Sulphur Springs Community Elementary

Cassandra Farley, Principal

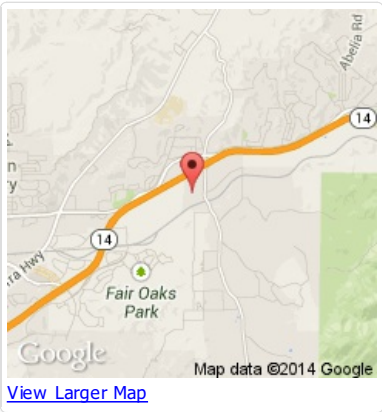Principal, Sulphur Springs Community Elementary

About Our School

Welcome to Sulphur Springs Community School's School Accuntability Report Card. We are very proud of our accomplishments.

Contact

16628 West Lost Canyon Rd.
Canyon Country, CA
91387

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

View Larger Map

Data and Access

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page.
- For additional information about the school, parents 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

About This School

Contact Information (School Year 2012-13)

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
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	Robert
Superintendent Last Name	Nolet
E-mail Address	bnolet@sssd.k12.ca.us

Last updated: 12/16/2013

School Description and Mission Statement (School Year 2012-13)

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 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 K-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: 12/16/2013

Opportunities for Parental Involvement (School Year 2012-13)

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.

Last updated: 11/27/2013

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.
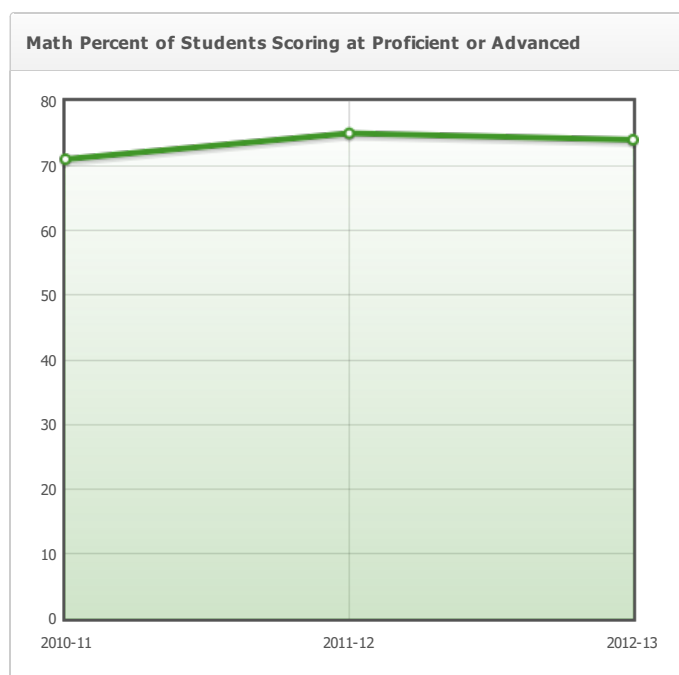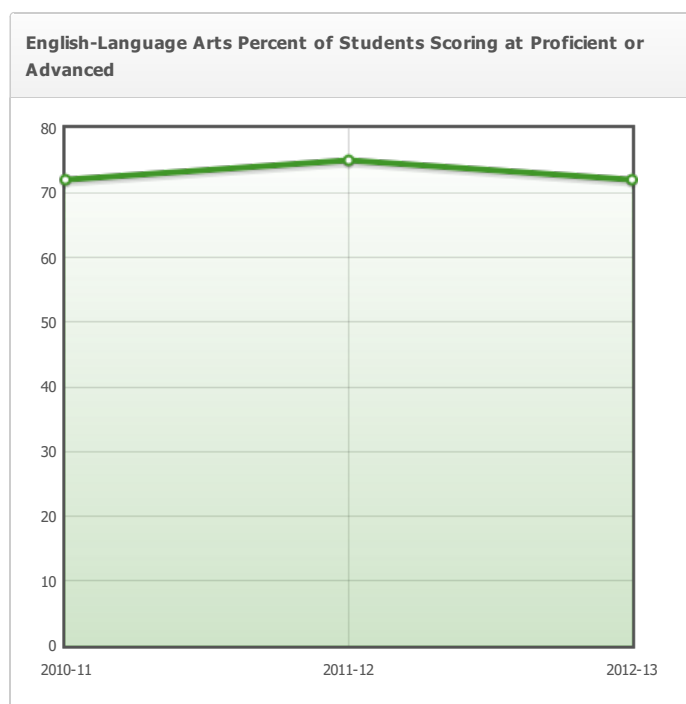
The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

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

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
Subject	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%
Science	85%	87%	87%	72%	73%	65%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	48%	49%	49%

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.

