

Hacienda La Puente Unified School District

"Where Every Student Excels"

Sparks Elementary School

"Soaring Towards Excellence"

2009-2010 School Accountability Report Card

Published in the 2010-11 School Year

15151 East Temple Avenue • La Puente, CA 91744 • (626) 933-5101

Grades Kindergarten through Six

www.sparks-elem.hlpusd.k12.ca.us

School Administration

Gregory O'Brien, Ph.D.

Principal



Board of Education

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Mrs. Anita Perez, Member

District Administration

Barbara Nakaoka, Ed.D.

Superintendent

Dr. Gary Matsumoto

Associate Superintendent,

Business Services

Mrs. Cynthia Parulan-Colfer

Associate Superintendent,

Adult and Continuing Education

Dr. Hasmik Danielian

Associate Superintendent,

Secondary Schools

Mr. William Roberts

Assistant Superintendent,

Human Resources

District Mission Statement

The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem-solving in meeting the challenges of a changing society.

Principal's Message

As Principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Sparks Elementary School. Whether student, parent, staff, or community member, the data contained within these pages will prove useful in informing you about our school and community, including but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement.

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this as not only a means of complying with State legislature, but an opportunity to publish the accomplishments we take great pride in sharing, and set forth goals and focal points for future endeavors that will be paramount in determining the effectiveness of next year's programs and activities.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the District, myself in particular, that a well informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping Sparks Elementary School change with the times and maintain flexibility in this and future generations.

School Vision Statement

Sparks Elementary School is a dynamic community of students, teachers, and parents where every student reads on grade level by third grade, and every student leaves sixth grade proficient in Language Arts, Math, and Writing.

School Goals

Our goal is to have a safe, clean, kind school community so that every student can learn. We believe that every student can learn grade level standards and achieve at high levels.

2010 API: 822 (actual)

2011 API: 855 (goal)

AYP Math Target for English Language Learners: 75%

AYP Language Arts Target for English Language Learners: 68%

Community & School Profile

The Hacienda La Puente Unified School District is the largest school district in the San Gabriel Valley, serving more than 78,800 students; 25,000 pre-K-12 and 30,000 adult education students at two main facilities and 32 satellite sites. The District also has the largest correctional education program in the nation, serving an additional 33,000 students at eight correctional facilities throughout Los Angeles County. The 11.5 square mile District serves the diverse communities of City of Industry, Hacienda Heights, La Puente and portions of Valinda and West Covina. The District includes 20 elementary schools, four K-8 schools, six middle schools, four comprehensive high schools, one alternative high school, an orthopedic unit for the physically handicapped, and an extensive child development and adult education program. The District also maintains an Administration Center, an Instructional Services Center, a Multilingual Assessment Center, a Professional Library, and a Curriculum Lab.

Sparks Elementary School lies in the eastern section of the city of La Puente. The school operates on a traditional school calendar. Sparks Elementary School is committed to providing a strong instructional program for all students to ensure excellence in education. During the 2009-10 school year, the school served 466 students in grades kindergarten through six. The chart displays school enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group	
2009-10	
	Percentage
African American	1.3%
American Indian	0.4%
Asian	0.9%
Filipino	0.4%
Hispanic or Latino	96.4%
Pacific Islander	0.4%
White	0.2%

Discipline & Climate for Learning

Hacienda La Puente Unified School District annually provides a Code of Conduct for each of its sites which is supplemented by a set of behavioral standards developed by Sparks Elementary School. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Students and staff at Sparks Elementary School are guided by 4 Key Words: Safe, Clean, Kind, Learn. All other classroom and school rules are governed by these four words. The school's discipline philosophy, modeled after the Positive Behavior Interventions and Support (PBIS), promotes success through developing a positive and consistent school and classroom environment. We believe that good discipline is a solid foundation on which to build an effective school.

The goal of Sparks Elementary School's discipline program is to provide students with opportunities to learn self-discipline through a system of rewards and consequences for their behavior. Parents and students are informed of discipline policies through the Student/Parent Handbook, Home/School Compact, Bilingual Monthly Newsletter, Progress Reports, Back-to-School Night, classroom postings, monthly Rise & Shine assemblies, and parent meetings. Students who exemplify characteristics of good behavior are recognized weekly during exemplary eagle raffles, monthly at school assemblies, and at the Student of the Month Breakfast.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	4	0	3	1904	1879	1324
Suspension Rate	0.9%	0.0%	0.6%	8.5%	8.4%	6.2%
Expulsions	0	0	0	51	51	37
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.2%	0.2%

