Sulphur Springs Community Elementary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	16628 West Lost Canyon Rd. Canyon Country, CA , 91387-3241	Principal:	Dr. Eric Guerrero
Phone:	(661) 252-2725	Grade Span:	K-6

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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

Dr. Eric Guerrero

 Principal, Sulphur Springs Community Elementary

About Our School

My name is Dr. Eric Guerrero, Principal of Sulphur Springs Community School. As part of my work, I strive to build and maintain authentic relationships with our students, families, and teachers to build a strong community where our students will thrive. Last year impacted us on different scales, but we pulled together to ensure our students remained the top priority. Our strong community relationships ensured that our students are successful and leave here empowered to be authentic innovators in a collaborative community willing to take risks to change their world.

Our teachers take great pride in their work and are committed to our students' success. New this school year, our teachers went through an intensive two-day training called Capturing Kids Hearts. Through this framework, we will build stronger relationships with our community and most importantly, our students. Additionally, we will continue and strengthen our work in addressing the social-emotional well being of our students.

Many of teachers have also completed the Orton-Gillingham training, a multi-sensory approach to teaching students how to read. This 30-hour training provides our teachers additional strategies to support all students with reading and comprehension. Also, in our continued effort to support student academic success, we will have two of our very own teachers working as Learning Support Teachers. In their new roles, they will support student learning in the classroom and in small groups using the most effective strategies in both English Language Arts and Math.

Our school has undergone many changes. Our 12-classroom building is on track for completion in November and our new playground is underway. The new marquee is up and operational allowing us to communicate upcoming events easily. We are excited to welcome back out students to our beautiful campus.

The district and our school are committed to your child's education. The strong traditions of Sulphur Springs have built a strong foundation for us to continue to build upon. We look forward to welcoming everyone back.

Sincerely,

Dr. Eric Guerrero
Principal
Sulphur Springs Community School

Contact

Sulphur Springs Community Elementary
16628 West Lost Canyon Rd.
Canyon Country, CA 91387-3241

Phone: (661) 252-2725
Email: eguerrero@sssd.k12.ca.us

Contact Information (School Year 2020—2021)

District Contact Information (School Year 2020—2021)

District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Kawaguchi, Catherine
Email Address	ckawaguchi@sssd.k12.ca.us
Website	www.sssd.k12.ca.us

School Contact Information (School Year 2020—2021)

School Name	Sulphur Springs Community Elementary
Street	16628 West Lost Canyon Rd.
City, State, Zip	Canyon Country, CA , 91387-3241
Phone Number	(661) 252-2725
Principal	Dr. Eric Guerrero
Email Address	eguerrero@sssd.k12.ca.us
Website	https://www.sssd.k12.ca.us/SulphurSprings
County-District-School (CDS) Code	19650456022917

Last updated: 1/11/22

School Description and Mission Statement (School Year 2020—2021)

School Vision

Empowering all learners to be authentic innovators in a collaborative community willing to take risks to change their world.

School Description

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 schoolhouse. 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.

Sulphur Springs Community School is a leader among California's elementary schools. We have received the California Distinguished School Award in 1997, 2002, 2006, and 2013. We are also recognized as an Honor Roll School for 2019-2020 and one of the "Best Elementary Schools" by U.S. News & World Report in 2022.

Sulphur Springs currently educates a student population of 565 students. We have 18 regular classrooms and six Special Day classes. Our support staff includes two Speech and Language Pathologists, Resource Teacher, School Psychologist, Adaptive P.E. Teacher, and Occupational Therapist. We have a consultant contract with Cultivating Creative Minds for music, movement and arts instruction. We have a fully equipped computer lab with 36 computers and a Computer Lab Specialist that works with our classes on a weekly basis. Our Science Lab is used by grades Kindergarten through Sixth on a weekly basis. Our Bilingual EL aide supports EL students and outreach to our Latino/Hispanic families by communicating, supporting, and providing translation when needed.

