Sulphur Springs Community

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 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/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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 that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

Mrs. Betsy Pegler, Principal

📍 Principal, Sulphur Springs Community

About Our School

Sulphur Springs Community School embodies "Pride, Tradition, and Spirit since 1872." At Sulphur Springs, we are most proud of our community of learners where staff, students and parents work collaboratively to develop respectful, responsible and caring students. This collaborative community provides each child with a challenging and quality education in a safe and nurturing environment. Our powerful partnership between faculty, staff and parents has created a school culture where countless planning and volunteer hours are devoted to meet the diverse needs of all students. We take pride in our warm, nurturing family atmosphere that encourages and celebrates student learning and success. Our faculty and staff inspire students to be critical thinkers and creators by facilitating challenging lessons that emphasize high standards for all. We incorporate school-wide positive behavior practices that are based on problem-resolution, clear expectations of successful behavior, and restorative response. Our student leaders plan spirit activities and assist in leading monthly spirit assemblies. Our PTA fundraisers and give-back events provide a wide-range of enrichment for our students such as dance, movement, art, science, technology, music, educational assemblies, and field trips. Our parents and community stakeholders are also involved in decision-making with their membership on School Site Council, Safety Committee, and English Learner Advisory Committee. Like our mascot, the mustang, our Sulphur Springs Community School represents pride and strength. We are committed to challenging our students daily to be creative thinkers, problem solvers, communicators, caring individuals, and lifelong learners.

**Spanish version of the School Accountability Report Card will be available at:

http://sulphursprings.sssd.k12.ca.us/pages/SulphurSprings/School_Info/Annual_SARC_Report_Card

Contact

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

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

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Dr. Catherine Kawaguchi
E-mail Address	ckawaguchi@sssd.k12.ca.us
Web Site	http://www.sssd.k12.ca.us

School Contact Information - Most Recent Year	
School Name	Sulphur Springs Community
Street	16628 West Lost Canyon Rd.
City, State, Zip	Canyon Country, Ca, 91387-3241
Phone Number	661-252-2725
Principal	Mrs. Betsy Pegler, Principal
E-mail Address	bpegler@sssd.k12.ca.us
Web Site	http://sulphursprings.sssd.k12.ca.us/pages/Sulphur
County-District-School (CDS) Code	19650456022917

Last updated: 1/15/2016

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: 1/10/2016

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	90
Grade 1	87
Grade 2	84
Grade 3	80
Grade 4	95
Grade 5	89
Grade 6	99
Total Enrollment	624
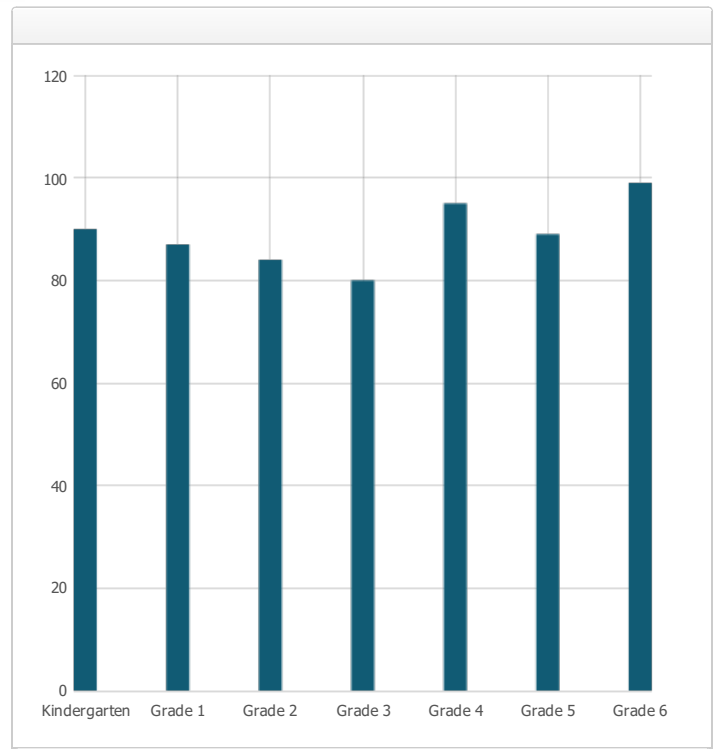
Last updated: 1/10/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	3.7 %
American Indian or Alaska Native	0.2 %
Asian	5.4 %
Filipino	4.2 %
Hispanic or Latino	39.1 %
Native Hawaiian or Pacific Islander	0.0 %
White	44.4 %
Two or More Races	3.0 %
Socioeconomically Disadvantaged	34.9 %
English Learners	13.6 %
Students with Disabilities	11.7 %
Foster Youth	1.3 %
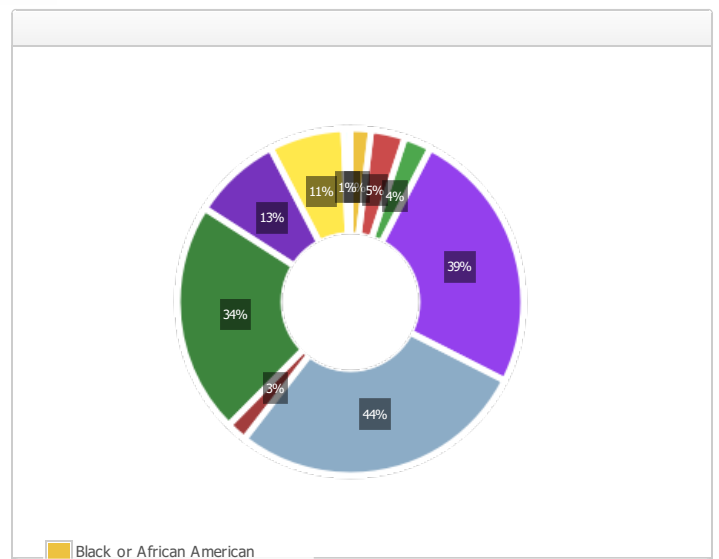
Last updated: 1/15/2016

