

Canyon Springs Community

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Marie Stump, Principal

 Principal, Canyon Springs Community

About Our School

Welcome to Canyon Springs Community School's Annual School Accountability Report Card. The purpose of the School Accountability Report Card is to provide parents and the community with valuable information about our instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. We have made a commitment to create an extremely effective K-6 school that produces high levels of student achievement and is regarded for its contributions in actively serving the community. In order to develop our collective vision of an exemplary school we are involved in developing positive relationships with all stakeholders. We have created procedures to effectively monitor each student's achievement of core requirements. We will assist all students to achieve the intended outcomes of the curriculum by addressing their individual needs and learning styles through systematic school-wide intervention and enrichment. Our students will be provided an inviting classroom environment with clear expectations, consistency, and specific articulated academic goals. We are proud of our achievements and welcome all stakeholders to support our efforts.

**Spanish version of the School Accountability Report Card will be available at:
http://canyonsprings.sssd.k12.ca.us/pages/CanyonSprings/School_Info/Annual_SARC_Report_Card

Contact

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

*Phone: 661-252-4322
E-mail: mstump@sssd.k12.ca.us*

About This School

Contact Information - Most Recent Year

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

School Contact Information - Most Recent Year	
School Name	Canyon Springs Community
Street	19059 Vicci St.
City, State, Zip	Canyon Country, Ca, 91351-3380
Phone Number	661-252-4322
Principal	Marie Stump, Principal
E-mail Address	mstump@sssd.k12.ca.us
Web Site	http://canyonsprings.sssd.k12.ca.us/pages/CanyonSp
County-District-School (CDS) Code	19650456022677

Last updated: 1/14/2016

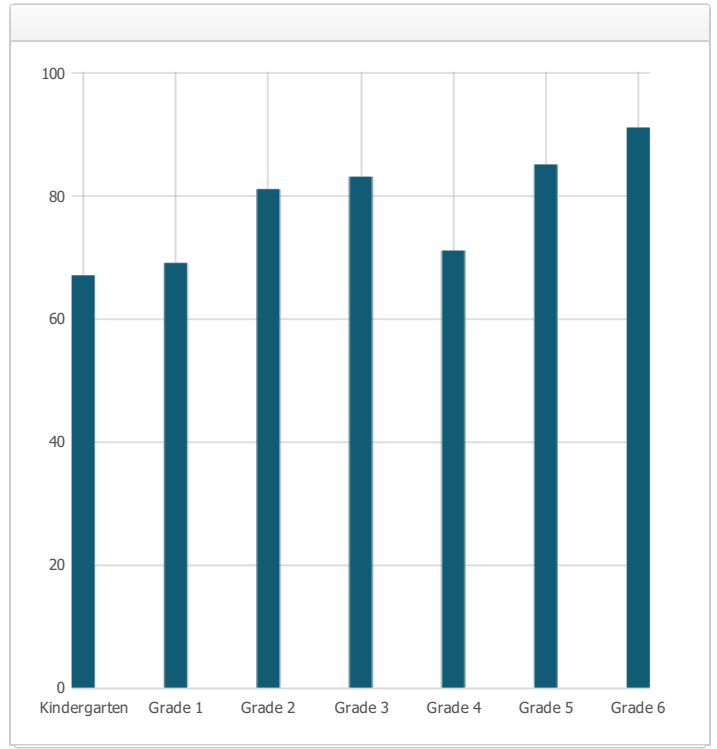
School Description and Mission Statement - Most Recent Year

Canyon Springs Community School is located in a suburban area in the Santa Clarita Valley approximately 40 miles northeast of Los Angeles. We serve students in grades K -6 following a traditional calendar. At the beginning of the 2014 - 2015 school-year, 555 students were enrolled with 50% English Language Learners, 90% qualifying for free and reduced lunch, and a 13% Special Education population. The campus is located in an existing housing tract about one quarter mile from the local junior high school and one mile from the local high school. The school gets its name from the numerous canyons and springs that dominated the area prior to a relative explosion in population during the last 30 years. A visit to Canyon Springs reveals an environment where high expectations, positive morale, dedication to the highest quality education, and a sense of camaraderie are prevalent. Our outstanding staff has always been on the cutting edge in providing standards-based instruction for students. Canyon Springs was named an Honor Roll School during the 2014-15 school year by California Business for Educational Excellence.

