

Sulphur Springs Community Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Cassandra Farley, Principal

Principal, Sulphur Springs Community Elementary

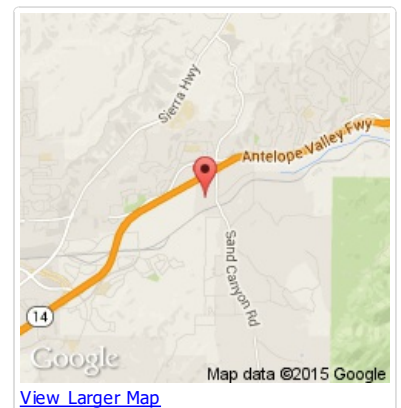
About Our School

Welcome to Sulphur Springs Community School's School Accountability Report Card. We are very proud of our accomplishments and all the Sulphur Springs Community School has to offer to our students.

Contact

16628 West Lost Canyon Rd.
Canyon Country, CA
91387

Phone: 661-252-2725
E-mail: cfarley@sssd.k12.ca.us



[View Larger Map](#)

About This School

Contact Information - Most Recent Year

| School | |
|--|---|
| School Name | Sulphur Springs Community Elementary |
| Street | 16628 West Lost Canyon Rd. |
| City, State, Zip | Canyon Country, Ca, 91387 |
| Phone Number | 661-252-2725 |
| Principal | Cassandra Farley, Principal |
| E-mail Address | cfarley@sssd.k12.ca.us |
| Web Site | http://sulphursprings.sssd.k12.ca.us |
| County-District-School (CDS) Code | 19650456022917 |

| District | |
|----------------------------------|--|
| District Name | Sulphur Springs Union |
| Phone Number | (661) 252-5131 |
| Web Site | http://www.sssd.k12.ca.us |
| Superintendent First Name | Catherine |
| Superintendent Last Name | Kawaguchi |
| E-mail Address | ckawaguchi@sssd.k12.ca.us |

Last updated: 1/28/2015

School Description and Mission Statement (Most Recent Year)

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. An exciting spirit of cooperation exists at Sulphur Springs School and schools work together in grade level Professional Learning Communities in order to calibrate on best instructional practices. 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 625 students, on a Blended Calendar. We have 23 regular classrooms and two Special Day classes. Our support staff includes a Speech and Language Specialist, Resource Teacher, School Psychologist, Adaptive P.E. Teacher, and an Occupational Therapist. We have a consultant contract with Cultivating Creative Minds for music and arts instruction. We have a fully equipped computer lab with 35 computers and a Computer Lab Specialist that works with each class on a weekly basis. Our science lab is used by grades three thru six on a weekly basis with a Science Lab Assistant that works with classes on experiments. Our Bilingual EL aide supports EL students on a regular basis and consistently supports our Hispanic families by communicating with them, supporting them, and providing translation when needed. Two Curriculum Specialists help to support our Response to Intervention program that helps to lower class size and give grade levels an hour a day of intense targeted intervention for their students.

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, a variety of high quality, and readily available materials bring this curriculum to life.

Even in today's financial climate, class size reduction implementation continues to assist reducing class sizes in first, second, and third grade. Our transitional kindergarten and Kindergarten classes have 22 students with a full day schedule. Reading instruction in primary grades is enhanced by the implementation of intervention programs including Frontline Phonics (a kinesthetic method for teaching phonics), reading in both fiction and non fiction text, a focus on reading comprehension, and a Response to Intervention model that focuses on closely the student achievement gap. Various intervention strategies support the learning for our below basic students in all grades. 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. Each classroom is equipped with state of the art technology including a Smartboard, teacher laptop, teacher iPad, sound system and document camera. 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 computers 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 unique. At monthly assemblies students are recognized for their accomplishments and achievements are celebrated. The school cheer team gets the crowd involved, our student council helps to announce awards, and our PTA gets involved with raffles for students who turn in Box Tops to help with school fundraising. Every Friday students and staff are attired in their spirit wear and adorn themselves in head to toe red and blue, the school colors. 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 and is felt just walking on to the campus.

