



Carl H. Sundahl Elementary School

2009-10 School Accountability Report Card

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Folsom-Cordova
Unified School
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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 2009, was 371 students. Our campus currently houses 14 classrooms, a library/media center, a technology lab, small group instructional spaces, a Learning Center, and a Student Care/Preschool Center. Our multipurpose room/cafeteria complex includes a stage/music room as well as a serving kitchen and indoor basketball court. Our Life Lab, an outdoor learning center, garden, and picnic bench area, was built by our PTA and Foundation. The PTA's Green Dolphin Program focuses on not only maintaining the garden area on campus, but also involves students through curricular classroom activities. 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. Our library receives additional financial support from the Foundation and PTA. Through the coordination of fund raising efforts, Sundahl students receive in excess of 13 hours of Librarian Clerk time enabling each class to receive weekly library time. 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 totally funded in Carl Sundahl Parent Foundation, with the computer aide funded by our School Site Council. 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 what we know they are capable of achieving. 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 Lexia interventions, an individualized "Read Naturally" program, small group pull-out math and reading tutorial programs as well as Response to Instruction (RtI) interventions through school wide Tier Programs in our Learning Center. A wide variety of curriculum and enrichment activities are offered by staff and parent volunteers, including Back to School Picnic, Math Night, International Walk & Ride Bike to School, Used Book Store, Red Ribbon Week, Winter Wonderland Breakfast, Primary and Intermediate Read-Ins, Dr. Tap Dance Performance, Author's Day, Accelerated Reader Celebration, District Track Meet, Jog-A-Thon, Talent Show, and after school enrichment classes, which have included but are not limited to drawing, Legos, choir, and physical fitness.

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 two 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. Students, and families, benefit from trimester class lessons taught by our school psychologist. Past lessons have centered around and build on such topics as Self-Control, Respect, Choices, Being an Optimist, and No Bullying.

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.

Student Enrollment by Ethnic Group

2009-10

	Percentage
African American	2.7%
American Indian	-
Asian	5.1%
Filipino	-
Hispanic or Latino	6.2%
Pacific Islander	0.3%
White	83.2%
Two Or More	2.4%
None Reported	-

Discipline & Climate for Learning

Parents and students are informed of school and classroom discipline policies at Parent Orientation Night, through the Student Handbook, the Parents' Rights and Responsibilities, both of which are accessible online. 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 Honor Table Award Program. Students receive certificates and special principal recognition through these programs. Our trimester behavior and academic awards 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		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	6	4	8	3153	3017	2784
Suspension Rate	1.5%	1.0%	2.2%	16.6%	15.8%	14.5%
Expulsions	0	0	0	125	94	110
Expulsion Rate	0.0%	0.0%	0.0%	0.7%	0.5%	0.6%

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 2009-10 school year (the most current information available), the actual attendance rate for all attendance categories at Carl H. Sundahl Elementary was 97.10%.

Enrollment Trend by Grade Level

	2007-08	2008-09	2009-10
K	56	64	64
1st	57	58	68
2nd	55	53	60
3rd	60	64	57
4th	84	61	58
5th	65	89	62

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:								
	08	09	10	1-20 Students			21-32 Students			33+ Students		
K	28	32	32	-	-	-	2	2	2	-	-	-
1	19	19	34	3	3	-	-	-	-	-	-	2
2	18	18	30	3	3	-	-	-	2	-	-	-
3	20	32	29	18	-	-	-	12	2	-	-	-
4	28	31	29	-	-	-	18	12	2	-	-	-
5	33	30	31	-	-	-	6	18	2	6	-	-
6	28	29	-	-	-	-	6	6	-	-	-	-

Teacher Assignment

Folsom-Cordova Unified recruits and employs the most qualified credentialed teachers. For the 2010/11 school year, Carl Sundahl Elementary has 15 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 2010/11 school year, the most current data is reported.

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	19	18	14	688
Without Full Credentials	0	0	0	1
Working Outside Subject	0	0	0	10

	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 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.

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	95.38%	4.62%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

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. 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 742 (Teacher Training), trainings which increase the capacity of all staff to deliver a standards-based curriculum.