Canyon Springs staff and parents believe children are society's most valuable resource. At Canyon Springs School students are given equal opportunities to acquire a comprehensive education that enhances their ability to become productive citizens. We encourage children to succeed by creating a secure learning climate that values self-worth and celebrates diversity. Our ultimate goal is to prepare our students to become life-long learners and to have the opportunity to be leaders of a 21st century society built on communication and technology. Canyon Springs students are "Running on the Road to Success!"

Student Enrollment by Grade Level (School Year 2014-15)

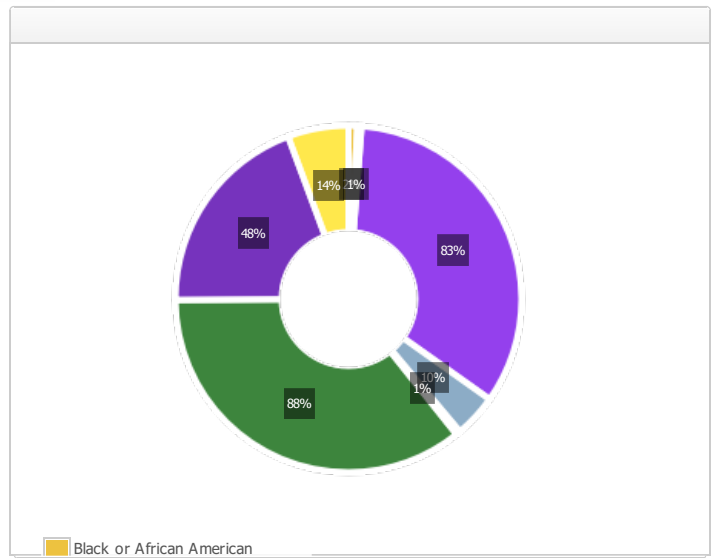
Grade Level	Number of Students
Kindergarten	67
Grade 1	69
Grade 2	81
Grade 3	83
Grade 4	71
Grade 5	85
Grade 6	91
Total Enrollment	547



Last updated: 1/13/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.0 %
American Indian or Alaska Native	0.0 %
Asian	1.3 %
Filipino	0.7 %
Hispanic or Latino	83.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	10.8 %
Two or More Races	1.6 %
Socioeconomically Disadvantaged	88.7 %
English Learners	48.8 %
Students with Disabilities	14.8 %
Foster Youth	0.2 %