School Attendance

Regular daily attendance is a priority at Sparks Elementary School. We take pride in our high ADA (average daily attendance). Over the past few years, Sparks Elementary has had one of the best ADA rates in all of La Puente (over 97% in 2008-09). Absence reports are regularly reviewed by the SB65 Consultant and principal. Parents are notified of absences through phone calls, letters, and if necessary, home visits. The SB65 Outreach Consultant provides regular attendance data to parents and teachers to increase awareness and reduce truanancies. Exemplary attendance is encouraged through the Good Attendance Program. Each day, classrooms with perfect attendance display a Perfect Attendance banner and grade levels with perfect attendance are announced over the intercom. Excellence in attendance is rewarded at the monthly Rise & Shine assemblies. The classroom with the best attendance receives a special honor. Students who exhibit excessive absences are directed to the appropriate authorities, including a Student Success Team (SST), COST, the School Attendance Review Team (SART), and/or the District's School Attendance Review Board (SARB).

Staff Development

Professional development within the District addresses the individual needs of teachers as well as broader school concerns. There are no districtwide staff development days, but after-school workshops, inservices, summer institutes, and professional conferences with guest speakers and consultants from the UCLA School of Management are methods by which professional development is provided.

Teacher Assignment

Hacienda La Puente Unified School District recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, Sparks Elementary School had 21 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	23	25	21	947
Without Full Credentials	0	0	0	26
Working Outside Subject	0	0	0	2

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

	Misassignments/Vacancies		
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	96.3%	3.7%
High-Poverty Schools in District	98.0%	2.0%
Low-Poverty Schools in District	100.0%	0.0%

Counseling & Other Support Services

It is the goal of Sparks Elementary School to assist students in their social and personal development as well as in academics. The school provides special attention to students who experience achievement or behavioral difficulty. The Student Success Team members coordinate the counseling and support services at Sparks Elementary School. The school does not have an academic counselor. The chart displays support staff available to students at the school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Contracted Counselor	1	1.0
Nurse	1	0.2
Primary Intervention Program (PIP) Staff	1	0.2
Psychologist	1	0.2
Resource Specialist	1	1.0
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	0.2

Hacienda La Puente Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with State and District standards. It is the District's goal to ensure that all students are provided the support they need in order to experience success in their academic career. Through teacher training, monitoring of student achievement, and modification of instruction, Sparks Elementary School is able to offer programs to meet the individual needs of its students.

The Gifted and Talented Education (GATE) program is offered to students in grades 3-6 who have been recognized by their teachers as capable of high levels of achievement. The school's GATE Facilitator works with teachers of GATE students and plans special events such as after-school activities and field trips.

Students identified as English Learners through the California English Language Development Test (CELDT) and the District test are assigned to appropriately credentialed teachers and provided in-class instruction daily using English Language Development (ELD) techniques. In addition, Literacy Coaches go into the classrooms to work with students and provide support to teachers.

Students whose test results indicate they need additional assistance to achieve grade level proficiency receive supplemental instruction within the regular classroom and may participate in the Eagle Academy, an after-school intervention program. Teachers and staff provide tutorials and work with students on a variety of skills to enhance their academic progress. The school works diligently to maintain open communication with parents regarding their child's progress throughout the school year.

Students with special needs are accommodated with a variety of options. A team consisting of the parent, school administrator, General Education Teacher, Psychologist, and Special Education Teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction and assistance a student will receive.

Class Size

The Class Size Distribution table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	08	09	10	08	09	10	08	09	10			
By Grade Level												
K	20	20	20	2	3	3	-	-	-	-	-	-
1	16	19	20	3	3	3	-	-	-	-	-	-
2	17	20	20	3	3	3	-	-	-	-	-	-
3	20	19	19	3	4	3	-	-	-	-	-	-
4	34	31	34	-	-	-	-	2	-	2	-	2
5	36	36	33	-	-	-	-	-	1	1	2	1
6	31	-	-	-	-	-	2	-	-	-	-	-
K-3	19	-	-	2	-	-	-	-	-	-	-	-
4-6	26	-	-	-	-	-	1	-	-	-	-	-
By Subject Area												
English	-	14	28	-	4	-	-	-	2	-	-	-
Mathematics	-	14	28	-	4	-	-	-	2	-	-	-
Science	-	14	26	-	4	-	-	-	2	-	-	-
Social Science	-	14	28	-	4	-	-	-	2	-	-	-

Data Sources

Data within the SARC was provided by the Hacienda La Puente Unified School District, retrieved from the 2009-10 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the State. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Sparks Elementary School. These assessments measure students' actual progress as well as the effectiveness of the instructional program.

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.

Statewide and similar schools API ranks are published when the Base API is released each March. 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.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2010 Growth API at the school, District, and State level.