English-Language Arts Percent of Students Scoring at Proficient or Advanced

Math Percent of Students Scoring at Proficient or Advanced

Science Percent of Students Scoring at Proficient or Advanced
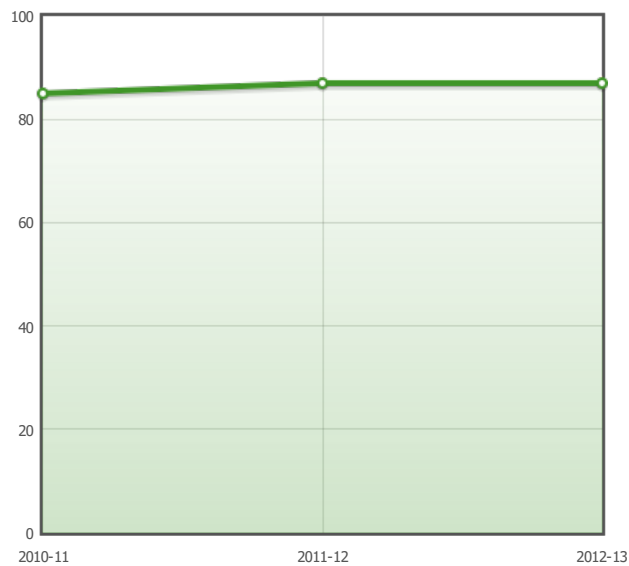
History Percent of Students Scoring at Proficient or Advanced
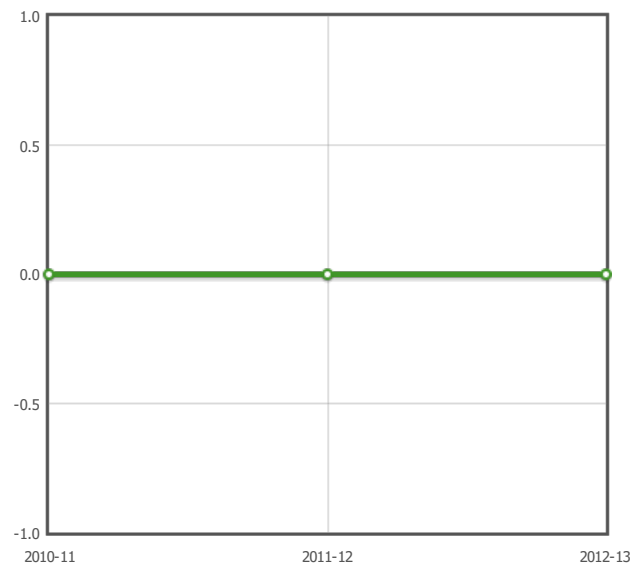
Last updated: 11/27/2013

Standardized Testing and Reporting Results by Student Group — Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	**Mathematics**	**Science**	**History-Social Science**
All Students in the LEA	65%	67%	65%	N/A
All Students at the School	72%	74%	87%	N/A
Male	68%	71%	86%	N/A
Female	77%	78%	89%	N/A
Black or African American	81%	63%	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	92%	92%	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	54%	62%	79%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	82%	82%	97%	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	44%	54%	83%	N/A
English Learners	23%	42%	N/A	N/A
Students with Disabilities	45%	49%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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: 1/22/2014

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page.

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.9%	22.6%	41.9%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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: 11/27/2013

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	8	8	8
Similar Schools	4	4	4

Last updated: 11/27/2013

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	6	12	-1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	9	15	1
Native Hawaiian or Pacific Islander			
White	-1	13	14
Two or More Races			
Socioeconomically Disadvantaged	13	-25	9
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: 11/27/2013

Academic Performance Index Growth by Student Group — 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	480	878	3,847	847	4,655,989	790
Black or African American	25	856	269	810	296,463	708
American Indian or Alaska Native	5		13	857	30,394	743
Asian	25	934	183	942	406,527	906
Filipino	1		80	917	121,054	867
Hispanic or Latino	177	817	1,727	798	2,438,951	744
Native Hawaiian or Pacific Islander	0		18	882	25,351	774
White	239	917	1,346	890	1,200,127	853
Two or More Races	8		211	907	125,025	824
Socioeconomically Disadvantaged	141	776	1,813	793	2,774,640	743
English Learners	65	752	1,144	792	1,482,316	721
Students with Disabilities	50	742	454	708	527,476	615

Last updated: 11/27/2013

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page.