Last updated: 1/13/2016

A. Conditions of Learning

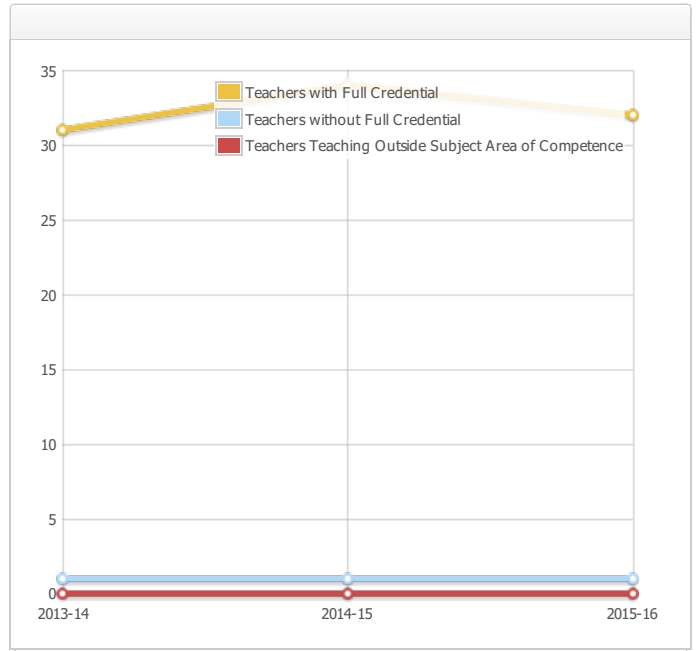
State Priority: Basic

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

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

Teacher Credentials

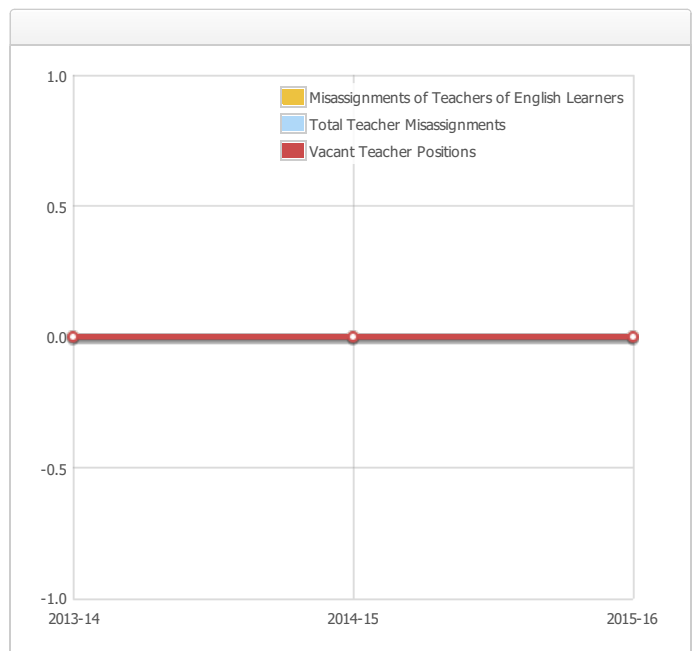
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	34	32	258
Without Full Credential	1	1	1	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/13/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/13/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: September 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading California 2003	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions 2015	Yes	0.0 %
Science	Pearson California Science 2008	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California 2006	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	Harcourt 1996	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music 1990 Davis Publications, Adventures in Art 1990	Yes	0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A		0.0 %

Last updated: 1/7/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Canyon Springs takes great effort to ensure that our facilities are clean, safe, and functional. To support and monitor these efforts the District developed the Facility Cleanliness Report. The Facility Cleanliness Report is completed by school 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:

19 General Education Classrooms

5 Special Education classrooms

2 Intervention Classrooms

1 Library

1 Multipurpose Room

1 Computer Lab

1 Science Lab

3 Preschool Classrooms

1 Occupational Therapy Room

1 Audiology Office

5 Classrooms for the ASES Program

1 Kindergarten Playground area with equipment and play structures

1 General Playground area with equipment and play structures

1 Field area with running track.

Cleaning Process and Schedule: The District has adopted cleaning standards for a clean and safe campus. The principal works daily with the custodial staff to monitor cleaning schedules that ensure a clean and safe school for students, parents, and staff. During 2014-2015 Canyon Springs custodial staff included one 8-hour Senior/Day Custodian, One 8-hour evening custodian and one 4-hour Evening Custodian. **Maintenance and Repair:** School administrators and the custodial staff work with the District maintenance staff to ensure that the repairs necessary to keep the school in good and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. **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 an assembly that outlines 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, Paw Prints, based on Canyon Springs' Character Counts discipline policy, are given to students to encourage positive and appropriate behavior. Students can purchase items from our student store on a monthly basis using their Paw Prints. Each morning students say the school's Bear Pledge, which encourages them to be responsible for their actions and show respect towards others. The Character Counts pillar of the month is shared during the monthly assemblies. Students are recognized during each assembly for exemplifying the character trait of focus for that month. Students acting in an unsafe or disruptive manner are issued a "Pink Slip," which is required to be signed by the parent and returned to school. Students who do not receive any "Pink Slips" for the month participate in the Bear Play Day (free recess) at the end of each month. Administrators are involved with severe or persistent student behavior problems and consistently communicate with all parents to ensure accountability and home/school support.