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	31	31	29	258
Without Full Credential	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
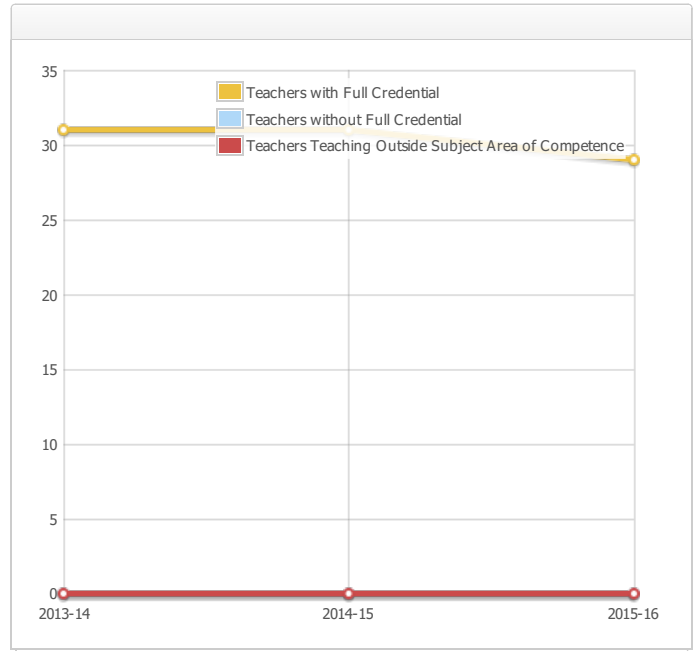
Last updated: 1/14/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
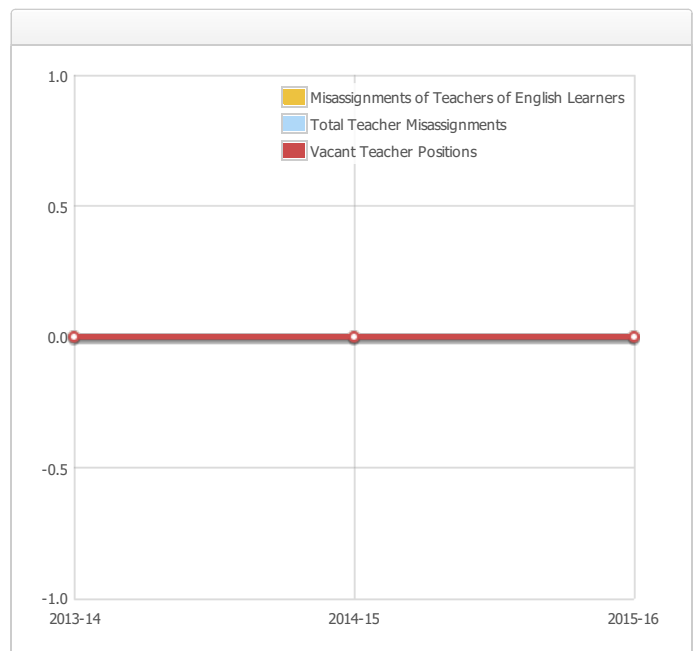
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/14/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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.

