Carl Sundahl Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Carl Sundahl Elementary School
Street	9932 Inwood Road
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-2425
Principal	Monika Himmrich
Email Address	mhimmric@fcusd.org
Website	http://www.fcusd.org/cse
County-District-School (CDS) Code	34673306106892

Entity	Contact Information
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
Website	www.fcusd.org

School Description and Mission Statement (School Year 2019-20)

School Vision and Mission:
Carl Sundahl fully adopts the Folsom Cordova mission statement of being committed to providing excellence in educational programs that carry high expectations for each student's achievement and success.

Guided by the highest expectations, Folsom Cordova Unified School District provides our students with a broad range of rigorous educational opportunities. Staff enables students to reach their full potential and successfully meet the demands and opportunities of a highly technological 21st Century.

Students graduate with a core of knowledge and skills that become the building blocks for lifelong learning. They graduate with a positive attitude and the leadership, character, and academic skills necessary to excel in a global arena.

Families are an integral part of the educational process. In recognition of this important role, family involvement is actively sought, encouraged, and welcomed.

Business and community partnerships greatly enhance students' learning experiences and educational opportunities. Partnerships offer students opportunities to apply their learning to real-world situations.

Schools serve as community hubs, places where the community gathers to celebrate and improve learning and to enjoy art, music, sports, public speaking, drama, and other school-related activities. The use of school facilities by the community is encouraged

School & Community Profile:
School facilities are a reflection of the entire community. We provide students with the educational tools to meet the technological demands of the future and the social skills to function in a culturally diverse society.

Carl H. Sundahl Elementary School has served students residing on the northwest side of the American River in Folsom since September 1987. Carl Sundahl is a K-5 learning environment. We operate on a traditional year calendar. Our student enrollment, reported on the California Basic Educational System (CBEDS) in October 2018 was approximately 355. Our campus currently houses 15 classrooms, a Learning Center and a Student Care Center.

Due to Measure G funds,Carl Sundahl has gone under a total modernization with the entire school being rebuilt over the last two years. The campus is brand new with beautiful new classrooms, restrooms, playgrounds, library and Science Technology Engineering & Math (STEM) lab.

We have 14 general education classes and we offer Montessori education as well. Currently, we have one Montessori class of preschool, transitional kindergarten and kindergarten students. Our multipurpose room/cafeteria complex includes a stage/music room as well as a serving kitchen and indoor basketball court. The classrooms 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 Internet access for curriculum and research support. We currently have one on one Chromebooks on campus for student use in the classrooms.

At Carl Sundahl, 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 instruction is available 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 the use of iReady, small group math instruction as well as Response to Instruction (RtI) interventions through our school wide Multi-Tiered System of Supports (MTSS) times. A wide variety of curriculum and enrichment activities are offered by staff and parent volunteers, including Parent Teacher Association (PTA) Movie Night, Used Book Store, Red Ribbon Week, Winter Wonderland, Starstruck Showcase Dance Performance, Author's Day, Accelerated Reader Celebration, District Track Meet, Glee Chorus, Jog-A-Thon, and physical fitness.

Our school culture and mission is to provide an academically challenging curriculum in a caring and positive school environment. Our highly skilled staff is comprised of veteran teachers, a Beginning Teacher Support and Assessment (BTSA) support provider, and three National Board Certified instructors. A strong school wide Positive Behavioral Intervention and Supports (PBIS) program utilizing The Dolphin 5 (Be Respectful, Be Responsible, Be Safe, Be Friendly, Be Productive) standards recognizes and celebrates students' progress with such rewards as Dazzling Dolphins and weekly Dolphin 5 Achievement Awards. 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 classroom volunteers, parents also serve on our Site Council, which assist with important curriculum, budget, and facility decisions. Our PTA plans numerous activities that serve as a positive bond between home and school and provide financial support for our many programs.

Our Blackboard Connect messages (voice, emails and text), school marquee and Schoolwires web pages on our website allows for maximum communication from the school to the members of our community. Frequent communication and strong parent involvement allows for a positive learning environment.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	45
Grade 1	66
Grade 2	53
Grade 3	75
Grade 4	52
Grade 5	64
Total Enrollment	355

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.3
Asian	6.2
Filipino	1.1
Hispanic or Latino	12.7
White	68.5
Two or More Races	10.7
Socioeconomically Disadvantaged	14.4
English Learners	2.5
Students with Disabilities	8.5
Homeless	3.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	18	16	1111
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	17

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 2019 August

Folsom Cordova Unified held a Public Hearing on December 19, 2019, 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2015	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Each teacher at Sundahl has his/her own classroom. The school was completely remodeled in 2016/17. Each classroom is equipped with one Chrome book per student in addition to a document camera and 80" TV. We have a large playing field, playground area, and a basketball court area for recesses and Physical Education (P.E) classes. Our P.E. also has a storage area, and accessibility to the multi-purpose room and stage area when needed for rainy day activities.