Our Transitional Kindergarten and Kindergarten classes have 26 students with a full day schedule. Reading instruction in primary grades is enhanced by the implementation of programs including Orton-Gillingham strategies, Daily Five, Making Words, Imagine Learning, reading in both Fiction and Non-Fiction texts, and a Response to Intervention model that focuses on closing the student achievement gap. Various intervention strategies, in all grades, support the learning of our students who have not yet met standard; we have incorporated IXL and Reflex Math as interventions and enrichment. The use of technology is integrated throughout the curriculum and enhances school operations. A standard in each classroom is our state of the art technology including a Smart Board, teacher laptop, teacher iPad, sound system and document camera. This technology standard also includes a second Smart Board, 1:1 iPad in primary grades, 1:1 chromebooks in upper grades, and a 3:1 ratio of iPads in all classrooms. We continually seek innovative means to expand and update our existing technology through district provided technology trainings and professional development Tuesday staff meetings. Every student TK-6 has supervised access to the Internet through trips to the computer lab as well in the classroom on Apple laptops, Chromebooks, and iPads. 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 all classrooms. Students receive hands-on, enriched, standards-based lessons in all classrooms, computer lab and in the state-of-the-art Science Lab.

School pride is evident throughout the campus and something that makes Sulphur Springs Community School unique. At monthly Spirit Assemblies, students are recognized for their accomplishments, and achievements are celebrated. The school cheer team gets the crowd involved, our 6th grade monthly award recipients help to announce awards, and our PTA gets involved with raffles for students who submit Box Tops to help with school fundraising and have perfect attendance. Every Friday, students and staff are attired in their spirit wear and adorn themselves in head to toe red and blue, the school colors. Sixth grade students have 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 amongst the staff, students and community of Sulphur Springs Community School and is felt just walking on to the campus.

Last updated: 1/11/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	93
Grade 2	58
Grade 3	78
Grade 4	75
Grade 5	78
Grade 6	79
Kindergarten	78
Total Enrollment	539
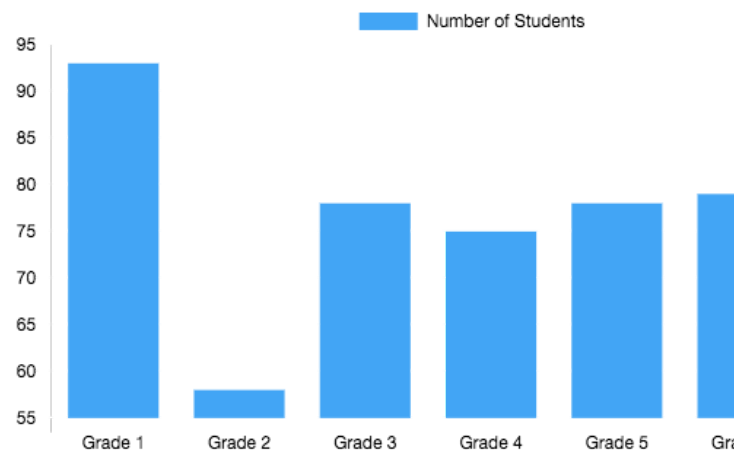
Last updated: 1/11/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	3.50%
American Indian or Alaska Native	0.00%
Asian	5.60%
Filipino	6.10%
Hispanic or Latino	46.60%
Native Hawaiian or Pacific Islander	0.20%
White	31.40%
Two or More Races	5.90%

Student Group (Other)	Student Group
Socioeconomically Disavantaged	32.70%
English Learners	10.80%
Students with Disabilities	15.80%
Foster Youth	0.70%
Homeless	0.60%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	Yes	0%
Mathematics	Houghton Mifflin California Math Expressions Common Core	Yes	0%
Science	McGrawHill- Inspire Science	Yes	0%
History-Social Science	K-5th Pearson History-Social Science for California 2006 6Tth Harcourt - Reflections Ancient Civilizations 2006	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/13/22

School Facility Conditions and Planned Improvements

The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Last updated: 1/11/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

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 Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Exemplary

Last updated: 1/14/22

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 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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.

Last updated: 1/14/22

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	306	NT	NT	NT	NT
Male	161	NT	NT	NT	NT
Female	145	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	20	NT	NT	NT	NT
Filipino	21	NT	NT	NT	NT
Hispanic or Latino	135	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	95	NT	NT	NT	NT
Two or More Races	25	NT	NT	NT	NT
Socieconomically Disadvantages	90	NT	NT	NT	NT
English Learners	31	NT	NT	NT	NT
Students with Disabilities	47	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/14/22

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	306	NT	NT	NT	NT
Male	161	NT	NT	NT	NT
Female	145	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	20	NT	NT	NT	NT
Filipino	21	NT	NT	NT	NT
Hispanic or Latino	135	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	95	NT	NT	NT	NT
Two or More Races	25	NT	NT	NT	NT
Socieconomically Disadvantages	90	NT	NT	NT	NT
English Learners	31	NT	NT	NT	NT
Students with Disabilities	47	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/14/22