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

Year and month in which data were collected: September 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading California 2003	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions 2015	Yes	0.0 %
Science	Pearson California Scince 2008	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California 2006	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	Harcourt, 1996	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music 1990 Davis Publications, Adventures in Art 1990	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		0.0 %

Last updated: 1/8/2016

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 an outdoor 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 appartus was removed as it was outdated. In the summer of 2015, the playground blacktop was re-surfaced and re-painted.

Last updated: 1/10/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: December 2015

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

Year and month in which data were collected: December 2015

Overall Rating	Good

Last updated: 1/15/2016

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

	Percent of Students Meeting or Exceeding the State Standards		
Subject	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	61.0%	55.0%	44.0%
Mathematics (grades 3-8 and 11)	47.0%	46.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/10/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	80	80	100.0%	23.0%	23.0%	26.0%	29.0%
Male	80	42	52.5%	33.0%	21.0%	24.0%	21.0%
Female	80	38	47.5%	11.0%	24.0%	29.0%	37.0%
Black or African American	80	3	3.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	80	5	6.3%	--	--	--	--
Filipino	80	5	6.3%	--	--	--	--
Hispanic or Latino	80	27	33.8%	26.0%	30.0%	30.0%	15.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	80	37	46.3%	19.0%	16.0%	22.0%	43.0%
Two or More Races	80	3	3.8%	--	--	--	--
Socioeconomically Disadvantaged	80	25	31.3%	32.0%	28.0%	32.0%	8.0%
English Learners	80	11	13.8%	45.0%	45.0%	9.0%	0.0%
Students with Disabilities	80	9	11.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/10/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	97	94	96.9%	33.0%	18.0%	27.0%	22.0%
Male	97	50	51.5%	32.0%	16.0%	32.0%	20.0%
Female	97	44	45.4%	34.0%	20.0%	20.0%	25.0%
Black or African American	97	4	4.1%	--	--	--	--
American Indian or Alaska Native	97	1	1.0%	--	--	--	--
Asian	97	6	6.2%	--	--	--	--
Filipino	97	2	2.1%	--	--	--	--
Hispanic or Latino	97	45	46.4%	42.0%	11.0%	27.0%	20.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	97	34	35.1%	21.0%	26.0%	32.0%	21.0%
Two or More Races	97	2	2.1%	--	--	--	--
Socioeconomically Disadvantaged	97	47	48.5%	55.0%	13.0%	21.0%	11.0%
English Learners	97	7	7.2%	--	--	--	--
Students with Disabilities	97	12	12.4%	83.0%	8.0%	8.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/10/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	91	91	100.0%	13.0%	13.0%	37.0%	36.0%
Male	91	49	53.8%	14.0%	14.0%	47.0%	24.0%
Female	91	42	46.2%	12.0%	12.0%	26.0%	50.0%
Black or African American	91	3	3.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	91	4	4.4%	--	--	--	--
Filipino	91	2	2.2%	--	--	--	--
Hispanic or Latino	91	33	36.3%	24.0%	24.0%	27.0%	24.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	91	46	50.5%	7.0%	9.0%	46.0%	39.0%
Two or More Races	91	3	3.3%	--	--	--	--
Socioeconomically Disadvantaged	91	25	27.5%	32.0%	12.0%	32.0%	24.0%
English Learners	91	6	6.6%	--	--	--	--
Students with Disabilities	91	17	18.7%	59.0%	18.0%	18.0%	6.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/10/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	102	101	99.0%	8.0%	28.0%	44.0%	21.0%
Male	102	60	58.8%	10.0%	33.0%	42.0%	15.0%
Female	102	41	40.2%	5.0%	20.0%	46.0%	29.0%
Black or African American	102	6	5.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	102	4	3.9%	--	--	--	--
Filipino	102	2	2.0%	--	--	--	--
Hispanic or Latino	102	41	40.2%	15.0%	37.0%	32.0%	17.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	102	45	44.1%	4.0%	20.0%	56.0%	20.0%
Two or More Races	102	3	2.9%	--	--	--	--
Socioeconomically Disadvantaged	102	38	37.3%	21.0%	39.0%	32.0%	8.0%
English Learners	102	6	5.9%	--	--	--	--
Students with Disabilities	102	11	10.8%	36.0%	36.0%	27.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/14/2016