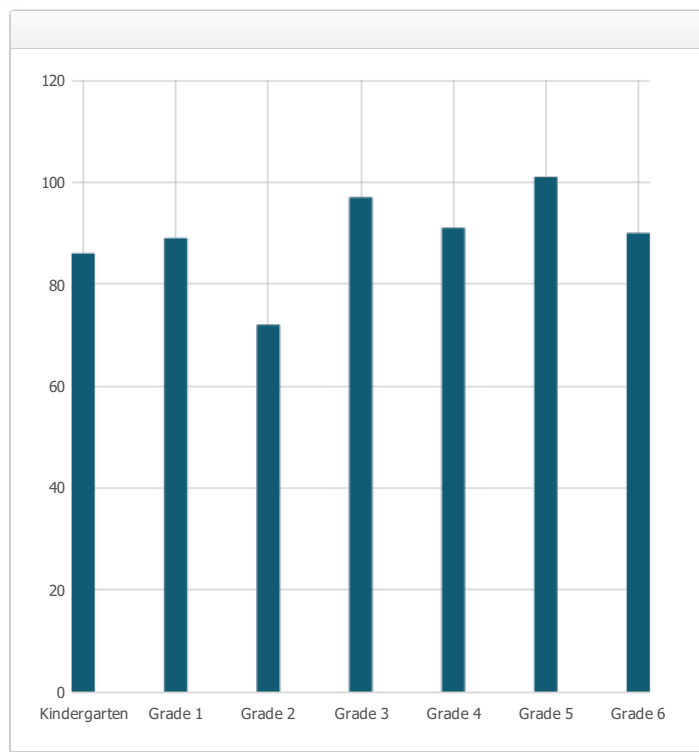
Parent support and involvement in all aspects of our school is a proud tradition of the Sulphur Springs community. For the past 60 years the P.T.A.'s Founder's Day Celebration has recognized the outstanding accomplishments of staff and community members. Other Sulphur Springs traditions include a holiday store, 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 and in the office workroom. Parents help to support teachers and the school with endless fundraising efforts and through the many school events that they host.

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 it's rich history of community involvement. Even as our community continues to change and grow, we are confident our "tradition of family" will remain strong.

Last updated: 1/28/2015

Student Enrollment by Grade Level (School Year 2013-14)

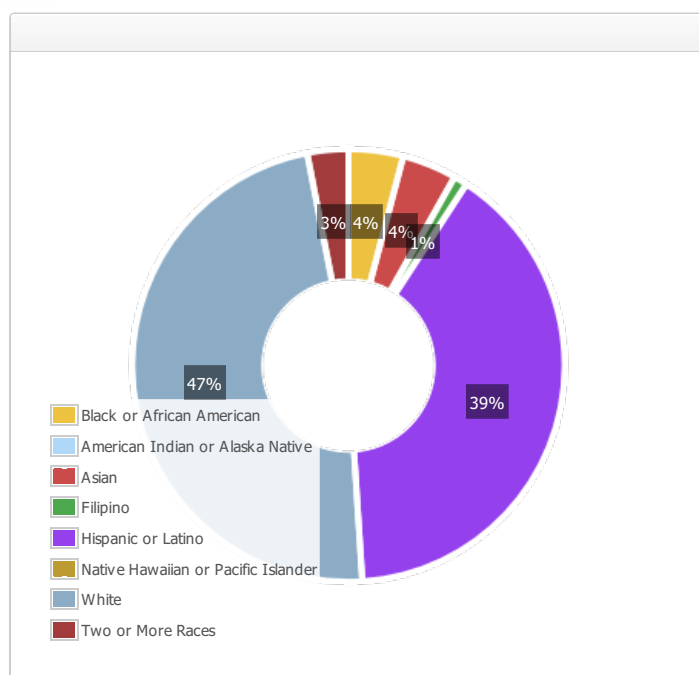
| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 86 |
| Grade 1 | 89 |
| Grade 2 | 72 |
| Grade 3 | 97 |
| Grade 4 | 91 |
| Grade 5 | 101 |
| Grade 6 | 90 |
| Total Enrollment | 626 |



Last updated: 1/20/2015

Student Enrollment by Student Group (School Year 2013-14)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 4.0 |
| American Indian or Alaska Native | 0.2 |
| Asian | 4.3 |
| Filipino | 1.8 |
| Hispanic or Latino | 39.0 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 47.8 |
| Two or More Races | 3.0 |
| Socioeconomically Disadvantaged | 28.3 |
| English Learners | 11.3 |
| Students with Disabilities | 11.7 |



