

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Sulphur Springs Community Elementary

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Sulphur Springs Community Elementary	District Name	Sulphur Springs Union Elementary
Street	16628 West Lost Canyon Rd.	Phone Number	661-252-5131
City, State, Zip	Canyon Country, CA 91387	Web Site	www.sssd.k12.ca.us
Phone Number	661-252-2725	Superintendent	Dr. Nolet
Principal	Mrs. Judy Veale	E-mail Address	bnolet@sssd.k12.ca.us
E-mail Address	jveale@sssd.k12.ca.us		

School Description and Mission Statement

This section provides information about the school's goals and programs.

Sulphur Springs Community School is nestled in the foothills of Santa Clarita, California, about 40 miles northeast of Los Angeles. Established by Colonel Mitchell in 1872, Sulphur Springs Community School has played an important role in the history of the Santa Clarita Valley. At present, Sulphur Springs is the oldest active school in Los Angeles County. Our state-of-the-art facility bears little resemblance to its humble beginnings as a one room adobe school house. Our spacious campus is located in a park like setting distinguished by Heritage Oaks.

A visit to Sulphur Springs School reveals an environment where high expectations, positive morale, dedication to the highest quality education and a sense of camaraderie are prevalent. An exciting spirit of cooperation exists at Sulphur Springs School. The outstanding staff continues to be on the cutting edge in providing educational instruction for our students.

Sulphur Springs currently educates a student population of 711 students, on a Blended Calendar. We have 28 regular classrooms and two Special Day classes. Our support staff includes a Speech and Language Specialist, Resource Teacher, School Psychologist, Adaptive P.E. Teacher, Occupational Therapist, and a Deaf and Hard of Hearing Specialist. We have education consultants, for music, physical education and counseling. The EL aide supports EL students on a regular basis and consistently supports our Hispanic families by talking with them and providing translation when needed.

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Our continuing educational goal is to meet the diverse educational needs of all students. Sulphur Springs Community School is a leader among California's elementary schools. We received the California Distinguished School Award in 1997, 2002, and 2006. All students are provided a challenging curriculum aligned with the California State Standards. Effective use of a wide range of teaching strategies and a variety of high quality, readily available materials bring this curriculum to life.

Class size reduction implementation continues in first, second, and third grade. Our Kindergarten classes have 30 students with a split schedule. During instruction of Reading and Math, only half of the students are in attendance. Reading instruction in primary grades is enhanced by the implementation of intervention programs including Frontline Phonics (a kinesthetic method for teaching phonics), reading and spelling, and Reading Explorers, a pull-out reading program. Upper grade intervention programs include, Stech-Vaughn, the Rewards Program, Six Minute Fluency, and Math. The importance of technology continues to be a significant focus. Students, staff and community view and utilize technology as a tool in school, work and life. The use of technology is integrated throughout the curriculum and enhances school operations. We continually seek innovative means to expand and update our existing technology. Every student K-6 has supervised access to the Internet. Staff, students and the community participate in training aimed at increasing computer literacy and the ability to access meaningful information. Smart Boards are used in the computer lab, science lab and five more were added to five third grade classes. Students receive hands-on, enriched, standards-based lessons in the state-of-the-art Science Lab.

School pride is evident throughout the campus. At monthly assemblies students are recognized for their accomplishments. Every Friday students and staff are attired in their spirit wear. Student Council has a variety of "spirit" days scheduled during the school year from "twin day" to "crazy hat day." There exists a strong sense of pride, commitment and caring among the staff, students and the community of Sulphur Springs School.

Parent support and involvement in all aspects of our school is a proud tradition of the Sulphur Springs community. For the past 55 years the P.T.A.'s Founder's Day Celebration has recognized the outstanding accomplishments of staff and community members. Other Sulphur Springs traditions include a district-wide holiday breakfast, Fall Carnival, Visual Arts Exhibit, Winter Sing and Boutique, Volunteer Tea, Student Talent Show, and the Annual Mustang Roundup, a fund-raising auction. Classroom volunteers are seen working in classrooms all over the campus.

Sulphur Springs School makes a concentrated effort to ensure that students, parents and staff feel a sense of belonging. A component to Sulphur Springs' success is its rich history of community involvement. Even as our community continues to change and grow, we are confident our "tradition of family" will remain strong.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Contact Person Name: Judy Veale

Contact Person Phone Number: 661-252-2725

Our parents are involved in many aspects of our school. The Sulphur Springs PTA, our largest parent organization, sponsors and plans many of our school events such as the annual Fall Festival, Father Daughter Dance, Mother Son Dance, Red Ribbon Week, Holiday Boutique, Winter Sing. and our largest fund raising event, The Mustang Roundup. Each classroom has a room parent to help the teacher to communicate with other parents regarding classroom activities. Our Site Council and ELAC (English Language Advisory Committee) also have parent participation to review our Single School Plan and School Safety Plan. Parents volunteer in the office, library, and classrooms on a daily basis.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	74	Grade 4	111
Grade 1	87	Grade 5	119
Grade 2	99	Grade 6	123
Grade 3	99	Total Enrollment	712

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	5.00%	White (Not Hispanic)	65.45%
Asian	4.21%	Multiple or No Response	0.14%
Filipino	3.00%	Economically Disadvantaged	11.00%
Hispanic or Latino	23.00%	English Learners	8.00%
Pacific Islander	0.14%	Students With Disabilities	11.00%