API School Results			
	07-08	08-09	09-10
Statewide Rank	3	4	5
Similar Schools Rank	5	8	9
All Students at the School			
Actual API Change	48	33	38
Hispanic or Latino			
Actual API Change	52	30	40
Socioeconomically Disadvantaged			
Actual API Change	48	34	35
English Learners			
Actual API Change	69	-4	54

* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)

Growth API			
	School	District	State
All Students	822	791	767
Hispanic or Latino	824	765	715
Socioeconomically Disadvantaged	816	766	712
English Learners	785	738	691

Adequate Yearly Progress

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- 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.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their District) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school and District performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria				
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		No	

Federal Intervention Program

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 CDE website at <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2010-2011
Year in PI (2010-11)	-	Year 1
# of Schools Currently in PI	-	11
% of Schools Identified for PI	-	33.33%

California Standards Test

The California Standards Tests (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 2 through 11; Science in grades 5 and 8 through 11; and History/Social Science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the California Department of Education's website at <http://star.cde.ca.gov/>.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the State standards). The second 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.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	39	48	56	45	49	53	46	50	52
Mathematics	49	57	72	41	43	49	43	46	48
Science	39	46	73	44	51	59	46	50	54
History/Social Science				35	42	48	36	41	44

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/Social Science
All Students in the District	53	49	59	48
All Students at the School	56	72	73	
African American	*	*		
American Indian	*	*		
Asian	*	*		
Filipino	*	*		
Hispanic or Latino	56	72	73	
Pacific Islander	*	*	*	
White	*	*		
Males	52	70	81	
Females	59	73	67	
Socioeconomically Disadvantaged	55	71	72	
English Learners	31	52	53	
Students with Disabilities	28	47	*	
Migrant Education	*	*	*	

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Physical Fitness

In the spring of each year, Sparks Elementary School is required by the State to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.0%	16.7%	20.8%

Instructional Materials

Hacienda La Puente Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. Hacienda La Puente Unified School District held a Public Hearing on September 9, 2010, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Instructional materials for grades K-8 are selected from the State's most recent list of standards-based materials; for grades 9-12, all materials have been approved by the Board of Education.

Hacienda La Puente Unified School District follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language and visual and performing arts. District textbook review and adoption activities occur the year following the State's adoption. *The District does not have a formal textbook adoption for Health or for Visual and Performing Arts.*

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th	English/ Language Arts	Holt, Rinehart & Winston	1997	Yes	0.0%
K-5	English/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-5	History/Social Science	Addison Wesley Prentice Hall	2006	Yes	0.0%
6th	History/Social Science	McDougal Littell	2006	Yes	0.0%
K-5	Mathematics	Harcourt Brace	2002	Yes	0.0%
6th	Mathematics	McDougal Littell	2003	Yes	0.0%
6th	Science	Holt, Rinehart & Winston	2006	Yes	0.0%
K-5	Science	Scott Foresman	2006	Yes	0.0%

Availability of Additional Internet Access at Public Locations

The Hacienda Heights Public Library, La Puente Public Library, and West Covina Public Library provide free internet access to all registered patrons, including the students of the Hacienda La Puente Unified School District. There are a small number of local businesses that provide a Wi-Fi network to patrons wishing to connect to the Internet using their personal equipment.

Safe School Plan

The safety of students and staff is a primary concern of Sparks Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis and earthquake drills are held quarterly. During lunch, recesses, and before and after school, assigned staff and noon aides supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. All visitors must make arrangements with school staff in advance, sign in at the school's office, wear visitors' badges during their time on campus, and check out at the office upon leaving.

In 1998, the Comprehensive Safety Plan was developed by the District in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and dress code guidelines.

Sparks Elementary School reviews the plan by March of each year and updates it as needed. The plan was last updated and reviewed with school staff in October 2010. An updated copy of the plan is available to the public at the school and District offices.

School Facilities

Sparks Elementary School provides a safe, clean environment for students, staff, and volunteers. The school is situated on 8.9 acres. School facilities were built in 1956, with additions built in 1959. They span nearly 35,000 square feet, and include an administration building, multipurpose room, computer lab, 16 permanent classrooms, and nine portable classrooms. The facility strongly supports teaching and learning through its ample classroom and playground space. The chart displays the results of the most recent facilities inspection.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. 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.

Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

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. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year, the District budgeted \$1,770,783 for the deferred maintenance program. This represents 1.5% of the District's general fund budget.

Deferred Maintenance Projects

For the 2010-11 school year, the District's governing board approved deferred maintenance projects for this school that will result in underground pipe replacement in October 2010. The District's complete deferred maintenance plan is available at the District office.

