers sent home with students, ParentSquare messages including a weekly bulletin and the school's parking lot marquee. All school-to-home communication is available in English and Spanish.

The opportunities to volunteer at Canyon Springs include help with, or in,:
- The classroom or office
- School events through the PTA
- School Site Council
- ELAC
- PTA Events/Activities
- Open House and Back to School Night
- Parent Workshops held by a school counselor
- Student performances
- Awards Assemblies
- Parent Conferences
- Family Nights such as Young Author's, GATE, Curriculum Information Nights, etc...
- Coffee With the Principal

The Parent Involvement Policy and Canyon Springs' Home/School Compact are distributed to all parents at the beginning of each school year. Canyon Springs is committed to ensuring that all parents are able to become actively involved in their student's education.

## State Priority: Pupil Engagement

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

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

**Chronic Absenteeism by Student Group (School Year 2022–23)**

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 577 | 556 | 123 | 22.1% |
| Female | 260 | 252 | 51 | 20.2% |
| Male | 317 | 304 | 72 | 23.7% |
| Non-Binary | 0 | 0 | 0 | 0.0% |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0% |
| Asian | 9 | 6 | 2 | 33.3% |
| Black or African American | 26 | 26 | 14 | 53.8% |
| Filipino | 15 | 15 | 2 | 13.3% |
| Hispanic or Latino | 479 | 465 | 96 | 20.6% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0% |
| Two or More Races | 12 | 10 | 3 | 30.0% |
| White | 34 | 32 | 6 | 18.8% |
| English Learners | 214 | 205 | 35 | 17.1% |
| Foster Youth | 4 | 4 | 1 | 25.0% |
| Homeless | 9 | 8 | 4 | 50.0% |

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| Socioeconomically Disadvantaged | 476 | 460 | 105 | 22.8% |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0% |
| Students with Disabilities | 117 | 114 | 37 | 32.5% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

## 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**

| Rate | School 2020–21 | School 2021–22 | School 2022–23 | District 2020–21 | District 2021–22 | District 2022–23 | State 2020–21 | State 2021–22 | State 2022–23 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 0.00% | 0.72% | 3.12% | 0.23% | 1.44% | 1.91% | 0.20% | 3.17% | 3.60% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.07% | 0.08% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

**Suspensions and Expulsions by Student Group (School Year 2022–23)**

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 3.12% | 0.00% |
| Female | 4.23% | 0.00% |
| Male | 2.21% | 0.00% |
| Non-Binary | 0.00% | 0.00% |
| American Indian or Alaska Native | 0.00% | 0.00% |
| Asian | 0.00% | 0.00% |
| Black or African American | 11.54% | 0.00% |
| Filipino | 6.67% | 0.00% |
| Hispanic or Latino | 2.71% | 0.00% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 0.00% | 0.00% |
| White | 2.94% | 0.00% |
| English Learners | 2.34% | 0.00% |
| Foster Youth | 0.00% | 0.00% |
| Homeless | 0.00% | 0.00% |
| Socioeconomically Disadvantaged | 3.57% | 0.00% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 1.71% | 0.00% |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

*Last updated: 1/9/24*

**School Safety Plan (School Year 2023–24)**

Every student and staff member has the right to attend a safe school that is safe from physical or psychological harm. The Canyon Springs safety plan is all-inclusive, with the primary objective of protecting 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 March 8, 2023.

*Last updated: 1/10/24*

# 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 2020–21)**

| 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 (Elementary) (School Year 2021–22)**

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| K | 26.00 | | 2 | |
| 1 | 25.00 | | 2 | |
| 2 | 26.00 | | 2 | |
| 3 | 24.00 | | 2 | |
| 4 | 31.00 | | 2 | |
| 5 | 34.00 | | | 1 |
| 6 | 32.00 | | 1 | |
| Other** | 19.00 | 4 | 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 2022–23)**

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|---|---|---|---|---|
| K | 21.00 | 1 | 3 | 0 |
| 1 | 26.00 | 0 | 2 | 0 |
| 2 | 26.00 | 0 | 1 | 0 |
| 3 | 26.00 | 0 | 2 | 0 |
| 4 | 29.00 | 0 | 2 | 0 |
| 5 | 34.00 | 0 | 0 | 1 |
| 6 | 33.00 | 0 | 1 | 0 |
| Other** | 17.00 | 4 | 3 | 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.

**Ratio of Pupils to Academic Counselor (School Year 2022–23)**

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor* | 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: 1/9/24*

**Student Support Services Staff (School Year 2022–23)**

| 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) | 0.37 |
| Psychologist | 1.00 |
| Social Worker | 1.00 |
| Nurse | 0.33 |
| Speech/Language/Hearing Specialist | 1.00 |
| Resource Specialist (non-teaching) | |
| Other | 2.70 |

* 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: 1/9/24*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)**

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $8629.52 | $3008.95 | $5620.57 | $70534.75 |
| District | N/A | N/A | $5732.96 | $73651.58 |
| Percent Difference – School Site and District | N/A | N/A | -1.96% | -4.23% |
| State | N/A | N/A | $7606.62 | $88288.00 |
| Percent Difference – School Site and State | N/A | N/A | -26.11% | -20.11% |

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

*Last updated: 1/9/24*

## Types of Services Funded (Fiscal Year 2022–23)

A combination of state and federal funding is used to cover all aspects of our instructional program. The District has increased positions, materials, professional development and supports to expand upon the instructional program for students.