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

Subject	School 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

Last updated: 1/17/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	NT	NT	NT	NT
Male	42	NT	NT	NT	NT
Female	31	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	32	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	20	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socieconomically Disadvantages	24	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Students with Disabilities	11	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/17/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

Last updated: 1/17/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/17/22

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/17/22

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 area of physical education

California Physical Fitness Test Results (School Year 2020—2021)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/17/22

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 2021-2022)

Sulphur Springs Community School offers our parents a variety of ways to connect with the school and their child's education. Parents can connect by joining our PTA, become members of the School Site Council (SSC) and English Language Advisory Committee (ELAC), attend school events such as Coffee with the Principal, and volunteering. A description is provided below of each of the listed ways to engage with our school.

ELAC (English Learner Advisory Committee) - This group meets with our Assistant Principal and shares challenges and suggestions specific to our English Learner programs and curriculum. ELAC meets 4 times a year. To get involved, email our Assistant Principal, Erica Klahs, at eklahs@sssd.k12.ca.us or look for ELAC meeting announcements on ParentSquare. Everyone is welcome.

SSC (School Site Council) – This group of five parents, three teachers, one non-teacher staff member, and the Principal is responsible for monitoring and updating the School Plan for Student Achievement (SPSA) and approving the use of any funds that supplement the regular budget. The SPSA helps keep our school on track in terms of meeting our goals – ensuring we have appropriate programs to provide academic excellence, to better engage students and their families, and to promote physical and emotional wellness on campus. The SSC meets 1-2 times each month. Interested parties should email the Principal, Dr. Eric Guerrero, at eguerrero@sssd.k12.ca.us or look for SSC meeting announcements on ParentSquare. Meetings are open to our school families, though only members of the council may vote.

Safety Committee – This group of parents, teachers, and interested staff meet several times a year to review safety concerns and possible improvements. The valet line is always a popular topic! In addition, this group is responsible for reviewing and updating our school site Safety Plan, including Emergency Response Procedures. To get involved or to share a safety concern, please email our Assistant Principal, Erica Klahs, at eklahs@sssd.k12.ca.us. Meetings are closed to the public.

Coffee with the Principal – Several times a year, you'll have the opportunity to meet with our school leaders, Principal Dr. Eric Guerrero (Dr. G) and/or Assistant Principal Erica Klahs, in an informal setting (whether via Zoom or in person when that is possible again). This is a great time to share concerns and suggestions or to get your burning questions answered. Look for Coffee announcements on ParentSquare.

PTA (Parent Teacher Association) – Our school has an active and wonderful PTA. Their main role is to enhance our community feel by hosting family programs and advocating for our students. They have also taken on the role of fundraising to ensure our kids have equal opportunities in the areas of art, science, and technology. They coordinate our Fine and Performing Arts curriculum, provide support and resources to our Science Lab, ensure transportation for every grade to off-site field trips (when possible), and so much more. To get involved, email the Volunteer Coordinator, PTA Vice President Deb Ortiz, at debbie_ortiz88@hotmail.com or learn about other opportunities online at https://www.sspta.org.

PAC (Parent Advisory Council) – Approximately once a month, the Superintendent of the Sulphur Springs School District solicits input and feedback from parents. Each school is allotted two seats for representation, usually a member of the PTA's Executive Board and a member of the Site Council. These school leaders also use the time together to find out what other schools are planning/doing and to share ideas. If you are interested in attending, please contact our Principal, Dr. Eric Guerrero (Dr. G), at eguerrero@sssd.k12.ca.us.

Volunteering - We at Sulphur Springs encourage our parents to volunteer in the classroom. This is a special opportunity to get involved in your child's education and become a part of the Sulphur family. Parents must complete an online training offered on the district website. Once completed parents are welcome to come on-site and volunteer in the office or the classroom. Volunteering has resumed under strict conditions due to the pandemic.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	--	--	--	--	--	--	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	--	--	--	84.50%	84.20%	83.60%

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
(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	0.61%	0.47%	0.96%	0.61%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.05%

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.00%	0.23%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

Last updated: 1/17/22

School Safety Plan (School Year 2021-2022)

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:
- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School-wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