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 API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Last updated: 11/27/2013

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page .

| 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	44.4%

Note: Cells shaded in black or with N/A values do not require data.

Last updated: 11/27/2013

School Climate

## Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	86
Grade 1	70
Grade 2	90
Grade 3	95
Grade 4	107
Grade 5	92
Grade 6	111
Total Enrollment	651
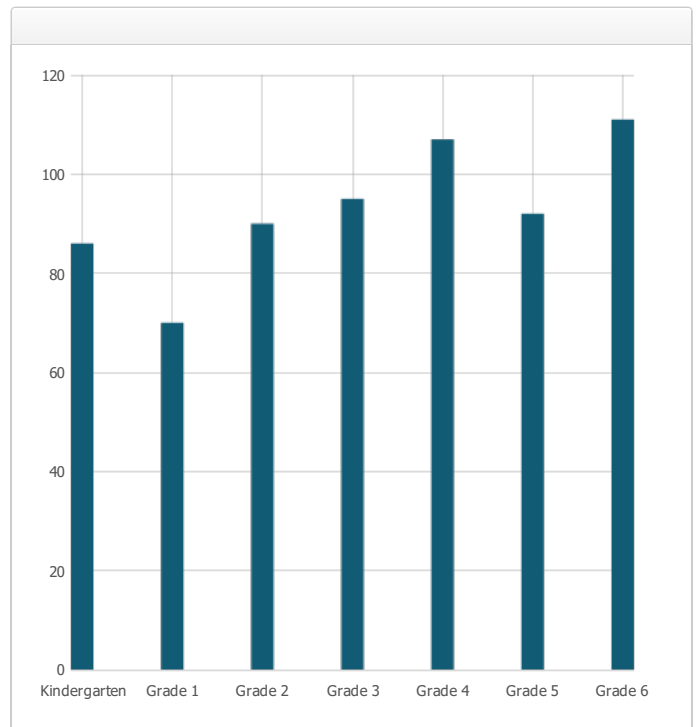
Last updated: 11/27/2013

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.8
Asian	4.9
Filipino	0.8
Hispanic or Latino	37.0
Native Hawaiian or Pacific Islander	0.0
White	49.3
Two or More Races	2.5
Socioeconomically Disadvantaged	27.0
English Learners	13.5
Students with Disabilities	8.3
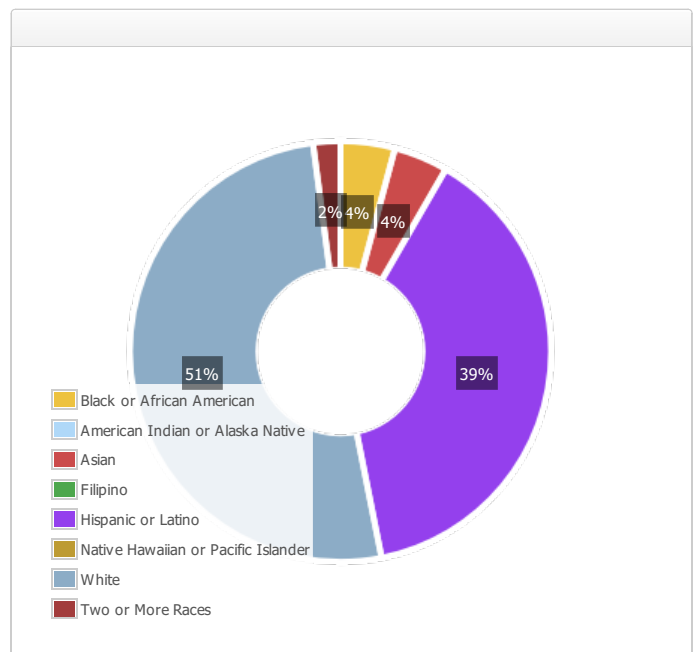
Last updated: 11/27/2013

Average Class Size and Class Size Distribution (Elementary)