Last updated: 1/20/2015

A. Conditions of Learning

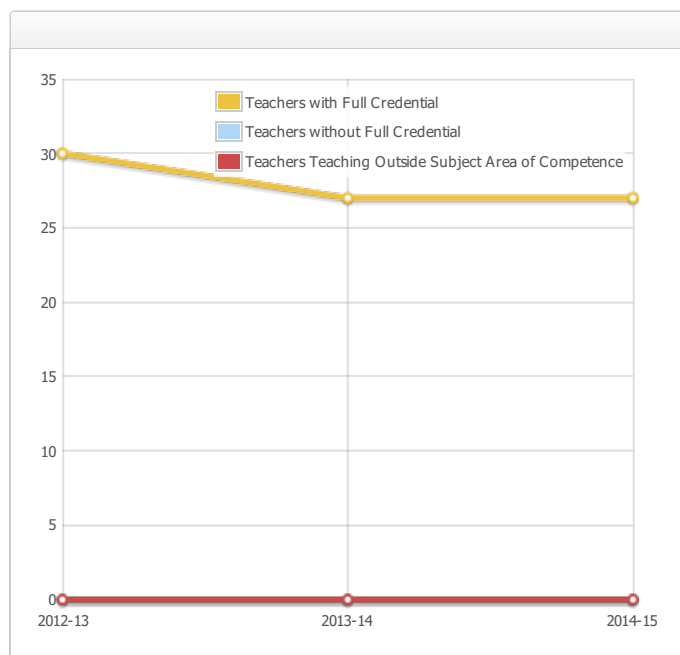
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

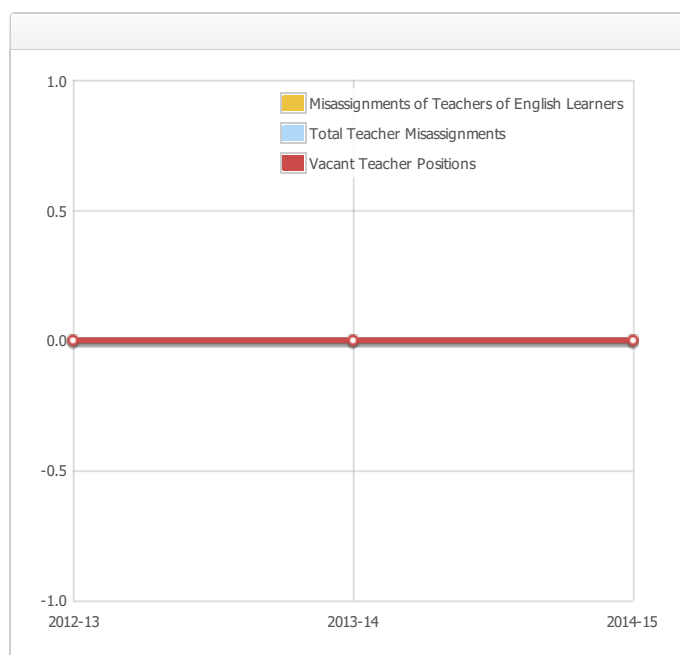
| Teachers | School | | District | |
|---|---------|---------|----------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | 30 | 27 | 27 | 256 |
| Without Full Credential | 0 | 0 | 0 | 1 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |



Last updated: 1/30/2015

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| 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.

Last updated: 1/20/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 100 | 0 |
| All Schools in District | 100 | 0 |
| High-Poverty Schools in District | 100 | 0 |
| Low-Poverty Schools in District | 100 | 0 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/20/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2014

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|--|----------------------------|--|
| Reading/Language Arts | Houghton Mifflin Reading Language (K-6) (Adopted 2003) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year*** | No | 0.0 |
| Mathematics | Math Expressions | Yes | 0.0 |
| Science | Scott Foresman California Science (3-6) Houghton Mifflin California Science (K-2) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year*** | Yes | 0.0 |
| History-Social Science | Scott Foresman History-Social Studies (K-5) (2007) Harcourt History-Social Studies (6) (2007) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year*** | Yes | 0.0 |
| Foreign Language | | | 0.0 |
| Health | | | 0.0 |
| Visual and Performing Arts | | | 0.0 |
| Science Laboratory Equipment (grades 9-12) | | | 0.0 |

Last updated: 1/28/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Our campus has 25 classrooms, 9 relocatable classrooms, a library, computer lab, science lab, music room, and a track. The school was remodeled most recently in 1987. The students are well supervised by classified staff on the playground before school, at recess, and during lunch time. The two full time custodians work to make sure our school is clean and safe for the students and staff.

