



CARL SUNDAHL ELEMENTARY SCHOOL

9932 Inwood Road, Folsom, CA 95630 • (916) 989-9182

Marty Baumann, Principal

School Accountability Report Card

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Nancy Rieger, Administrative Assistant, Carl Sundahl Elementary, 916-989-9182.

School Profile

Carl H. Sundahl Elementary School has served students residing on the northwest side of the American River in Folsom since September 1987. Sundahl is a K-6 learning environment. We operate on a traditional year calendar. Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in October 2006, was 441 students. Our campus houses 20 classrooms, a library/media center, a technology lab, small group instructional spaces, and a Student Care/Preschool Center. Our multipurpose room/cafeteria complex includes a stage/music room as well as a serving kitchen and basketball court. Our Life Lab, an outdoor learning center and picnic bench area, was built by our PTA. The classrooms, library, technology lab, and office complex are linked through a computer network system that supports the instructional program technically and allows access to the Internet. All classrooms are equipped with multiple computer stations and Internet access for curriculum and research support. Our technology lab presently houses 34 Internet-linked computers for student instruction, a teaching station and an LCD projector for group technology lessons. The technology lab was funded in part by our Carl Sundahl Parent Foundation. Technology access for staff and students is a focus at Carl Sundahl which is supported by both teachers and parents.

At Carl Sundahl we are committed to preparing all our children to achieve all they are capable of.

Our primary goal is to prepare our students to become responsible citizens and productive, caring members of our society. Our strong educational programs work to support each student in successfully meeting the challenges of learning. Opportunities for differentiated learning help to provide appropriate challenges for all students, including those identified for GATE. Instructional intervention programs are offered to insure all students are supported in meeting grade level standards in reading and math. These programs include our primary Ready Reader tutoring program, an individualized Read Naturally program, and small group pull-out math and reading tutorial programs. A wide variety of curriculum and enrichment activities are offered by staff and parent volunteers, including primary music, choir, visual art instruction, class performances, and after school enrichment clubs.

Our school culture is to provide an academically challenging curriculum in a caring and positive school environment. Our highly skilled staff is comprised of all veteran teachers, numerous mentor teachers, and three National Board Certified instructors. A school wide program of Dazzling Dolphins recognizes and celebrates students' positive behaviors. Our active Student Council provides awareness of the importance of community service.

Carl Sundahl is well known for its strong, supportive parent community. In addition to being classroom volunteers, parents also serve on our Site Council and Safety Committee, which assist with important curriculum, budget and facility decisions. Our PTA and Foundation parent groups plan numerous activities that serve as a positive bond between home and school and provide financial support for many of our programs.

Opportunities for Parental Involvement

There are numerous opportunities for parent involvement at Carl Sundahl. Parents can assist teachers in the classroom by tutoring students, copying and/or correcting papers, filing, field trip assistance, and serving as a room parent. Through our various remediation programs, parents can tutor students on a one-to-one basis or small group basis in reading and math. Our front office staff is always grateful for assistance with telephones and general paperwork.

Parents can also serve as members of our Site Council. This is an advisory group of parents and teachers that work with the administration on program and fiscal decisions. Our safety committee, consisting of parents and staff, focuses on school and community safety issues.

Our PTA, Parent Foundation, and Four Fathers rely totally on parent support and involvement. The creativity, talents and energy shared by our parents in numerous capacities are what enable Carl Sundahl to have the numerous enrichment and remedial programs and extracurricular activities rarely found in a public school setting.

We work closely with local businesses to increase the learning opportunities for our students. We are very grateful for all the support local businesses provide to our school. Parents and community businesses are viewed as valuable assets and partners in our educational endeavors.

An important part of our effective home/school partnership focus is our school website: <http://www.fcusd.org/CSWeb/>. The website contains information and updates on all aspects of the school program. The newly implemented EdLine program will give parents password-protected access to academic

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	3.3%
American Indian	0.5%
Asian	5.5%
Caucasian	80.4%
Filipino	1.0%
Hispanic	6.7%
Pacific Islander	0.7%
Multiple or No Response	1.9%

progress, assignments, grades, attendance, and other key information about their child.

For additional information about organized opportunities for parent involvement at Carl H. Sundahl Elementary School, please contact Carolyn Woods, Parent Coordinator, at 916-989-9182.