Average Class Size and Class Size Distribution

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05				2005-06			2006-07		
	Number of Classrooms				Number of Classrooms			Number of Classrooms		
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32
K	31.3	--	4	--	23.8	--	4	28	--	2
1	17.5	8	--	--	19.2	6	--	18.6	5	--
2	18.2	6	--	--	17	6	--	19.2	5	--
3	19.4	7	--	--	18.4	7	--	19	6	--
4	30.5	--	4	--	32	--	3	26.3	--	4
5	29.5	--	4	--	27.8	--	4	28	--	4
6	33.3	--	--	4	30	--	4	30	--	4

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm. The School Safety Plan includes:

- School disaster procedures
- Guidelines to ensure a safe teaching and learning environment
- Guidelines to promote safe travel to and from school
- District and community resources for students and parents
- Guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	District		
	2004-05	2005-06	2006-07
Suspensions	5.00%	5.00%	5.00%
Expulsions	1.00%	1.00%	1.00%

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

District and community resources are used to keep facilities and the campus clean and in good repair. Resources are allocated for the continuous maintenance and safety of our buildings and grounds. Monthly cleanliness and safety reports identify needs and these are addressed promptly.

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	v			
Mechanical Systems	v			
Windows/Doors/Gates (interior and exterior)	v			
Interior Surfaces (walls, floors, and ceilings)	v			
Hazardous Materials (interior and exterior)	v			
Structural Damage	v			
Fire Safety	v			
Electrical (interior and exterior)	v			
Pest/Vermin Infestation	v			
Drinking Fountains (inside and outside)	v			
Restrooms	v			
Sewer	v			
Playground/School Grounds	v			
Roofs	v			
Overall Cleanliness	v			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	v			

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	38	37	33	268
Without Full Credential	1	0	0	4

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	97.0%	3.0%
Low-Poverty Schools in District	95.5%	4.5%

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Resource Specialist (non-teaching)	1.0
Speech/Language/Hearing Specialist	0.8

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Reading Language Arts, adopted in 2003, is used for instruction in grades kindergarten through sixth. There are sufficient textbooks for one book per student.	0%
Mathematics	McGraw Hill Mathematics, adopted in 2001, is used for instruction in grades kindergarten through sixth. There are sufficient textbooks for one book per student.	0%
Science	Harcourt Science, adopted in 2000, is used for instruction in kindergarten through 5th grade. Holt "Adventures in Science," adopted in 2001, is used for instruction in sixth grade. There are sufficient textbooks for one book per student.	0%
History-Social Science	Scott Foresman History-Social Science, adopted in 2007, is used for instruction in grades kindergarten through 5th. Harcourt History-Social Science, adopted in 2007, is used for instruction in 6th grade. There are sufficient textbooks for one book per student.	0%
Foreign Language		N/A
Health	Harcourt Brace, "Healthy You," is used for instruction in grades kindergarten through sixth. In addition, Mendez Foundation's "Too Good for Drugs" is used for instruction in kindergarten through sixth grade. There are sufficient books for one book per student.	0%
Science Laboratory Equipment (grades 9-12)		N/A

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Expenditures Per Pupil (Basic)	Average Teacher Salary
District	--	\$62,510.00
State	\$4,943.00	\$61,005.00

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE) and general teacher training. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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 a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,132.00	\$39,984.00
Mid-Range Teacher Salary	\$60,873.00	\$63,798.00
Highest Teacher Salary	\$81,459.00	\$79,204.00
Average Principal Salary (Elementary)	\$94,759.00	\$99,820.00
Average Principal Salary (Middle)	--	\$102,340.00
Superintendent Salary	\$147,396.00	\$158,484.00
Percent of Budget for Teacher Salaries	45.0%	43.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	64%	65%	64%	53%	55%	53%	40%	42%	43%
Mathematics	69%	69%	72%	60%	63%	60%	38%	40%	40%
Science	46%	54%	56%	45%	50%	50%	27%	35%	38%
History-Social Science	--	--	--	--	--	--	32%	33%	33%

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African-American	56%	60%	--
Asian	82%	86%	--
Filipino	67%	73%	--
Hispanic or Latino	46%	60%	40%
Pacific Islander	--	--	--
White (Not Hispanic)	70%	76%	64%
Male	60%	71%	62%
Female	70%	73%	48%
Economically Disadvantaged	33%	44%	38%
English Learners	22%	44%	--
Students With Disabilities	26%	29%	18%

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	64%	58%	44%	47%	44%	44%	41%	42%	42%
Mathematics	83%	77%	62%	67%	67%	59%	52%	53%	53%

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	26%	65%
White (Not Hispanic)	52%	63%
Male	35%	57%
Female	51%	67%
Economically Disadvantaged	19%	44%
English Learners	0%	38%
Students With Disabilities	--	--

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	34.0%

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	8	9	9
Similar Schools	8	7	4

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	22	10	3	854
Hispanic or Latino	35	35	12	797
White (Not Hispanic)	22	8	6	878

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
Program Improvement Status	Not In PI

Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

The Sulphur Springs School District is firmly committed to the continual development and improvement of its teachers. To this end, the district provides professional development activities and training to enhance teacher effectiveness annually. During the 2006-2007 school year all teachers were provided with the opportunity to attend conferences, workshops, seminars, and other staff development opportunities. Each Tuesday students were released one hour early to provide teachers with site-based professional development opportunities that include site-based training, grade level collaborative planning, and independent planning. Numerous staff meetings focused on analyzing student performance of state and local assessments and how to modify instruction to better meet students' needs. Staff development topics covered all curriculum areas although there was an emphasis on reading, writing, supporting English learners, assessment, science and diversity.