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

The District uses Title II funds to support professional development which will enhance early learning strategies. TOSAs were 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.

Supplemental funds are used to provide Learning Support Teachers to support intervention for students. In addition, Orton Gillingham strategies, training and materials are provided to support Tier II and Tier III reading intervention for students.
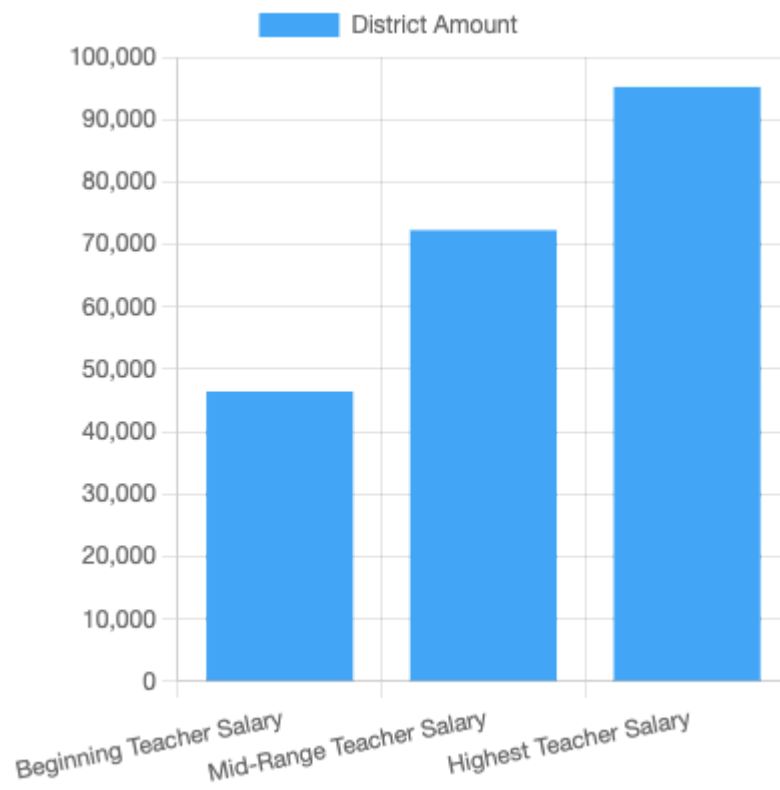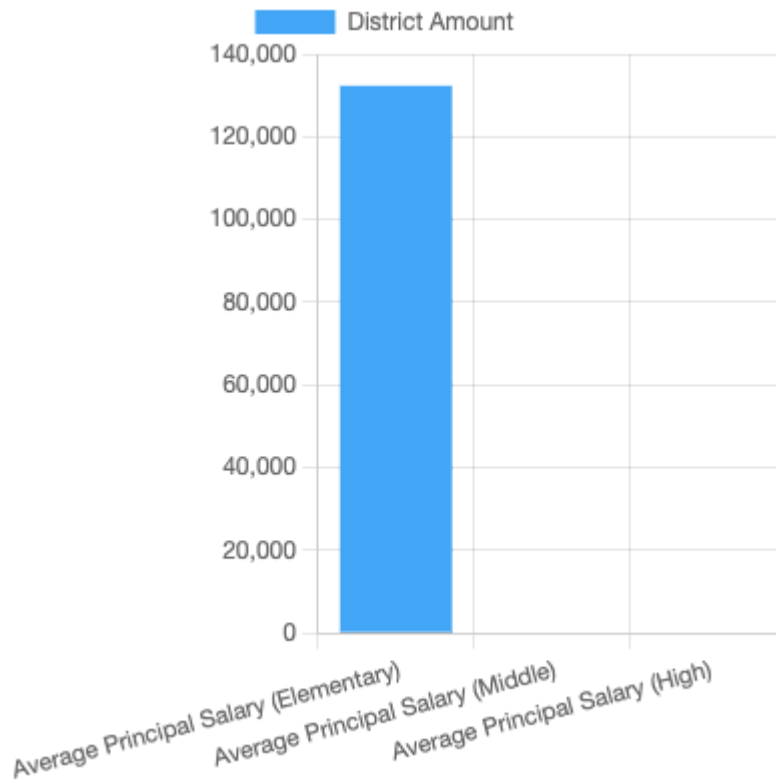
*Last updated: 1/9/24*

## Teacher and Administrative Salaries (Fiscal Year 2021–22)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $46473.00 | $54045.78 |
| Mid-Range Teacher Salary | $72295.00 | $84515.22 |
| Highest Teacher Salary | $95210.00 | $110866.99 |
| Average Principal Salary (Elementary) | $132333.00 | $136840.86 |
| Average Principal Salary (Middle) | $0.00 | $141476.95 |
| Average Principal Salary (High) | $0.00 | $137985.00 |
| Superintendent Salary | $216877.00 | $217473.29 |

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Percent of Budget for Teacher Salaries | 30.63% | 32.43% |
| Percent of Budget for Administrative Salaries | 5.55% | 5.62% |

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

**Professional Development**

The Sulphur Springs Union School District is firmly committed to providing professional development for all teachers to support the successful progress of 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, and 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 provide numerous professional development opportunities throughout the year on early release Wednesdays, after school, and during winter and summer breaks. Every Wednesday, students were released one hour early to provide teachers with site-based professional development opportunities, including 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 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 and emotional support for our students by attending professional development and participating in the Capturing Kids' Hearts program.

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

*Last updated: 1/10/24*