Enrollment By Grade

School districts receive financial support from the State for the education of the students they serve based on how many students attend each day. Most importantly, students who attend school on a regular basis and are on time are more likely to be academically successful. Attendance and punctuality are emphasized so that the continuity of the educational program can be maintained. Our staff carefully monitors student attendance to identify those students exhibiting excessive absences and offers assistance when necessary. During the 2006-07 school year, the actual attendance rate for all grade levels at Carl Sundahl Elementary was 96.69%.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
K	60	56	52
1st	79	58	60
2nd	65	80	63
3rd	72	63	85
4th	78	77	61
5th	73	76	70
6th	25	31	27

Enrollment By Program

During the 2006-07 school year, 416 students were enrolled at Carl H. Sundahl Elementary, of which 15% were students with disabilities, 2% were English Learners, and 3.8% were socioeconomically disadvantaged.

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from instructional assistants based on program needs (special education, bilingual), Resource Specialist and adult volunteers. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	05	06	07	1-20 Students			21-32 Students			33+ Students		
K	30	28	26	0	0	0	2	2	2	0	0	0
1st	19	19	20	4	3	3	0	0	0	0	0	0
2nd	20	18	19	3	5	4	0	0	0	0	0	0
3rd	19	18	17	3	3	30	0	0	0	0	0	0
4th	29	29	31	0	0	0	2	2	12	0	0	0
5th	29	30	34	0	0	0	2	2	0	0	0	12
6th	25	31	26	0	0	0	1	1	6	0	0	0
K-3	19	18	0	1	1	0	0	0	0	0	0	0
4th-8th	32	32	0	0	0	0	1	1	0	0	0	0

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Sundahl (Carl H.) Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

	CSR Participation		
	2004-05	2005-06	2006-07
K	-	-	-
1st	100%	100%	100%
2nd	100%	100%	100%
3rd	100%	100%	100%
K-3	100%	100%	-

Safe School Plan

Our school is safe and clean. There were 11 student accidents reported at our school in the 2006-07 school year. All restrooms and eating facilities are cleaned daily. Classrooms are cleaned every other day. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall and spring. Emergency plans have been developed in case a threatening situation should arise.

Carl Sundahl Elementary School is very concerned about student safety and has a very involved Safety Committee made up of parents and staff. Our safety committee meets monthly to address areas of concern and to continuously update and improve our emergency procedures and response time. We also work very closely with the Folsom Police and Fire Departments. Evacuation routes are in place and an emergency box with supplies, pictures, and class lists is kept up to date and easily accessible. Our emergency preparedness manual, which contains specific instructions for a variety of emergencies, is reviewed every year and a copy is placed in each classroom. A variety of potential emergency scenarios are practiced monthly with our students. Parents have been involved in emergency dismissal drills and all parents are informed of emergency plans and procedures through our Family Bulletin.

Risk Watch is an injury prevention program implemented at Carl Sundahl. It is designed to help children and families create safer homes and communities by teaching them the skills and knowledge they need to make positive choices about their personal safety and well-being. There are eight different topics that seek to prevent the major unintentional injuries that threaten elementary-age children.

Date of Last Review/Update: October 18, 2007

Date Last Reviewed with Staff: October 18, 2007

Discipline & Climate for Learning

Parents and students are informed of school and classroom discipline policies at Parent Orientation Night, through the Student Handbook and the Parents' Rights and Responsibilities brochure. Updates and reminders are posted in our "Dateline" which is sent home to families. A well organized and managed discipline plan helps children correct inappropriate behavior, make good choices, and, in turn, decreases disruptions in the classrooms. It is our goal to continually teach and recognize students' use of appropriate skills in their interactions with others.