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	80	80	100.0%	28.0%	23.0%	31.0%	19.0%
Male	80	42	52.5%	33.0%	17.0%	31.0%	19.0%
Female	80	38	47.5%	21.0%	29.0%	32.0%	18.0%
Black or African American	80	3	3.8%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	80	5	6.3%	--	--	--	--
Filipino	80	5	6.3%	--	--	--	--
Hispanic or Latino	80	27	33.8%	37.0%	22.0%	30.0%	11.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	80	37	46.3%	24.0%	22.0%	24.0%	30.0%
Two or More Races	80	3	3.8%	--	--	--	--
Socioeconomically Disadvantaged	80	25	31.3%	36.0%	32.0%	24.0%	8.0%
English Learners	80	11	13.8%	55.0%	36.0%	9.0%	0.0%
Students with Disabilities	80	9	11.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/13/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	97	94	96.9%	20.0%	44.0%	18.0%	18.0%
Male	97	50	51.5%	20.0%	36.0%	22.0%	22.0%
Female	97	44	45.4%	20.0%	52.0%	14.0%	14.0%
Black or African American	97	4	4.1%	--	--	--	--
American Indian or Alaska Native	97	1	1.0%	--	--	--	--
Asian	97	6	6.2%	--	--	--	--
Filipino	97	2	2.1%	--	--	--	--
Hispanic or Latino	97	45	46.4%	27.0%	44.0%	11.0%	18.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	97	34	35.1%	12.0%	47.0%	29.0%	12.0%
Two or More Races	97	2	2.1%	--	--	--	--
Socioeconomically Disadvantaged	97	47	48.5%	32.0%	51.0%	15.0%	2.0%
English Learners	97	7	7.2%	--	--	--	--
Students with Disabilities	97	12	12.4%	50.0%	42.0%	8.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/13/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	91	91	100.0%	19.0%	22.0%	27.0%	32.0%
Male	91	49	53.8%	20.0%	14.0%	31.0%	35.0%
Female	91	42	46.2%	17.0%	31.0%	24.0%	29.0%
Black or African American	91	3	3.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	91	4	4.4%	--	--	--	--
Filipino	91	2	2.2%	--	--	--	--
Hispanic or Latino	91	33	36.3%	33.0%	18.0%	27.0%	21.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	91	46	50.5%	11.0%	22.0%	26.0%	41.0%
Two or More Races	91	3	3.3%	--	--	--	--
Socioeconomically Disadvantaged	91	25	27.5%	32.0%	24.0%	24.0%	20.0%
English Learners	91	6	6.6%	--	--	--	--
Students with Disabilities	91	17	18.7%	53.0%	24.0%	6.0%	18.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/13/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	102	101	99.0%	15.0%	41.0%	21.0%	24.0%
Male	102	60	58.8%	18.0%	42.0%	18.0%	22.0%
Female	102	41	40.2%	10.0%	39.0%	24.0%	27.0%
Black or African American	102	6	5.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	102	4	3.9%	--	--	--	--
Filipino	102	2	2.0%	--	--	--	--
Hispanic or Latino	102	41	40.2%	24.0%	39.0%	15.0%	22.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	102	45	44.1%	9.0%	42.0%	27.0%	22.0%
Two or More Races	102	3	2.9%	--	--	--	--
Socioeconomically Disadvantaged	102	38	37.3%	29.0%	45.0%	13.0%	13.0%
English Learners	102	6	5.9%	--	--	--	--
Students with Disabilities	102	11	10.8%	55.0%	36.0%	9.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/13/2016

California Standards Tests for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	87.0%	91.0%	93.0%	64.0%	76.0%	76.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/13/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	76.0%
All Students at the School	91.0%
Male	100.0%
Female	85.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	89.0%
Native Hawaiian or Pacific Islander	--
White	95.0%
Two or More Races	--
Socioeconomically Disadvantaged	84.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/13/2016

State Priority: Other Pupil Outcomes

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

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7%	26.7%	51.1%

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: 1/13/2016

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 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 School Site Council (SSC) and ELAC (English Language Advisory Committee) also include a large amount of parent participation to review our Single Plan for Student Achievement (SPSA) and Comprehensive Safe School Plan. Parents volunteer in the office, library, and classrooms on a daily basis.

