



# CARL SUNDAHL ELEMENTARY SCHOOL

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

Donna Hays, 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 2008, was 405 students. Our campus houses 18 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, 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/SERT 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 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 Lisa Frazzetta, 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.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	3.5%
American Indian	0.0%
Asian	5.9%
Caucasian	80.2%
Filipino	1.2%
Hispanic or Latino	8.4%
Pacific Islander	0.7%
Multiple or No Response	0.0%

During the 2007-08 school year, (the most current data available), the actual attendance rate for all attendance categories at Carl Sundahl Elementary was 96.69%.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
K	56	52	56
1st	58	60	57
2nd	80	63	55
3rd	63	85	60
4th	77	61	84
5th	76	70	65
6th	31	27	28

## Enrollment By Program

During the 2007-08 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 (Title 1, special education, bilingual), a 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:								
				1-20 Students			21-32 Students			33+ Students		
	06	07	08	06	07	08	06	07	08	06	07	08
K	28	26	28	-	-	-	2	2	2	-	-	-
1	19	20	19	3	3	3	-	-	-	-	-	-
2	18	19	18	5	4	3	-	-	-	-	-	-
3	18	17	20	3	30	18	-	-	-	-	-	-
4	29	31	28	-	-	-	2	12	18	-	-	-
5	30	34	33	-	-	-	2	-	6	-	12	6
6	31	26	28	-	-	-	1	6	6	-	-	-
K-3	18	-	-	1	-	-	-	-	-	-	-	-
4-8	32	-	-	-	-	-	1	-	-	-	-	-

## 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			
	2005-06	2006-07	2007-08
K	0%	0%	0%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## 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.

	Suspensions & Expulsions					
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	1	0	6	1046	3263	3153
Suspension Rate	0.2%	0.0%	1.5%	5.6%	17.4%	16.6%
Expulsions	0	0	0	94	99	125
Expulsion Rate	0.0%	0.0%	0.0%	0.5%	0.5%	0.7%

Our Dazzling Dolphin program helps provide positive recognition to our fine students, as does our Attendance Award Program and Honor Table 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.

## Data Sources

Data within the SARC was provided by Folsom-Cordova Unified School District, retrieved from the 2007-08 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.

## 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 are 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 over 35 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 7,000 hours of in-district professional development, focusing on English/language arts, math and science was provided during the 2007-08 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-6th	50,400	50,400

## Safe School Plan

Our school is safe and clean. There were two student accidents reported at our school in the 2007-08 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 regularly 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 Dateline Bulletin.

Date of Last Review/Update: October 18, 2007

Date Last Reviewed with Staff: October 18, 2007

## 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: September 29, 2008

## 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.

## Teacher Assignment

Folsom-Cordova Unified recruits and employs the most qualified credentialed teachers. For the 2007/08 school year, Carl Sundahl Elementary had 18 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 2007/08 school year, the most current data is reported.

School Facility Conditions				
Date of Last Inspection: 12/13/2007				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			Minor problem with heat flow in the administrative office. This is an insignificant problem that effects a very small area of the school. It has been addressed.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			A minor problem with one restroom door, but this is from wear and tear and is being addressed.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)			X	Deficiencies noted for damaged floor & ceiling tiles. A work order was created to address this concern and repairs were made.
Hazardous Materials (Interior and Exterior)	X			Minor deficiency regarding moisture damage on a classroom vent. This minor deficiency is being addressed.
Structural Damage			X	Three deficiencies noted for minor damage in concrete walk. A work order was created to address this concern.
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			All drinking fountains are in working condition, but concern noted for low water pressure in fountains. This has since been resolved.
Restrooms	X			Lighting in multipurpose rooms restroom not as bright as desired. Maintenance addressed this concern.
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			Small area on roof needs repair over administration office. Repair was made.
Playground/School Grounds	X			Three deficiencies noted for cracked cement. A work order was created to address this concern and repair was made.
Overall Cleanliness	X			Even though there were several deficiencies noted on the inspection report, none of these deficiencies were critical to the health and safety of pupils and staff. Work orders and repairs have addressed the concerns.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	23	22	19	938
Without Full Credentials	0	0	0	9
Working Outside Subject	0	0	0	0

Misassignments/Vacancies				
	05-06	06-07	07-08	
	Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0	
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>	
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 June 2006. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

## 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 Carl Sundahl 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.

## 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. For the 2007-08 school year, Kidspiration, a computer program, was purchased for all of the elementary sites. This program enables students to build graphic organizers by combining pictures, text, and spoken words to represent thoughts and information. It is also used to support English language learners in all curriculum areas.

## Instructional Materials

Folsom-Cordova Unified held a Public Hearing on September 18, 2008 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.