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: December 2015

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 - Most Recent Year

Year and month in which data were collected: December 2015

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

Last updated: 12/18/2015

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	40.0%	55.0%	44.0%
Mathematics (grades 3-8 and 11)	34.0%	46.0%	33.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/12/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	84	81	96.4%	21.0%	36.0%	22.0%	21.0%
Male	84	38	45.2%	18.0%	37.0%	21.0%	24.0%
Female	84	43	51.2%	23.0%	35.0%	23.0%	19.0%
Black or African American	84	1	1.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	84	0	0.0%	--	--	--	--
Filipino	84	1	1.2%	--	--	--	--
Hispanic or Latino	84	71	84.5%	20.0%	38.0%	24.0%	18.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	84	8	9.5%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	84	72	85.7%	24.0%	35.0%	25.0%	17.0%
English Learners	84	32	38.1%	28.0%	63.0%	9.0%	0.0%
Students with Disabilities	84	5	6.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	71	68	95.8%	37.0%	29.0%	24.0%	10.0%
Male	71	32	45.1%	50.0%	34.0%	13.0%	3.0%
Female	71	36	50.7%	25.0%	25.0%	33.0%	17.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	71	1	1.4%	--	--	--	--
Filipino	71	1	1.4%	--	--	--	--
Hispanic or Latino	71	55	77.5%	42.0%	29.0%	22.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	71	9	12.7%	--	--	--	--
Two or More Races	71	2	2.8%	--	--	--	--
Socioeconomically Disadvantaged	71	59	83.1%	41.0%	31.0%	20.0%	8.0%
English Learners	71	19	26.8%	79.0%	21.0%	0.0%	0.0%
Students with Disabilities	71	11	15.5%	73.0%	18.0%	9.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	87	98.9%	41.0%	24.0%	26.0%	8.0%
Male	88	46	52.3%	43.0%	26.0%	22.0%	9.0%
Female	88	41	46.6%	39.0%	22.0%	32.0%	7.0%
Black or African American	88	1	1.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	88	1	1.1%	--	--	--	--
Filipino	88	1	1.1%	--	--	--	--
Hispanic or Latino	88	71	80.7%	44.0%	23.0%	25.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	88	11	12.5%	27.0%	27.0%	36.0%	9.0%
Two or More Races	88	2	2.3%	--	--	--	--
Socioeconomically Disadvantaged	88	74	84.1%	43.0%	24.0%	26.0%	7.0%
English Learners	88	29	33.0%	86.0%	10.0%	3.0%	0.0%
Students with Disabilities	88	20	22.7%	85.0%	5.0%	10.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	81	79	97.5%	16.0%	34.0%	41.0%	9.0%
Male	81	42	51.9%	10.0%	40.0%	43.0%	7.0%
Female	81	37	45.7%	24.0%	27.0%	38.0%	11.0%
Black or African American	81	2	2.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	81	1	1.2%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	81	68	84.0%	18.0%	34.0%	40.0%	9.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	81	7	8.6%	--	--	--	--
Two or More Races	81	1	1.2%	--	--	--	--
Socioeconomically Disadvantaged	81	74	91.4%	18.0%	35.0%	38.0%	9.0%
English Learners	81	13	16.0%	46.0%	46.0%	8.0%	0.0%
Students with Disabilities	81	8	9.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	84	82	97.6%	22.0%	30.0%	27.0%	21.0%
Male	84	38	45.2%	21.0%	24.0%	24.0%	32.0%
Female	84	44	52.4%	23.0%	36.0%	30.0%	11.0%
Black or African American	84	1	1.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	84	0	0.0%	--	--	--	--
Filipino	84	1	1.2%	--	--	--	--
Hispanic or Latino	84	71	84.5%	20.0%	34.0%	31.0%	15.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	84	9	10.7%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	84	72	85.7%	24.0%	31.0%	31.0%	15.0%
English Learners	84	33	39.3%	24.0%	42.0%	27.0%	6.0%
Students with Disabilities	84	5	6.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	71	69	97.2%	19.0%	51.0%	19.0%	12.0%
Male	71	33	46.5%	24.0%	48.0%	12.0%	15.0%
Female	71	36	50.7%	14.0%	53.0%	25.0%	8.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	71	1	1.4%	--	--	--	--
Filipino	71	1	1.4%	--	--	--	--
Hispanic or Latino	71	56	78.9%	21.0%	54.0%	14.0%	11.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	71	9	12.7%	--	--	--	--
Two or More Races	71	2	2.8%	--	--	--	--
Socioeconomically Disadvantaged	71	59	83.1%	20.0%	53.0%	17.0%	10.0%
English Learners	71	20	28.2%	35.0%	65.0%	0.0%	0.0%
Students with Disabilities	71	11	15.5%	45.0%	36.0%	18.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	88	87	98.9%	38.0%	37.0%	10.0%	14.0%
Male	88	46	52.3%	37.0%	37.0%	11.0%	15.0%
Female	88	41	46.6%	39.0%	37.0%	10.0%	12.0%
Black or African American	88	1	1.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	88	1	1.1%	--	--	--	--
Filipino	88	1	1.1%	--	--	--	--
Hispanic or Latino	88	71	80.7%	39.0%	37.0%	10.0%	13.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	88	11	12.5%	27.0%	45.0%	9.0%	18.0%
Two or More Races	88	2	2.3%	--	--	--	--
Socioeconomically Disadvantaged	88	74	84.1%	41.0%	38.0%	11.0%	11.0%
English Learners	88	29	33.0%	62.0%	31.0%	3.0%	0.0%
Students with Disabilities	88	20	22.7%	80.0%	10.0%	10.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	81	79	97.5%	29.0%	37.0%	22.0%	11.0%
Male	81	42	51.9%	31.0%	36.0%	24.0%	10.0%
Female	81	37	45.7%	27.0%	38.0%	19.0%	14.0%
Black or African American	81	2	2.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	81	1	1.2%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	81	68	84.0%	31.0%	37.0%	19.0%	12.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	81	7	8.6%	--	--	--	--
Two or More Races	81	1	1.2%	--	--	--	--
Socioeconomically Disadvantaged	81	74	91.4%	30.0%	36.0%	22.0%	11.0%
English Learners	81	13	16.0%	69.0%	31.0%	0.0%	0.0%
Students with Disabilities	81	8	9.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	38.0%	49.0%	59.0%	64.0%	76.0%	76.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/12/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	76.0%
All Students at the School	59.0%
Male	70.0%
Female	47.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	54.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	57.0%
English Learners	22.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/12/2016