State Priority: Pupil Engagement

Last updated: 1/10/2016

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

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

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

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	5.0	3.0	5.0	73.0	55.0	35.0	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
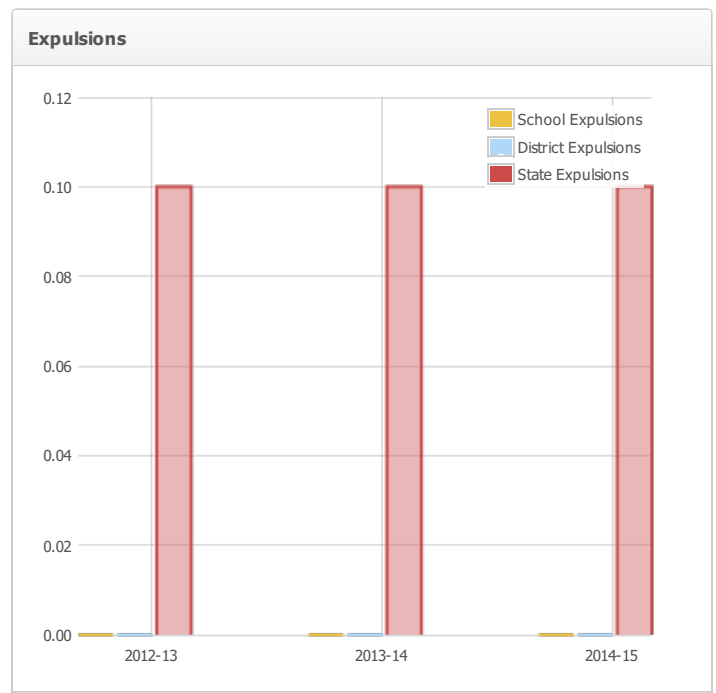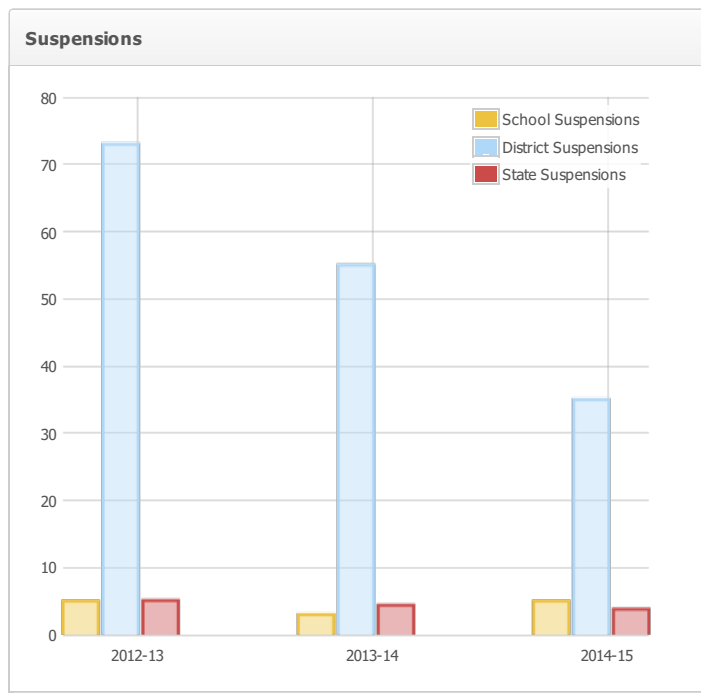
Last updated: 1/10/2016

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 2015 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: 1/14/2016

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		N/A	
Met Graduation Rate	N/A	N/A	

Last updated: 1/10/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	33.0%

Note: Cells with NA values do not require data.

Last updated: 1/8/2016

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	22.0		4		22.0		4		23.0		4	
1	22.0		3		22.0		4		21.0	1	3	
2	26.0		3		27.0		2		27.0		3	
3	23.0	1	4		24.0	1	4		25.0		3	
4	30.0		3		29.0		3		31.0		3	
5	28.0		3		30.0		3		28.0		3	
6	31.0		4		27.0	1	3		27.0	1	3	
Other	13.0	1							11.0	1		

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

Last updated: 1/13/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor

Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.7	N/A
Other		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: 1/13/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$6734.3	$839.8	$5894.5	$69425.2
District	N/A	N/A	$6027.0	$71674.0
Percent Difference – School Site and District	N/A	N/A	2.2%	3.1%
State	N/A	N/A	$5348.0	$72993.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/13/2016

Types of Services Funded (Fiscal Year 2014-15)

• Gifted and Talented Education (GATE)

• Title II, Part A - Teacher Quality & Class Size Reduction

• Title III, Part A - Limited English Proficient (LEP)

• School and Library Improvement Grant (SIG)

Last updated: 1/8/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,942	$43,091
Mid-Range Teacher Salary	$65,245	$70,247
Highest Teacher Salary	$86,533	$89,152
Average Principal Salary (Elementary)	$105,364	$112,492
Average Principal Salary (Middle)	--	$116,021
Average Principal Salary (High)	--	$117,511
Superintendent Salary	$161,724	$192,072
Percent of Budget for Teacher Salaries	38.0%	41.0%
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/cs/ .