Last updated: 1/11/22

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) School Year 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	21.00	1	3	
1	26.00		3	
2	25.00		3	
3	21.00	1	4	
4	27.00		3	
5	32.00		2	1
6	28.00	1	3	
Other**				0

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	26.00	1	3	1
1	39.00		1	1
2	26.00		3	
3	26.00		2	
4	34.00			1
5	34.00		2	1
6	31.00		3	
Other**	17.00	3	2	

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	20.00	3	1	1
1	22.00	2	2	1
2	18.00	1	1	
3	14.00	2	2	
4	15.00	3		1
5	28.00		2	
6	14.00	2	2	
Other**	17.00	5	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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

Last updated: 1/17/22

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	1.00
Social Worker	0.00
Nurse	0.30
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	0.00

* 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 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8115.17	$2133.88	$5981.29	$75529.82
District	N/A	N/A	$5625.77	$76440.00
Percent Difference – School Site and District	N/A	N/A	6.32%	-1.19%
State	N/A	N/A	$8443.83	$85863.00
Percent Difference – School Site and State	N/A	N/A	-29.00%	-12.00%

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

Types of Services Funded (Fiscal Year 2020–2021)

A combination of state and federal funding is used to cover all aspects of our instructional program.

Title I funds are used for (at least partially):
• Professional development
• provide TOSAs that support instruction
• using SIPPS as a Tier II reading intervention for students
• Learning Support Teachers to support intervention for students.

The District uses Title II funds to support professional development which will enhance early learning strategies. TOSAs are provided to support instruction through professional development and coaching opportunities.

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

Last updated: 1/17/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44686.00	$52060.00
Mid-Range Teacher Salary	$69514.00	$84043.00
Highest Teacher Salary	$91548.00	$107043.00
Average Principal Salary (Elementary)	$129743.00	$133582.00
Average Principal Salary (Middle)	$0.00	$138803.00
Average Principal Salary (High)	$0.00	--
Superintendent Salary	$195149.00	$240628.00
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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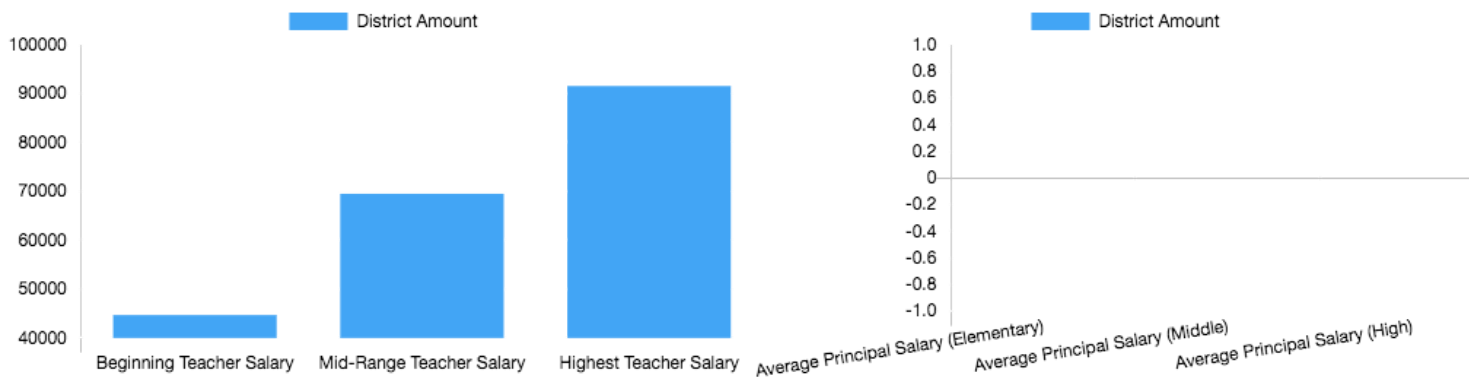
Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/11/22

* Where there are student course enrollments of at least one student.

Professional Development

Sulphur Springs Community School is committed to providing professional development to every educator to improve instruction and enhance student achievement. In addition to the calendared professional development days, the district and site also provides numerous professional development opportunities throughout the year, on early release Tuesdays, after school, and during winter and summer breaks.

Every Tuesday students are released one hour early to provide teachers with site-based professional development opportunities that include site-based staff development, grade level collaborative planning, and student data analysis. Implementation of professional development is supported through: teacher-principal meetings, student performance data reporting and reflection, objective conferences, peer coaching, classroom observations, and consistent follow-up.

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3