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.8%	16.1%	24.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/5/2016

C. Engagement

State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement - Most Recent Year

Canyon Springs' staff believes that parents are our partners in education. We welcome and encourage parent involvement through a wide variety of opportunities that take place throughout the year. Opportunities for parental involvement include: volunteering in the classroom, participating in a decision-making group, joining the school PTA or simply attending school events. School-to-home communication is provided in English and Spanish. Parents stay informed of upcoming events and school activities through a monthly school newsletter, monthly calendar, school website, school marquee, flyers, and weekly phone messages through our School Messenger system.

Opportunities to Volunteer • Classroom Helper • Office Helper • Event Planning Committees • School Site Council • English Learner Advisory Council • Parent Teacher Association (PTA) School Activities • Back to School Night • Open House • Parent Workshops • Student Performances • Fall Carnival • PTA Family Events • Talent Show • Parent Conferences • Monthly Awards Assemblies • Community Based English Tutoring (CBET) adult ESL classes • Parent/Family Information Nights • Sign Language classes • Family Math Night • Young Author's Event • GATE Night • Individual teacher or Principal conferences upon request.

The Parent Involvement Policy and Canyon Springs Home/School Compact are distributed to all parents at the beginning of each school year. Signed Home/School Compacts are on file in each teacher's classroom. Canyon Springs is committed to ensuring that all parents are able to become involved in their child's education in meaningful ways.