Teacher Salary Chart

Principal Salary Chart
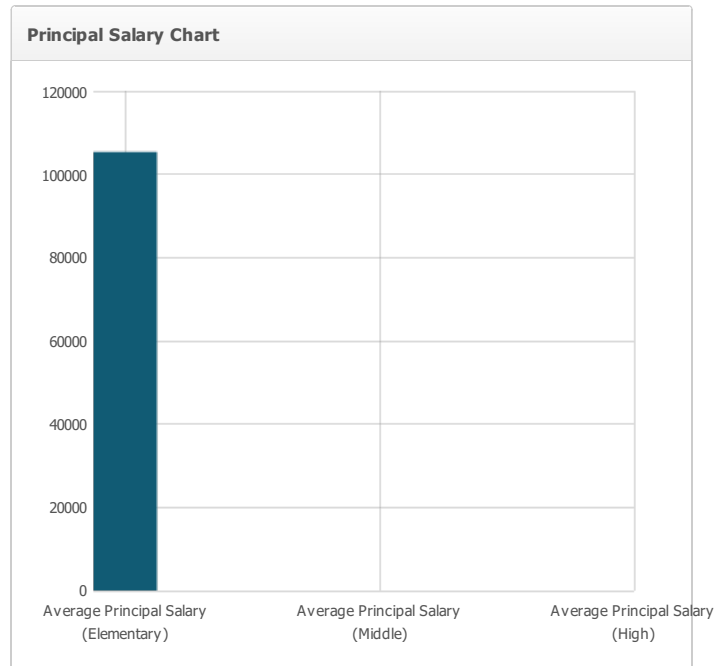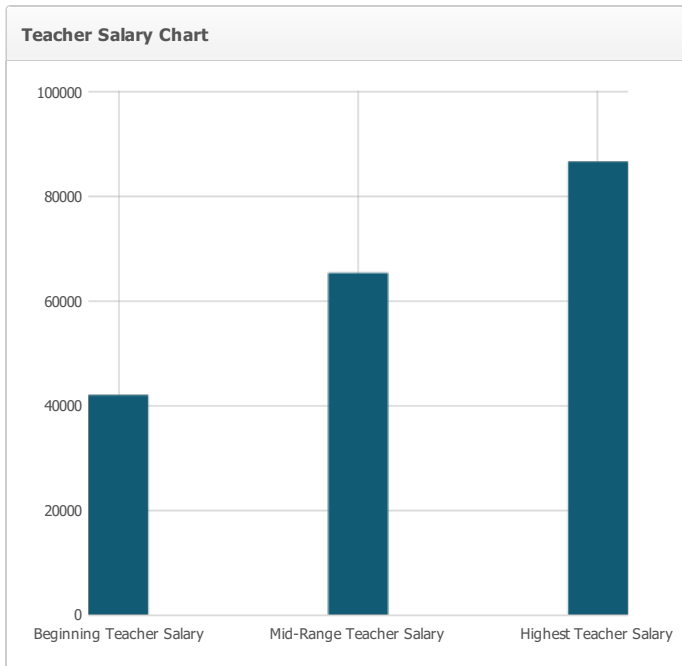
Last updated: 1/13/2016

Professional Development – Most Recent Three Years

The Sulphur Springs Union School District is firmly committed to providing professional development for all teachers to support the successful progress for our students' academic and social development. Our continued professional development is based on data reflecting our students' academic and social needs.

The professional development offered is grade level or content specific, and addresses the current California State Standards. Professional development can include training in specific subject areas, general academics, social behavior, instructional use of technology, as well as job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program Beginning Teacher Support and Assessment (BTSA) for new teachers.

The district and site administrators also provide and attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation, and leadership. In addition to professional development activities offered to the district's teachers and administrators, classified employees also receive training based on the specific needs of their assignment.

The Sulphur Springs Union School District and Sulphur Springs Community School are committed to providing professional development activities 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, objective conferences, peer coaching, classroom observations, and consistent follow-up.

Last updated: 1/7/2016