School Leadership

Principal Gregory O'Brien has led the school for six years, backed by more than 14 years of experience in public schools. Leadership at Sparks Elementary School is a responsibility shared among District administration, the Principal, instructional staff, students, and parents.

All members of the school community are committed to a shared school-wide vision, which creates a strong foundation toward academic success for all students. The Principal oversees the day-to-day operations of the school. Coordinating with the Principal is the Leadership Team, which meets monthly to focus on school-wide curricular and administrative issues.

Staff members and parents participate on various committees to ensure instructional programs are consistent with students' needs and comply with District goals. These committees include: School Site Council/Shared Decision Making (SSC/SDM), Leadership Team, English Learners Advisory Committee (ELAC), and Families in Action.

School Facility Conditions				
Date of Last Inspection: 01/26/2010				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Ceiling tiles missing, damaged or stained in 7 locations. Work orders in progress.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Lights out or damaged in 1 location. Electrical device cover missing or damaged in 2 locations. Exposed wiring in 1 location. Work orders in progress.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)		X		Electrical panel blocked in 2 locations. Improper chemical storage in 7 locations. Work orders in progress.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Access ramp damaged in 1 location. Work order in progress.



Parent & Community Involvement

Parents and the community are very supportive of the educational program at Sparks Elementary School. Many programs and activities are enriched by the generous contributions made by the following businesses and organizations:

- Alcoa Fastening Systems
- Assemblyman Ed Hernandez Tools for Schools
- California Karate Dojo
- Casa Blanca
- CEMEX
- Dulcenea Restaurant & Bionicos
- Everest College
- EZ Jumper
- Golden State Foods "Shoes that Fit"
- Heart of Compassion
- Hsi Lai Temple & BLIA
- In & Out Burger
- Kathryn E. Millan Memorial Foundation
- Latin America Bible Institute
- Marinello School of Beauty
- Mimi's Café
- New Horizons Caregivers Group (Cathy and Robert Jamieson)
- Pizza Hut
- Rotary Club
- Shakey's Pizza
- Sheriff's Department
- Starbucks
- Target
- The Gabriel Foundation
- The Tiara Foundation
- Washington Mutual

Sparks Elementary School has implemented an extensive Parent Involvement Program to encourage families to become actively involved in their child's school and education. The following are activities and events at Sparks Elementary School that are open to parents: School Site Council/Shared Decision Making (SSC/SDM), English Learners Advisory Committee (ELAC), Parent Center for reading materials and school meetings, Annual Parents Recognition Luncheon, Cafe with the Principal, Three-Way Conferences, Kindergarten Family Nights, Awards Assemblies, Parent Education Classes, Rise & Shine, Student Success Teams (SSTs), PESA Training, Back-to-School Night, Open House, Volunteering in the classroom, Families in Action, Volunteer Orientation/Recognition, and Parent Conferences.

Contact Information

Parents who wish to participate in Sparks Elementary School leadership teams, school committees, school activities, or become volunteers may contact Sparks Elementary School's Outreach Consultant Claudia Perez at (626) 933-5103 or Principal Gregory O'Brien at (626) 933-5101.

School Site Teacher Salaries

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2008-09 school year. The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

Average Teacher Salaries	
School & District	
School	\$63,989
District	\$64,112
Percentage of Variation	0.20%
School & State	
All Unified School Districts	\$68,179
Percentage of Variation	6.15%

Teacher & Administrative Salaries as a Percentage of Total Budget

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 the 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 at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2008-09		
	District	State
Beginning Teachers	\$43,687	\$42,377
Mid-Range Teachers	\$67,443	\$67,667
Highest Teachers	\$84,510	\$87,102
Elementary School Principals	\$103,382	\$108,894
Middle School Principals	\$107,402	\$113,713
High School Principals	\$121,895	\$124,531
Superintendent	\$189,727	\$223,323
Salaries as a Percentage of Total Budget		
Teacher Salaries	37.5%	40.3%
Administrative Salaries	6.1%	5.5%

District Expenditures

The figures shown in the Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the District and throughout the State.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,170
From Restricted Sources	\$354
From Unrestricted Sources	\$3,816
District	
From Unrestricted Sources	\$6,355
Percentage of Variation between School & District	39.96%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	32.83%

District Revenue Sources

For the 2008-09 school year, the District received approximately \$3,109 per student in Federal and State aid for the following programs:

- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program
- Regional Occupational Program
- Safe and Drug Free Schools Program
- Special Education
- Staff Development
- Tenth Grade Counseling
- Title I Program
- Vocational and Applied Technology Education Act