State Priority: Pupil Engagement

Last updated: 12/18/2015

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

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

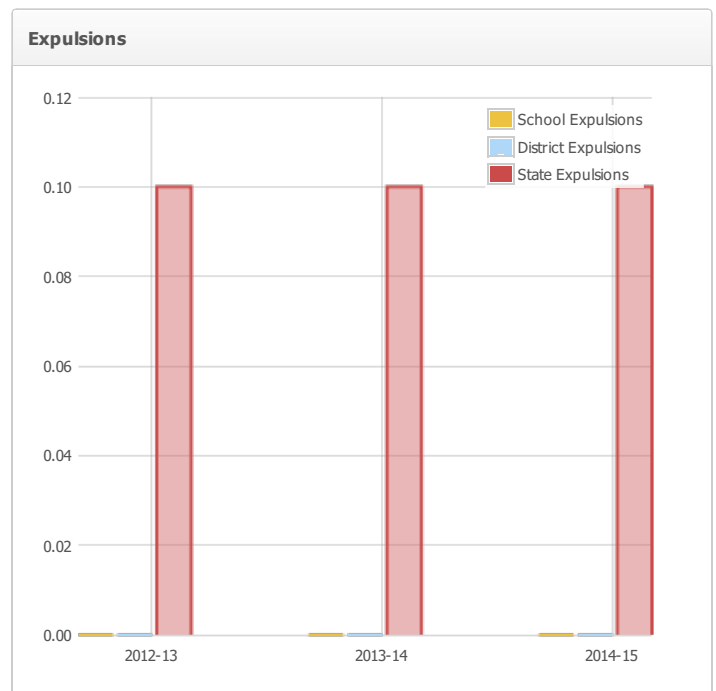
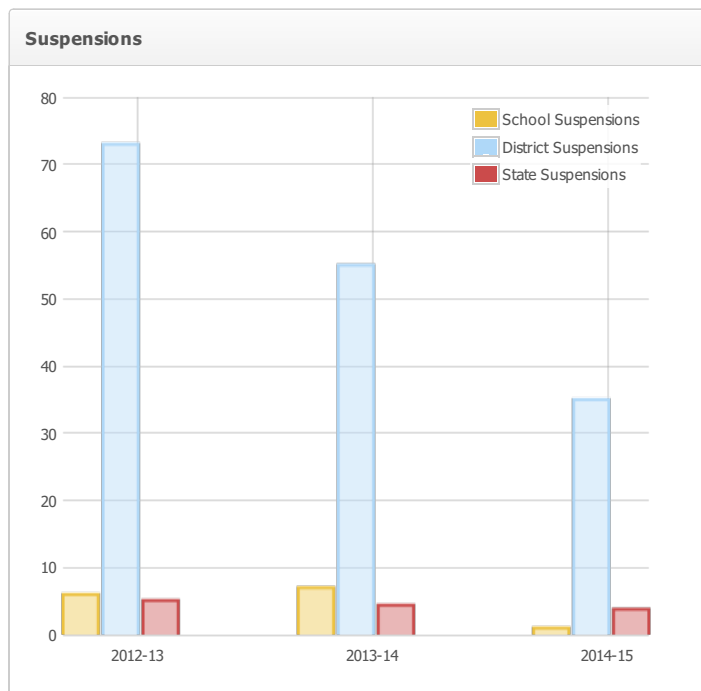
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.0	7.0	1.0	73.0	55.0	35.0	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/14/2016

School Safety Plan - Most Recent Year

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

The school's current school safety plan was reviewed, updated, and discussed with school staff members in August 2015.

Last updated: 12/18/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		N/A	
Met Graduation Rate	N/A	N/A	

Last updated: 1/8/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	33.0%

Note: Cells with NA values do not require data.

Last updated: 1/8/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	1	2		18.0	2	2		22.0		3	
1	19.0	4			24.0		3		22.0		3	
2	29.0		2		26.0		3		25.0		3	
3	27.0		3		26.0		2		20.0	1	2	
4	27.0		2		29.0		3		31.0		2	
5	28.0		2		35.0			2	20.0	1	2	
6	22.0	2	2	1	26.0	1	1	1	21.0	3	3	
Other	7.0	3			11.0	3			17.0	1	1	

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

Last updated: 1/13/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor

Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

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

Last updated: 1/13/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7425.2	\$1405.0	\$6020.2	\$74338.8
District	N/A	N/A	\$6027.0	\$71674.0
Percent Difference – School Site and District	N/A	N/A	0.1%	3.7%
State	N/A	N/A	\$5348.0	\$72993.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/13/2016

Types of Services Funded (Fiscal Year 2014-15)

- Gifted and Talented Education (GATE)

- Title I, Part A - Educationally Disadvantaged Students

- Title II, Part A - Teacher Quality & Class Size Reduction

- Title III, Part A - Limited English Proficient (LEP)

- School and Library Improvement Grant (SIG)

- After School Education and Safety Program (ASES)