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. During the summer of 2011, many upgrades were completed. The main building on campus was painted, covered walkways were repaired, and grass areas were reseeded. This school year there were many mini projects taking place to update the campus. Trees around campus were treated for beetle bark in order to preserve them and dead trees. Tables on the kinder yard were repainted, a dead tree was removed, and a border was painted around the swing set in order to give students a guide of how far to stand from the swings. The primary science lab had tiles replaced in the floor and is in the process of getting ready for student use. A new playground was installed on the main playground and old apparatus was removed as it is outdated.

Last updated: 1/28/2015

School Facility Good Repair Status - Most Recent Year

| 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 - Most Recent Year

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/20/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) | 87 | 87 | 90 | 73 | 65 | 76 | 60 | 59 | 60 |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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.

Last updated: 1/20/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 76 |
| All Students at the School | 90 |
| Male | 93 |
| Female | 87 |
| Black or African American | |
| American Indian or Alaska Native | |
| Asian | |
| Filipino | |
| Hispanic or Latino | 83 |
| Native Hawaiian or Pacific Islander | |
| White | 96 |
| Two or More Races | |
| Socioeconomically Disadvantaged | 80 |
| English Learners | |
| Students with Disabilities | |
| Students Receiving Migrant Education Services | |

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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.

Last updated: 1/20/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | 72% | 75% | 72% | 62% | 65% | 65% | 54% | 56% | 55% |
| Mathematics | 71% | 75% | 74% | 64% | 65% | 67% | 49% | 50% | 50% |
| History-Social Science | N/A | N/A | N/A | N/A | N/A | N/A | 48% | 49% | 49% |

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/20/2015

Academic Performance Index Ranks – Three-Year Comparison

| API Rank | 2011 | 2012 | 2013 |
|-----------------|------|------|------|
| Statewide | 8 | 8 | 8 |
| Similar Schools | 4 | 4 | 6 |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/20/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group | Actual API Change 2011 | Actual API Change 2012 | Actual API Change 2013 |
|-------------------------------------|------------------------|------------------------|------------------------|
| All Students at the School | 6 | 12 | -1 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 9 | 15 | 0 |
| Native Hawaiian or Pacific Islander | | | |
| White | -1 | 13 | 13 |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 13 | -25 | 3 |
| English Learners | | | |
| Students with Disabilities | | | |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/20/2015

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

| Grade level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 28.4% | 22.5% | 26.5% |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

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.

Last updated: 1/20/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

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 Carnival, Father Daughter Dance, Mother Son Night, Red Ribbon Week, Holiday Boutique, 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.

State Priority: Pupil Engagement

Last updated: 1/28/2015

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

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

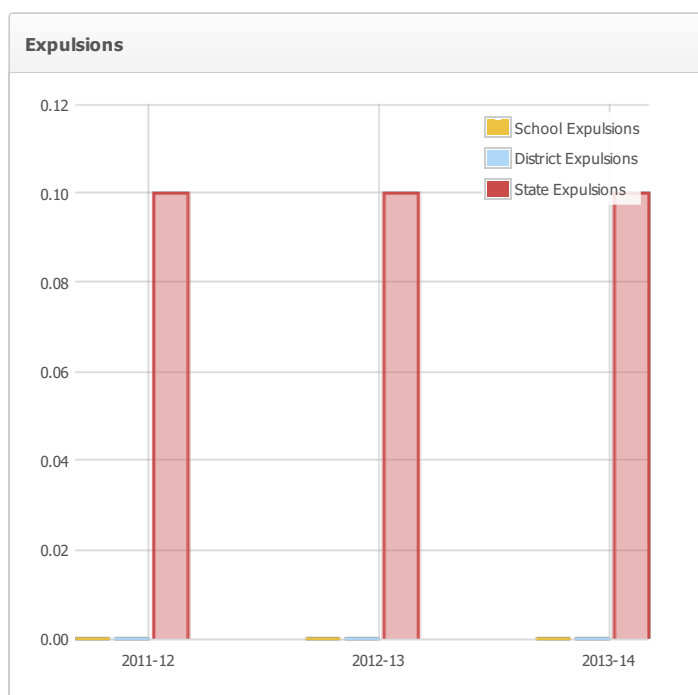
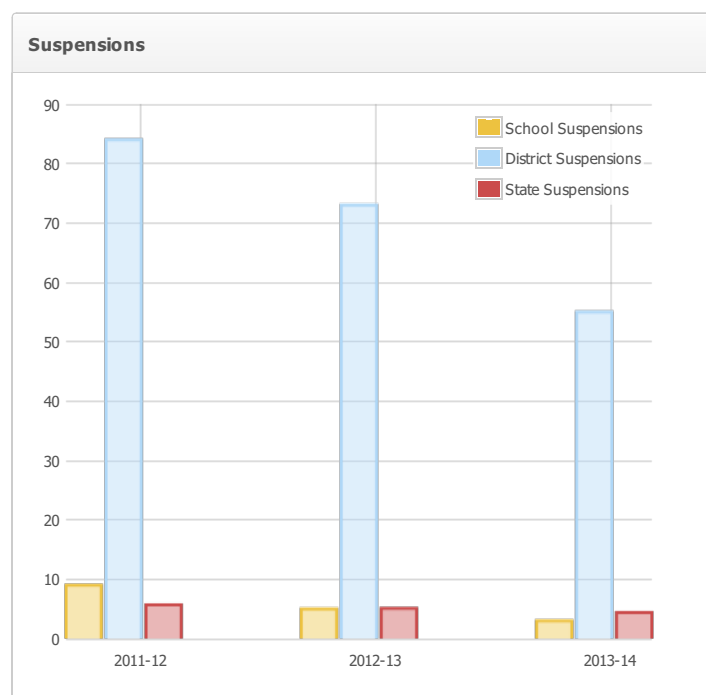
State Priority: School Climate