	2010-11				2011-12				2012-13			
		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	19.0	4			21.7	3			22.0		4	
1	18.0	7			21.7	6			14.0	2	3	
2	26.0	1	3		28.0		3		18.0	2	3	
3	23.6	1	4		26.0		5		19.0	2	3	
4	27.8	1	4		22.5	3	3		22.0	2	3	
5	23.5	2	2		26.5	1	3		18.0	3	2	
6	23.0	2	3		31.3		3		22.0	2	3	
Other												

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

Last updated: 11/27/2013

School Safety Plan (School Year 2012-13)

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 2012 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 toall 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: 12/16/2013

Suspensions and Expulsions

Rate *		School			District	
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	15.00	9.00	5.00	117.00	87.00	73.00
Expulsions		1.00				

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Suspensions

Expulsions
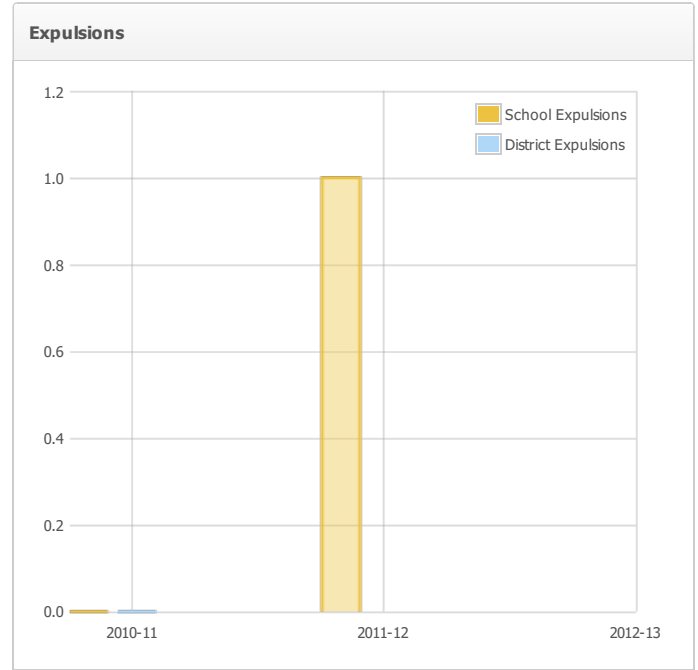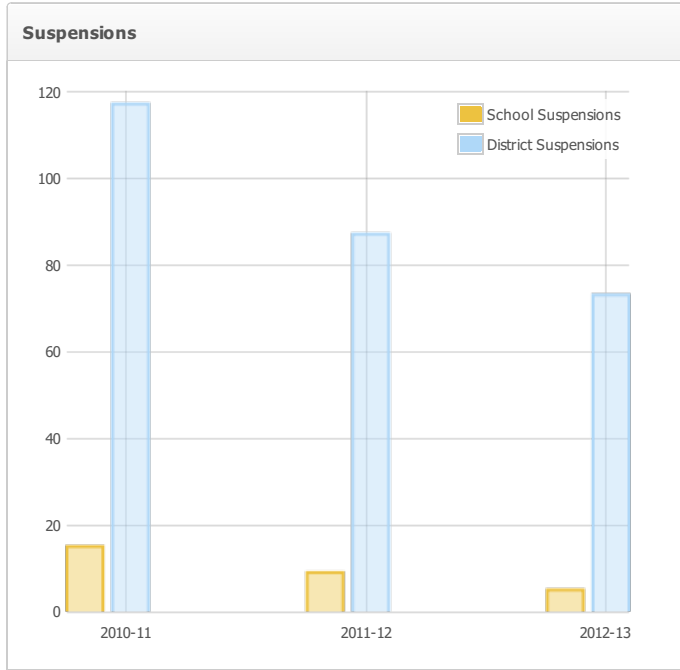
Last updated: 11/27/2013

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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 were painted, covered walkways were repaired, and grass areas were reseeded. This school year that are many mini projects taking place to update the campus. Trees around campus were treated for beetle bark in order to preserve them. 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 will be installed on the main playground and old appartus will be removed that is outdated.