- State Preschool Program

Last updated: 1/8/2016

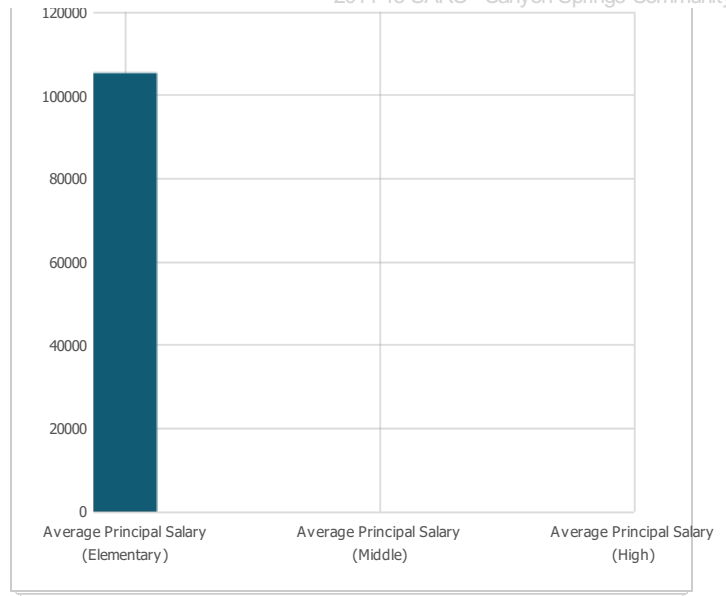
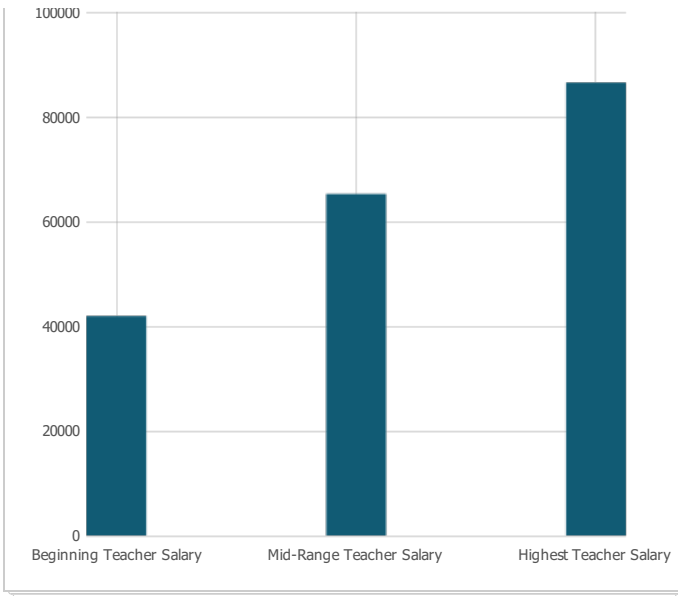
Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,942	\$43,091
Mid-Range Teacher Salary	\$65,245	\$70,247
Highest Teacher Salary	\$86,533	\$89,152
Average Principal Salary (Elementary)	\$105,364	\$112,492
Average Principal Salary (Middle)	--	\$116,021
Average Principal Salary (High)	--	\$117,511
Superintendent Salary	\$161,724	\$192,072
Percent of Budget for Teacher Salaries	38.0%	41.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/13/2016

Professional Development – Most Recent Three Years

The Sulphur Springs Union School District is firmly committed to providing professional development for all teachers to support the successful progress for our students’ academic and social development. Our continued professional development is based on data reflecting our students’ academic and social needs.

The professional development offered is grade level or content specific, and addresses the current California State Standards. Professional development can include training in specific subject areas, general academics, social behavior, instructional use of technology, as well as job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program Beginning Teacher Support and Assessment (BTSA) for new teachers.

The district and site administrators also provide and attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation, and leadership. In addition to professional development activities offered to the district’s teachers and administrators, classified employees also receive training based on the specific needs of their assignment.

The Sulphur Springs Union School District and Canyon Springs Community School are committed to providing professional development activities to every educator to improve instruction and enhance student achievement. In addition to the calendared professional development days, the district and site also provides numerous professional development opportunities throughout the year, on early release Tuesdays, after school, and during winter and summer breaks. Every Tuesday students are released one hour early to provide teachers with site-based professional development opportunities that include site-based staff development, grade level collaborative planning, and student data analysis. Implementation of professional development is supported through: teacher-principal meetings, student performance data reporting, objective conferences, peer coaching, classroom observations, and consistent follow-up.

Last updated: 1/7/2016