Our Dazzling Dolphin program helps provide positive recognition to our fine students, as does our Attendance Award Program and Cafeteria Behavior Award Program. Students receive certificates and special principal

recognition through these programs. Our trimester awards assemblies also recognize students for their academic achievement and outstanding citizenship. Our goal is to reinforce desired behaviors with our positive recognition programs.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	13	1	0	2217	1046	3263
Suspension Rate	2.88%	0.23%	0.00%	12.08%	5.63%	17.36%
Expulsions	0	0	0	46	94	99
Expulsion Rate	0.00%	0.00%	0.00%	0.25%	0.51%	0.53%

School Facilities

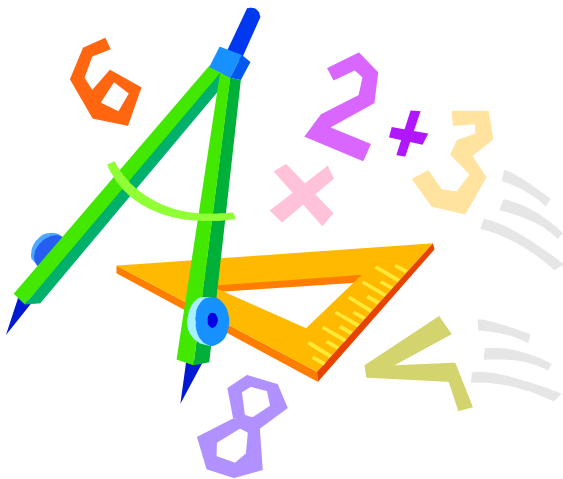
Each teacher at Sundahl has his/her own classroom. Each classroom is equipped with multiple computer stations. We have two large playing fields, three playground areas, and a basketball court for recesses and P.E. classes. Our P.E. teacher also has a separate field, a storage area, and accessibility to the multi-purpose room and stage area when needed for rainy day activities.

The classrooms, library, technology center and office complex are linked through a computer network system that supports the instructional programs technically and allows access to the Internet. Our school is totally networked to our LAN (local area network) and to the WAN (wide area network). There are computer stations in each classroom and our technology lab houses 34 work stations where classes receive specific technology instruction. Our technology lab also includes a teaching station with a LCD projection unit for instruction.

All restrooms are cleaned daily and classrooms are cleaned every other day. Heavier cleaning is done on a rotating basis. Items in need of simple repairs are done on the spot by our custodians. Safety issues are reported immediately to the district. Safety concerns are the top priority for our district maintenance department and are often corrected the same day. We also have a School Safety Committee that discusses potential problems and ways to improve our school environment. Our efforts are successful because our staff is committed to providing a safe and clean learning environment for our students.

Date of Last Review: February 6, 2007

School Facility Conditions				
Date of Last Inspection: 02/06/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			



Teacher Assignment

Folsom-Cordova Unified recruits and employs the most qualified credentialed teachers. For the 2006-07 school year, Carl Sundahl Elementary had 22 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. 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 positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006-07 school year, the most current data are reported.

Teacher Credential Status	School			District
	04-05	05-06	06-07	06-07
	Fully Credentialed	22	23	22
Without Full Credentials	0	0	0	17
Working Outside Subject	0	0	0	29

Misassignments/Vacancies	04-05	05-06	06-07
	Misassignments of Teachers of English Learners	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 Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. 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	100.00%	0.00%
District	98.00%	2.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	97.80%	2.20%

Substitute Teachers

The Folsom-Cordova Unified district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Sundahl (Carl H.) Elementary. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the Principal assumes the role of substitute.

Teacher Evaluation

All teachers are routinely observed and evaluated by site and school district administrators. Evaluations are conducted on a continuing basis. Teachers are evaluated on the following professional standards of performance: curriculum and instruction, learning environment, student growth, and professional qualities. These standards are based on state guidelines outlined in the Standards for the Teaching Profession document. Each teacher meets with his or her administrative supervisor annually to establish individual performance goals. The specific procedures and guidelines are included in Article 12, "Teacher Evaluations," in the FCUSD Teachers' Contract.

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with their colleagues. The District offers staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Counseling & Support Staff

It is the goal of Sundahl (Carl H.) Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.



	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Academic Counselor	0	0
Librarian/library media teacher	0	0
Nurse	1	.2
Psychologist	1	.4
Resource Specialist	1	1.0
Special Education Teacher	1	1.0
Speech and Language Specialist	1	1.0

Curriculum Development

All curriculum development in the Folsom Cordova Unified School District is based on the California State Content Standards and Frameworks. At the elementary level, textbooks aligned to state standards and approved by the State Board of Education are adopted by the district's school board. During 2006-07, a new Social Science program, Scott Foresman, was implemented.