### 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	97.3%	2.7%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	97.1%	2.9%

### Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Library Clerk	1	1
Nurse	1	.2
Psychologist	1	.4
Resource Specialist	1	1.0
Special Education Teacher	1	1.0
Speech and Language Specialist	1	As Needed

### District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
1st-5th	ELD	Avenues	N/A	Yes	0.0%
K-6	History/Social Science	Scott Foresman	2006	Yes	0.0%
6th	Mathematics	McDougal Littell	2001	Yes	0.0%
K-5	Mathematics	Scott Foresman	2002	Yes	0.0%
6th	Reading/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
K-5	Science	Harcourt	2001	Yes	0.0%
6th	Science	Pearson/ Prentice Hall	2008	Yes	0.0%

## District Expenditures

Folsom-Cordova Unified spent an average of \$4,076 to educate each student, based on 2006-07 actual expenditures, the most current information available. 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	\$5,729
From Restricted Sources	\$818
From Unrestricted Sources	\$4,911
District	
From Unrestricted Sources	\$4,076
Percentage of Variation between School & District	20.49%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	7.34%

## 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. Carl Sundahl School Improvement Plan utilized categorical funds for such items as Lexia Software and Open Book programs. These programs provide supplemental skill development activities for all students K-6. New computers were purchased to increase the availability of student access to these programs. Field trips were funded to extend and enhance grade level curriculum and standards. Purchasing additional time for the school psychologist was also funded out of categorical funds. Communication with parents continues to be a priority. Funds associated with printing parent notifications, purchasing materials, and providing our Parent coordinator remained as an important role of SLIP.

## 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.

### 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 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$59,029
District	\$62,519
Percentage of Variation	5.59%
School & State	
All Unified School Districts	\$63,458
Percentage of Variation	6.98%

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$34,469	\$39,708
Mid-Range Teachers	\$59,029	\$63,805
Highest Teachers	\$77,936	\$82,081
Elementary School Principals	\$99,684	\$102,166
Middle School Principals	\$112,357	\$107,816
High School Principals	\$116,103	\$116,474
Superintendent	\$182,000	\$183,478
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.5%	40.6%
Administrative Salaries	5.8%	5.2%

## Standardized Testing and Reporting (STAR) Explanation

### Standardized Testing and Reporting (STAR) Explanation

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			6		5			
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																																	
School	79	70	76	69	66	64	83	78	79	77	79	83	80	57	65	82	65	86	74	87	69	79	73	80	87	73	80	77	65	66	57	68	82
District	64	61	61	49	51	53	66	67	70	59	59	62	55	55	62	71	67	69	68	69	69	68	68	72	64	61	62	55	56	55	48	51	59
State	47	48	48	36	37	38	49	51	55	43	44	48	41	42	47	59	59	59	58	58	61	54	56	61	48	49	51	41	42	44	32	37	46
Males																																	
School	78	64	73	71	65	60	78	81	76	68	70	78	* 65	58	86	58	88	75	89	74	84	72	82	92	76	79	* 71	75	58	73	85		
District	62	58	56	48	49	51	64	66	67	57	57	61	48	52	58	74	69	71	72	71	73	68	68	73	63	63	63	54	56	57	53	54	63
State	43	44	44	33	33	35	46	48	52	40	41	46	38	40	44	59	59	61	58	58	62	54	56	61	48	48	51	42	42	44	34	38	48
Females																																	
School	82	77	80	67	69	68	89	76	84	85	88	88	89	* 71	76	73	84	73	83	64	76	73	77	82	71	82	89	* 59	56	65	79		
District	66	65	66	51	52	53	69	67	73	61	61	64	61	58	64	69	64	68	64	67	65	70	68	73	63	59	60	55	57	51	43	47	53
State	50	53	51	39	41	40	54	55	59	47	48	52	44	45	50	57	58	58	56	57	60	55	58	62	48	49	52	41	41	43	30	35	45
Caucasian																																	
School	77	69	73	65	68	63	86	76	78	78	78	83	83	62	72	82	70	83	74	84	69	80	69	81	89	74	80	89	67	67	57	72	80
District	71	66	67	57	58	58	72	73	76	65	65	70	62	61	68	78	73	76	75	75	75	73	73	78	69	67	66	61	62	60	56	58	67
State	65	66	64	55	56	57	69	71	74	63	64	67	61	61	66	74	74	74	73	72	74	68	70	74	64	63	65	58	58	60	52	58	68
Students with Disabilities																																	
School	58	*	*	* 60	*	50	*	*	43	*	*	* 55	*	83	*	*	* 80	*	58	*	*	64	*	*	* 55	*	7	*	*				
District	39	37	36	28	30	36	39	39	46	32	28	31	22	21	20	51	43	50	47	47	57	43	44	48	31	35	37	20	21	19	26	29	31
State	23	23	22	16	16	20	20	21	30	14	15	22	12	12	13	34	34	34	31	31	39	25	27	36	18	19	25	12	12	13	14	16	26

\*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.

## 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.

## 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).

### CAT/6 Norm Referenced Test

	% At or Above 50th Percentile					
	Reading			Math		
	3			3		
	06	07	08	06	07	08
All Students						
School	67	74	60	74	83	77
District	54	54	54	68	68	68
State	37	38	38	55	56	56
Males						
School	71	65	50	71	82	78
Females						
School	64	89	71	76	85	75
Caucasian						
School	69	72	63	74	81	76
Students with Disabilities						
School	*	60	18	*	67	73

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

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.

## 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.

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (Academic Performance Index (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.

## 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 year, leadership duties have been assumed by Principal Donna Chulos Hays. Mrs. Chulos Hays is in her first year as a site principal at Carl Sundahl, has had 18 years of teaching experience in Folsom Cordova schools and has also served as an interim principal, department chair, academic coordinator, and ultimately the teaching vice principal.

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/SERT Committee, School Leadership Team, PTA Executive Board, Carl Sundahl Foundation Executive Board, and Sundahl Student Council.



API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	10	10	9	
Similar Schools Rank	5	6	6	
All Students				
Actual Growth	9	-9	6	894
Caucasian				
Actual Growth	6	-10	7	894
Students with Disabilities				
Actual Growth	-	-11	-	-

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	5.56%