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

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

Suspensions and Expulsions

| | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| Rate | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 9.00 | 5.00 | 3.00 | 84.00 | 73.00 | 55.00 | 5.70 | 5.10 | 4.40 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.10 | 0.10 | 0.10 |



Last updated: 1/20/2015

School Safety Plan - Most Recent Year

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 was updated October of 2013 and was discussed with the staff.

This plan includes:

- School disaster procedures and a comprehensive plan
- 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.

-If a crisis situation was to occur, the special education department or designee would mobilize the school psychologists to assist staff and students during and after the crisis.

Last updated: 1/28/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

| AYP Criteria | School | District |
|--|--------|----------|
| Made AYP Overall | No | No |
| Met Participation Rate - English-Language Arts | Yes | Yes |
| Met Participation Rate - Mathematics | Yes | Yes |
| Met Percent Proficient - English-Language Arts | No | No |
| Met Percent Proficient - Mathematics | No | No |
| Met Graduation Rate | N/A | N/A |

Last updated: 1/20/2015

Federal Intervention Program (School Year 2014-15)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2011-2012 |
| Year in Program Improvement * | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 4 |
| Percent of Schools Currently in Program Improvement | N/A | 44.0% |

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/20/2015

Average Class Size and Class Size Distribution (Elementary)

| 2011-12 | | | | | 2012-13 | | | | | 2013-14 | | |
|-------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| Grade Level | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 21.7 | 3 | 0 | 0 | 22.0 | | 4 | | 22.0 | | 4 | |
| 1 | 21.7 | 6 | 0 | 0 | 14.0 | 2 | 3 | | 18.0 | 1 | 4 | |
| 2 | 28.0 | 0 | 3 | 0 | 18.0 | 2 | 3 | | 18.0 | 2 | 2 | |
| 3 | 26.0 | 0 | 5 | 0 | 19.0 | 2 | 3 | | 19.0 | 2 | 3 | |
| 4 | 22.5 | 3 | 3 | 0 | 22.0 | 2 | 3 | | 23.0 | 1 | 3 | |
| 5 | 26.5 | 1 | 3 | 0 | 18.0 | 3 | 2 | | 20.0 | 2 | 3 | |
| 6 | 31.3 | 0 | 3 | 0 | 22.0 | 2 | 3 | | 23.0 | 1 | 3 | |
| Other | | | | | | | | | | | | |

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/20/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|--|--|
| Academic Counselor | 0.0 | 0.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (librarian) | 0.0 | N/A |
| Library Media Services Staff (paraprofessional) | 0.0 | N/A |
| Psychologist | 0.5 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.2 | N/A |
| Speech/Language/Hearing Specialist | 1.0 | N/A |
| Resource Specialist (non-teaching) | 0.7 | N/A |
| Other | 0.0 | N/A |

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

* 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.