Instructional Materials

Folsom-Cordova Unified held a Public Hearing on September 21, 2006 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 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. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
6th	History/Social Science	Holt	2001	Yes
0K	History/Social Science	Houghton Mifflin	1991	Yes
1st	History/Social Science	Houghton Mifflin	1991	Yes
2nd-3rd	History/Social Science	McGraw-Hill	2000	Yes
4th-5th	History/Social Science	McGraw-Hill	2000	Yes
6th	Mathematics	McDougal Littell	2001	Yes
K-5	Mathematics	Scott Foresman	2002	Yes
6th	Reading/ Language Arts	Holt, Rinehart & Winston	2003	Yes
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes
K-5	Science	Harcourt	2001	Yes
6th	Science	Holt	2001	Yes

District Expenditures

Folsom-Cordova Unified spent an average of \$3,851 to educate each student, based on 2005-06 actual expenditures. The 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	\$5,437
From Restricted Sources	\$814
From Unrestricted Sources	\$4,623
District	
From Unrestricted Sources	\$3,851
Percentage of Variation between School & District	20.05%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	6.47%

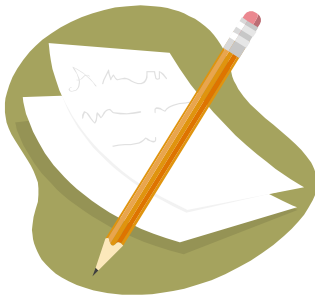
District Revenue Sources

In addition to general state funding, Carl Sundahl Elementary receives state and federal funding for the following categorical funds and other support programs: School & Library Improvement Program (SLIP), English Language Acquisition Program (ELAP), and Discretionary Site Block Grant.



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 districts 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 Web site.



Average Salary Information

Teachers - Principal - Superintendent

2005-06

	District	State
Beginning Teachers	\$32,657	\$38,478
Mid-Range Teachers	\$55,925	\$60,735
Highest Teachers	\$73,838	\$76,906
Elementary School Principals	\$92,819	\$96,766
Middle School Principals	\$100,826	\$102,730
High School Principals	\$100,699	\$110,489
Superintendent	\$182,000	\$169,243

Salaries as a Percentage of Total Budget

Teacher Salaries	44.8%	41.9%
Administrative Salaries	5.7%	5.2%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on fiscal year 2005-06 financial statements).

Average Teacher Salaries

School & District

School	\$61,871
District	\$58,677
Percentage of Variation	5.44%

School & State

All Unified School Districts	\$59,934
Percentage of Variation	3.23%

Standardized Testing and Reporting (STAR) Explanation

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Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11.

Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

California Standards Test (CST) Explanation

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less (indicated by a "*" in the cell).

The following data is the percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard).

California Standards Test (CST)																																	
Combined % of Students Scoring at Proficient and Advanced Levels																																	
Language Arts												Math						Science															
2		3		4		5		6		2		3		4		5		5															
05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07													
All Students																																	
School	82	79	70	73	69	66	80	83	78	75	77	79	52	80	57	76	82	65	80	74	87	77	79	73	71	87	73	48	77	65	50	57	68
District	55	64	61	48	49	51	64	66	67	58	59	59	49	55	55	68	71	67	67	68	69	65	68	68	61	64	61	52	55	56	41	48	51
State	42	47	48	31	36	37	47	49	51	43	43	44	38	41	42	56	59	59	54	58	58	50	54	56	44	48	49	40	41	42	28	32	37
Males																																	
School	81	78	64	68	71	65	81	78	81	65	68	70	50	*	65	78	86	58	85	75	89	83	84	72	52	92	76	50	*	71	45	58	73
District	54	62	58	45	48	49	62	64	66	52	57	57	43	48	52	72	74	69	68	72	71	66	68	68	59	63	63	52	54	56	43	53	54
State	39	43	44	29	33	33	44	46	48	39	40	41	35	38	40	58	59	59	56	58	58	50	54	56	43	48	48	41	42	42	32	34	38
Females																																	
School	82	82	77	78	67	69	79	89	76	85	85	88	*	89	*	74	76	73	76	73	83	71	76	73	87	82	71	*	89	*	54	56	65
District	56	66	65	52	51	52	67	69	67	64	61	61	55	61	58	64	69	64	65	64	67	64	70	68	64	63	59	52	55	57	40	43	47
State	45	50	53	35	39	41	52	54	55	46	47	48	41	44	45	55	57	58	54	56	57	51	55	58	45	48	49	39	41	41	26	30	35
Caucasian																																	
School	79	77	69	70	65	68	82	86	76	80	78	78	60	83	62	75	82	70	81	74	84	78	80	69	76	89	74	50	89	67	56	57	72
District	62	71	66	54	57	58	72	72	73	63	65	65	53	62	61	75	78	73	73	75	75	70	73	73	66	69	67	58	61	62	49	56	58
State	61	65	66	51	55	56	68	69	71	63	63	64	58	61	61	73	74	74	70	73	72	65	68	70	58	64	63	58	58	58	49	52	58
Students with Disabilities																																	
School	*	58	*	45	*	60	36	50	*	43	*	*	*	55	*	83	*	55	*	80	55	58	*	64	*	*	*	55	*	7	*	*	*
District	29	39	37	26	28	30	35	39	39	22	32	28	14	22	21	43	51	43	42	47	47	38	43	44	30	31	35	19	20	21	16	26	29
State	19	23	23	13	16	16	19	20	21	15	14	15	10	12	12	33	34	34	29	31	31	22	25	27	17	18	19	11	12	12	12	14	16