Last updated: 12/16/2013

School Facility Good Repair Status (School Year 2013-14)

| System Inspected	Repair Status	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 (School Year 2012-13)

Overall Rating	Good

Last updated: 12/19/2013

Teachers

Teacher Credentials

Teachers		School			District
	2010-11	2011-12	2012-13	2012-13	
With Full Credential	26	25	30	246	
Without Full Credential				2	
Teachers Teaching Outside Subject Area of Competence (with full credential)					
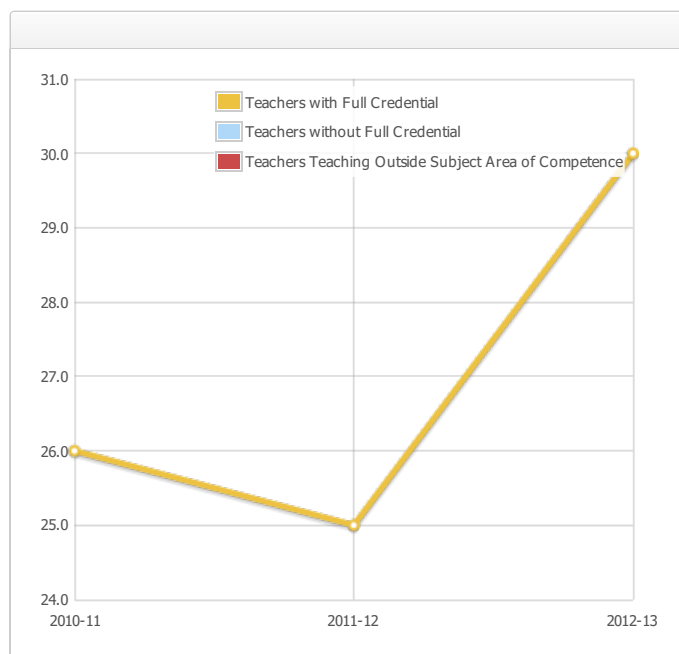
Last updated: 11/27/2013

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			
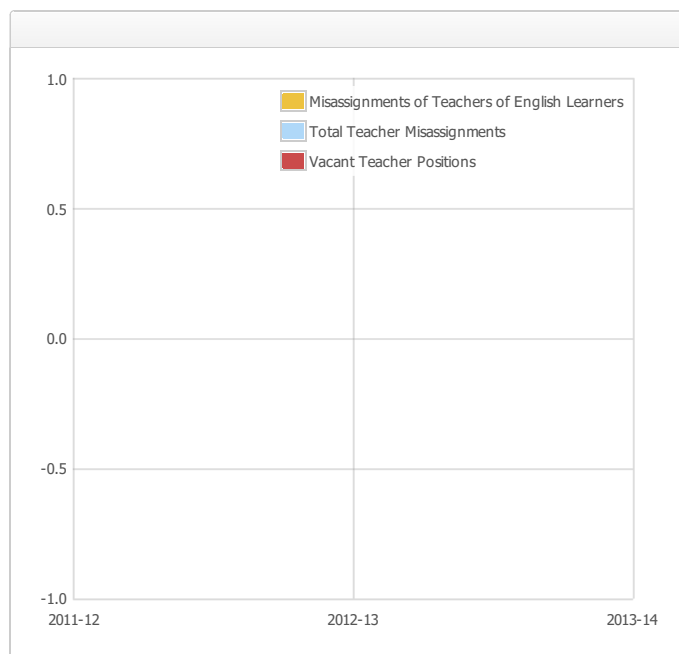
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 11/27/2013

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page.

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	
All Schools in District	100	
High-Poverty Schools in District	100	
Low-Poverty Schools in District		

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: 11/27/2013

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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)	1.0	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)	0.8	N/A
Other		N/A

Note: Cells shaded in black or 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: 11/27/2013

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2013

Core Curriculum Area	Textbooks and instructional materials	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	Pearson enVision Math (K-6)	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: 1/30/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$5,474	$942	$4,532	$83,903
District	N/A	N/A	$8,252	$76,105
Percent Difference – School Site and District	N/A	N/A	40.00%	14.00%
State	N/A	N/A	$5,537	$70,193
Percent Difference – School Site and State	N/A	N/A	22.00%	16.00%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site.

Last updated: 1/22/2014

## Types of Services Funded (Fiscal Year 2012-13)

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: 1/22/2014

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,634	$41,451
Mid-Range Teacher Salary	$63,210	$67,655
Highest Teacher Salary	$83,938	$85,989
Average Principal Salary (Elementary)	$98,651	$108,589
Average Principal Salary (Middle)	$00	$111,643
Average Principal Salary (High)	$00	$110,257
Superintendent Salary	$160,123	$182,548
Percent of Budget for Teacher Salaries	40.0%	42.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page.