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. The Carl Sundahl Foundation funds additional psychologist time which allows for class lessons each trimester. These lessons have covered and reinforced such areas as Being an Optimist, Choices, No Bullies, and Respect.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Behavior Specialist	4	As Needed
Learning Center Teacher	1	1.0
Library Technician	3	0.14075
Nurse	1	0.2
Occupational Therapist	1	0.6
Psychologist	1	0.7
Special Education Aides	4	2.28
Speech Language Pathologist	1	1

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 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: www.fcusd.org/carlsundahl. The website contains information and updates on all aspects of the school program. The 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 the office at 916-989-9182.

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.

Instructional Materials

Folsom-Cordova Unified held a Public Hearing on October 7, 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 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	% Lacking	
6th	History/Social Science	Holt, Rinehart & Winston	2006	Yes	0.0%	
K-5	History/Social Science	Scott Foresman	2006	Yes	0.0%	
6th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%	
K-5	Mathematics	MacMillan/McGraw Hill	2009	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	Pearson Scott Foresman-California Science	2008	Yes	0.0%	
6th	Science	Prentice Hall	2008	Yes	0.0%	

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.

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 which house two beautiful play structures, 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 third 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.

School Facility Conditions				
Date of Last Inspection: 11/03/2010				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Safe School Plan

Our school is safe and clean. There were 7 student accidents reported at our school in the 2009-10 school year. All restrooms and eating facilities are cleaned daily. Classrooms are cleaned every third day. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall ; maintained and followed throughout the school year. 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. 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 folder with supplies, pictures, and class lists is kept up to date and easily accessible. Our Emergency Plan Quick Reference Guide for School Staff folder, 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 28, 2009

Date Last Reviewed with Staff: August 2010 and ongoing

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	75	80	77	59	63	63	46	50	52
Mathematics	78	78	79	55	56	57	43	46	48
Science	82	78	76	60	63	63	46	50	54
History/Social Science	*	*	*	46	51	52	36	41	44

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

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	63	57	63	52
School	77	79	76	*
African American	64	82	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	56	69	*	*
Pacific Islander	*	*	*	*
White	79	79	76	*
Males	71	78	79	*
Females	84	82	72	*
Socioeconomically Disadvantaged	44	67	*	*
English Learners	*	*	*	*
Students with Disabilities	62	74	57	*
Migrant Education	*	*	*	*

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

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
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	-	5
% of Schools Identified for PI	-	15.15%

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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22	40	17

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

Academic Performance Index

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. 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.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	07-08	08-09	09-10
Statewide Rank	9	9	9
Similar Schools Rank	6	4	3
All Students			
Actual API Change	6	4	2
White			
Actual API Change	7	9	-

** Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank is consistent with the 2007 school year.)*

Growth API			
	School	District	State
All Students	896	818	767
White	898	841	838

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
Met AYP Criteria	Yes	Yes	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

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 2009-10 financial statements).

Average Teacher Salaries	
School & District	
School	\$61,036
District	\$66,373
Percentage of Variation	8.05%
School & State	
All Unified School Districts	\$66,478
Percentage of Variation	8.19%

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		
2008-09		
	District	State
Beginning Teachers	\$35,642	\$41,155
Mid-Range Teachers	\$61,036	\$65,379
Highest Teachers	\$80,586	\$85,049
Elementary School Principals	\$99,143	\$106,453
Middle School Principals	\$113,512	\$111,487
High School Principals	\$122,417	\$121,513
Superintendent	\$206,000	\$194,802
Salaries as a Percentage of Total Budget		
Teacher Salaries	43.4%	40.1%
Administrative Salaries	5.6%	5.2%

District Expenditures

Folsom-Cordova Unified spent an average of \$4,183 to educate each student, based on 2008-09 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	\$5,548
From Restricted Sources	\$699
From Unrestricted Sources	\$4,885
District	
From Unrestricted Sources	\$4,183
Percentage of Variation between School & District	16.78%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	14.01%

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: English Language Acquisition Program (ELAP), Economic Impact Aid (EIA), School and Library Improvement Program (SLIP), 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, on a limited basis, 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.

Data Sources

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