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

CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the re-authorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The re-authorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
	Reading			Math		
	3			3		
	05	06	07	05	06	07
All Students						
School	75	67	74	83	74	83
District	53	54	54	67	68	68
State	36	37	38	55	55	56
Males						
School	79	71	65	82	71	82
Females						
School	70	64	89	84	76	85
Caucasian						
School	72	69	72	83	74	81
Students with Disabilities						
School	55	*	60	64	*	67

**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, Sundahl (Carl H.) Elementary is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone 2006-07 Test Results

5th Grade	
School	
School Overall	53.7%
School (Boys)	54.5%
School (Girls)	52.9%
District	
District Overall	30.6%
District (Boys)	27.4%
District (Girls)	34.1%
State	
State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%



Academic Performance Index (API) Explanation

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	6	5	6	
All Students				
Actual Growth	5	9	-9	889
Caucasian				
Actual Growth	4	6	-10	887
Students with Disabilities				
Actual Growth	-	-	-11	796

B - This is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target, and rank information are not applicable to LEAs.

N/A - Means a number is not applicable or not available due to missing data.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.



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 Adequate Yearly Progress (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 (for secondary schools).

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's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

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.

Federal Intervention Programs	School	District
	Not in PI	Not in PI
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	2.78%

School Leadership

Leadership at Carl Sundahl Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The 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.

For the past two years, leadership duties have been assumed by Principal Marty Baumann. Mr. Baumann is in his nineteenth year as a site principal in Folsom Cordova and has 32 years of experience in California public schools. Mr. Baumann will be moving to another position in district administration beginning the 2007-08 school year.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and

comply with district goals. Leadership teams include: School Site Council, Safety Committee, School Leadership Team, PTA Executive Board, Carl Sundahl Foundation Executive Board, and Sundahl Student Council.

Staff Development

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored inservice and training is provided through our Professional Development Academy (PDA), a model of lead teachers and site level reading, math, science and technology coaches. Professional growth is also offered to all classroom aides and certificated classroom instructors through the State Professional Development Program, commonly referred to as the State Buy-Back Program. This program provides three outside-the-contract inservice days for all qualified staff. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have 33 National Board Certified teachers within the district. The district is involved with both AB430 (Principal Training) and AB 466 (Teacher Training), trainings which increase the capacity of all staff to deliver a standards-based curriculum. Approximately 6,500 hours of in-district professional development, focusing on English/language arts, math and science was provided during the 2006-07 school year.

Instructional Time (includes Minimum days)

For the 2006/07, Sundahl (Carl H.) Elementary offered 181 days of instruction, comprised of 168 regular days. The additional 13 minimum days were utilized for parent conferences, report card preparation, staff collaboration, staff development, compliance reviews, and operations issues. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	36,000
1st	50,400	50,400
2nd	50,400	50,400
3rd	50,400	50,400
4th	54,000	54,000
5th	54,000	54,000
6th	54,000	54,000

Data Sources

Data within the SARC was provided by Folsom-Cordova Unified School District, retrieved from the 2006-07 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 community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in Rancho Cordova and Folsom. These libraries contain numerous computer workstations.