The classrooms 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).

All restrooms are brand new and cleaned daily 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.

Date of inspection: 10/09/2019

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 2019 October

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	70	80	64	63	50	50
Mathematics (grades 3-8 and 11)	70	72	53	52	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	195	192	98.46	1.54	79.69
Male	92	91	98.91	1.09	74.73
Female	103	101	98.06	1.94	84.16
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	80.00
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	69.23
Native Hawaiian or Pacific Islander					
White	129	128	99.22	0.78	81.25

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	22	20	90.91	9.09	90.00
Socioeconomically Disadvantaged	34	33	97.06	2.94	72.73
English Learners	12	12	100.00	0.00	66.67
Students with Disabilities	23	20	86.96	13.04	55.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	195	192	98.46	1.54	71.88
Male	92	91	98.91	1.09	74.73
Female	103	101	98.06	1.94	69.31
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	80.00
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	53.85
Native Hawaiian or Pacific Islander					
White	129	128	99.22	0.78	75.00
Two or More Races	22	20	90.91	9.09	75.00
Socioeconomically Disadvantaged	34	33	97.06	2.94	63.64
English Learners	12	12	100.00	0.00	75.00
Students with Disabilities	23	20	86.96	13.04	60.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	1.5	33.8	47.7

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

C. Engagement

State Priority: Parental Involvement

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

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

There are numerous opportunities for parent involvement at Carl Sundahl. Parents can assist teachers in the classroom by working with students, copying and/or correcting papers, filing, field trip assistance, and serving as a room parent.

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 Parent Teacher Association (PTA) 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 and extracurricular activities rarely found in a public school setting. We also participate with Intel in their PC Pals program where many parents and community volunteers support our 5th grade students.

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/cse. The website contains information and updates on all aspects of the school program. SchoolWires also gives parents password-protected access to academic progress, assignments, grades, attendance, and other key information about their child.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact LeeAnn Larson, Administrative Assistant, Carl Sundahl Elementary, 916-294-2425.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.8	0.5	0.8	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Our school is safe and clean. With 19 brand new classroom on campus everything is new and in working order.   All restrooms are brand new and eating facilities are cleaned daily. Classrooms are cleaned every third day. Any safety hazard that is reported is reviewed immediately and resolved. In the 2018/19 school year there were six accidents reported on campus. Each accident was minor and addressed immediately. 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 and class lists are 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 are informed of emergency plans and procedures through our Dateline Bulletin. New gates have been installed at the front entrance to school. Once school starts the gates are closed and after this time all students and visitors are required to enter the school office to sign in.

Date of Last Review/Update: October 24, 2019
Date Last Reviewed with Staff: October 24, 2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	17	2	1		21	1	2		15	3		
1	22		3		26		2		22		3	
2	26		2		22		3		27		2	
3	28		2		25		2		25		3	
4	31		2		30		2		26		2	
5	34			2	30		2		25	1	2	
6	32		1		33			1				
Other**					20	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,194.61	$595.42	$5,599.19	$81,115.98
District	N/A	N/A	$7,534.43	$76,858.00
Percent Difference - School Site and District	N/A	N/A	-29.5	8.1
State	N/A	N/A	$7,506.64	$82,031.00
Percent Difference - School Site and State	N/A	N/A	-200.0	1.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

District Revenue Sources

In addition to general state funding, Carl Sundahl Elementary receives state and federal funding from the following categorical funds and other support programs: Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental Funds (English Learners/Low Income Student), and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2018-19 school year 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,289	$51,374
Mid-Range Teacher Salary	$68,994	$80,151
Highest Teacher Salary	$94,372	$100,143
Average Principal Salary (Elementary)	$118,941	$126,896
Average Principal Salary (Middle)	$137,647	$133,668
Average Principal Salary (High)	$139,858	$143,746
Superintendent Salary	$252,000	$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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 in-service and training are provided through our district lead teachers. We also have a model of lead teachers at the site level for reading, math, science and technology. 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 44 National Board Certified teachers within the district. The district is involved with both ATP (Administrator Training Program) and Teacher Training, which increase the capacity of all staff to deliver a standards-based curriculum.

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 require extra academic support and provide assistance to families in our community. The Second Step curriculum is taught in every class.