Teacher Salary Chart

Principal Salary Chart
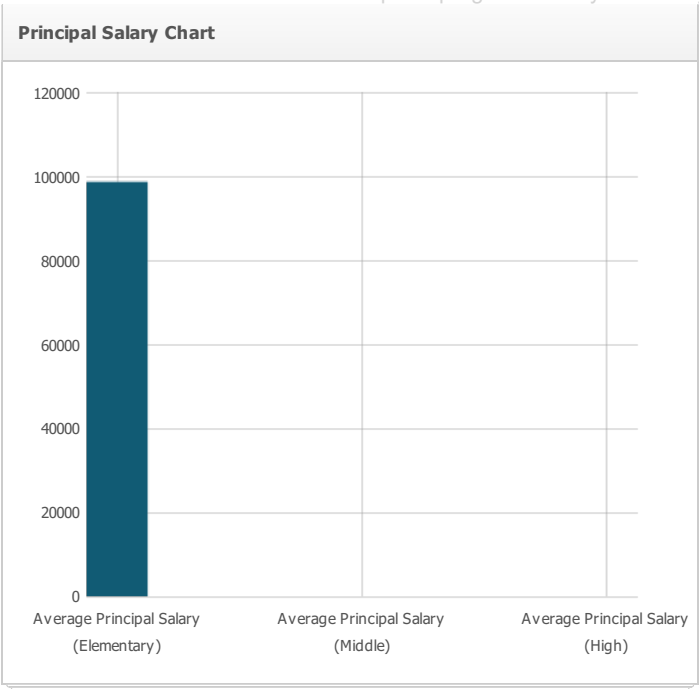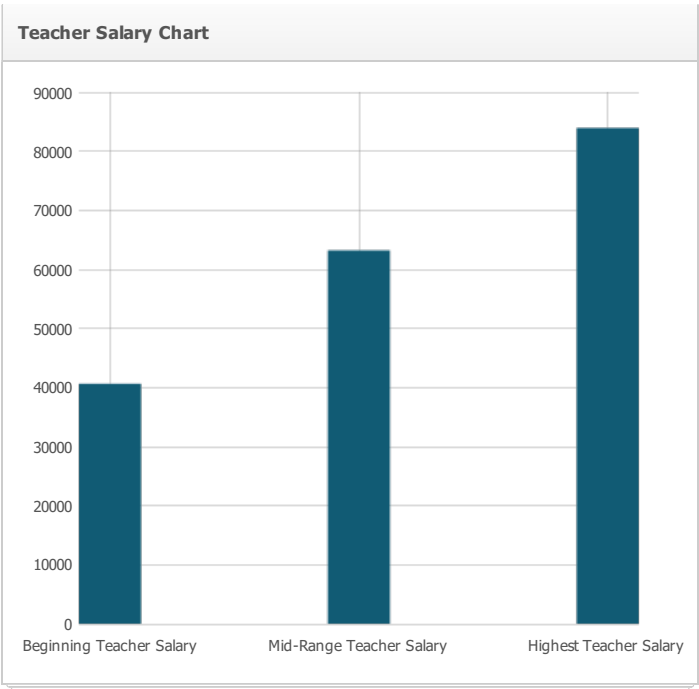
Last updated: 1/22/2014

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page.

Instructional Planning and Scheduling

Professional Development

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

The Sulphur Springs School District is firmly committed to the continual development and improvement of its teachers. To this end, the district provides professional development activities and training to enhance teacher effectiveness annually. During the 2012-2013 school year all teachers were provided with the opportunity to attend conferences, workshops, seminars, and other staff development opportunities. Each Tuesday students were released one hour early to provide teachers with site-based professional development opportunities that include site-based training, grade level collaborative planning, and independent planning. Numerous staff meetings focused on analyzing student performance of state and local assessments and how to modify instruction to better meet students' needs. Staff development topics covered all curriculum areas although there was an emphasis on reading, writing, supporting English learners, assessment, science and diversity. A few teachers attended Systematic ELD training, while others attended Coherent Writing training. Writing was a focus of site based professional development in the 2012-2013 school year.

Last updated: 1/30/2014