Last updated: 1/20/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|---|--|-------------------------------|
| School Site | \$5,456 | \$843 | \$4,613 | \$60,098 |
| District | N/A | N/A | \$5,611 | \$68,577 |
| Percent Difference – School Site and District | N/A | N/A | 18.00% | 12.00% |
| State | N/A | N/A | \$4,690 | \$70,788 |
| Percent Difference – School Site and State | N/A | N/A | 2.00% | 15.00% |

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

Last updated: 1/20/2015

Types of Services Funded (Fiscal Year 2013-14)

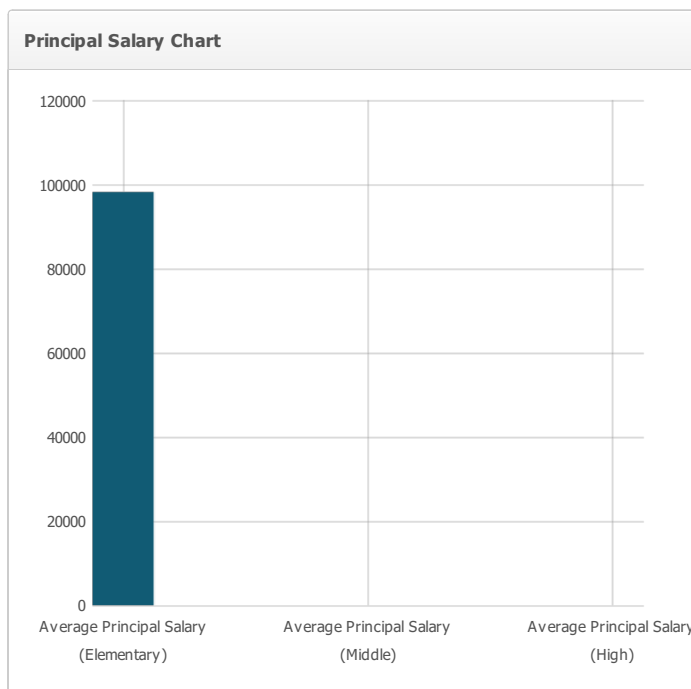
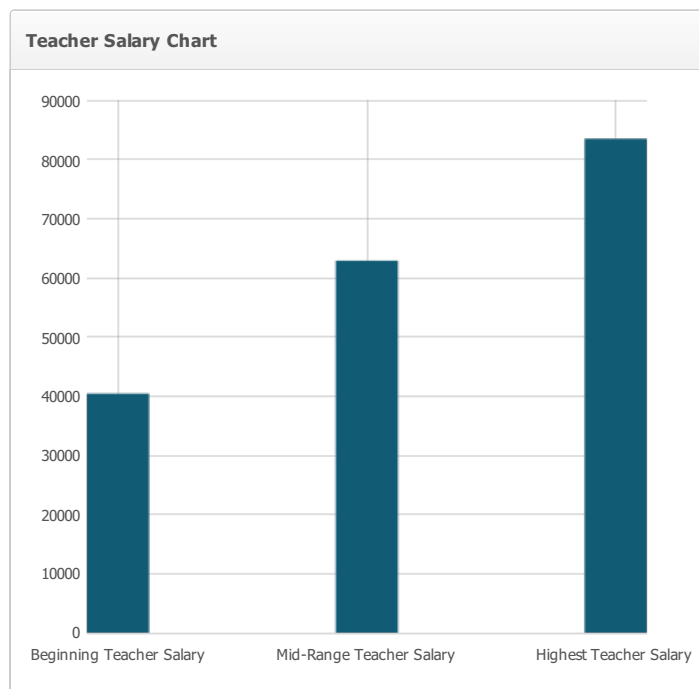
Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE) and general teacher training. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

Last updated: 1/20/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$40,411 | \$41,507 |
| Mid-Range Teacher Salary | \$62,862 | \$67,890 |
| Highest Teacher Salary | \$83,477 | \$86,174 |
| Average Principal Salary (Elementary) | \$98,174 | \$109,131 |
| Average Principal Salary (Middle) | \$00 | \$111,937 |
| Average Principal Salary (High) | \$00 | \$109,837 |
| Superintendent Salary | \$160,123 | \$185,462 |
| Percent of Budget for Teacher Salaries | 39.0% | 42.0% |
| Percent of Budget for Administrative Salaries | 6.0% | 6.0% |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/csl/>.



Last updated: 1/20/2015

Professional Development – Most Recent Three Years

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 2013-2014 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, mathematics, supporting English learners, assessment, science, technology, and diversity. All teachers attended four days of Common Core training where Common Core standards in English

Language Arts were prioritized and unwrapped and units were planned and created. Many teachers also attended Coherent Writing training as well as GLAD training (Guided Language Acquisition Development). The progression to Common Core, English Language Learners students and Technology were the focus of site based professional development in the 2013-2014 school year.

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