

# Sulphur Springs Community Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### 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 Elementary

### 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 responses. Our sixth grade 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](http://sulphursprings.sssd.k12.ca.us/pages/SulphurSprings/School_Info/Annual_SARC_Report_Card)

### Contact

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

*Phone: 661-252-2725  
E-mail: [bpegler@sssd.k12.ca.us](mailto:bpegler@sssd.k12.ca.us)*

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Sulphur Springs Union
<b>Phone Number</b>	(661) 252-5131
<b>Superintendent</b>	Catherine Kawaguchi
<b>E-mail Address</b>	<a href="mailto:ckawaguchi@sssd.k12.ca.us">ckawaguchi@sssd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.sssd.k12.ca.us">http://www.sssd.k12.ca.us</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Sulphur Springs Community Elementary
<b>Street</b>	16628 West Lost Canyon Rd.
<b>City, State, Zip</b>	Canyon Country, Ca, 91387-3241
<b>Phone Number</b>	661-252-2725
<b>Principal</b>	Mrs. Betsy Pegler, Principal
<b>E-mail Address</b>	<a href="mailto:bpegler@sssd.k12.ca.us">bpegler@sssd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://sulphursprings.sssd.k12.ca.us/pages/Sulphur">http://sulphursprings.sssd.k12.ca.us/pages/Sulphur</a>
<b>County-District-School (CDS) Code</b>	19650456022917

*Last updated: 1/31/2017*

### School Description and Mission Statement (School Year 2016-17)

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 Community 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 642 students, on a blended calendar. We have 23 regular classrooms and two Special Day classes. Our support staff includes a Speech and Language Pathologist, Resource Specialist Provider, School Psychologist, Adaptive P.E. Teacher, and an Occupational Therapist. We have a consultant contract with Cultivating Creative Minds for music, theatre, and arts instruction. We have a fully equipped computer lab with 36 computers and a Computer Lab Specialist that works with each class on a weekly basis. Our science lab is used by grades three through six on a weekly basis with a Science Lab Specialist who works with classes on experiments incorporating Next Generation Science Standards. Our Bilingual EL Aide supports EL students and families on a daily and consistently supports home-school connections by providing translations of mass-messages, PTA events, meetings and staff communications as needed. Two Curriculum Specialists help to support our Response to Intervention program structured with multi-tiered systems of support and give grade levels an hour each day of intensive targeted intervention and enrichment 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.

Our curriculum and instruction provides highly rigorous and challenging academic tasks for our students. 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), Jolly Phonics, reading in both fiction and non fiction text, a focus on reading comprehension, and a Response to Intervention model that focuses on reading and writing to prepare our students for the demands of 1st grade. Various intervention strategies support the learning for our students in all grades achieving standards not met. The importance of instructional technology continues to be a significant focus. Students, staff and community view and utilize technology as an instructional tool and standard for college, career, and civic readiness. The use of technology is integrated throughout curriculum and instruction 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 designated computer lab time as well in the classroom on computers, iPads, and Chromebooks. 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, highly 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 leaders help 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 in red and blue, the school colors. Sixth grade student leaders write and produce daily video announcements for the student body using our green screen. They also designate 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 Community School and is felt just walking on to the campus.

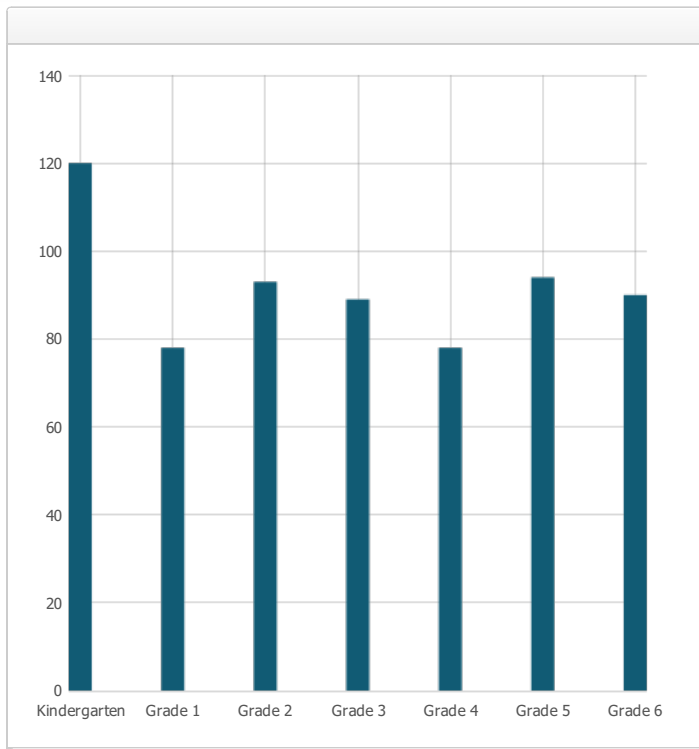
Parent support and involvement in all aspects of our school is a proud tradition of the Sulphur Springs community. For over 60 years, the P.T.A.'s Founder's Day Celebration has recognized the outstanding accomplishments of staff and community members. Other Sulphur Springs traditions include a holiday 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 many PTA hosted school events.

Sulphur Springs Community School makes a concentrated effort to ensure that students, parents and staff feel a sense of belonging. A component to Sulphur Springs' success is its rich history of community involvement. Even as our community continues to change and grow, we are confident our tradition of pride and spirit will remain strong and what makes Sulphur Springs Community School #1.

*Last updated: 1/31/2017*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Kindergarten	120
Grade 1	78
Grade 2	93
Grade 3	89
Grade 4	78
Grade 5	94
Grade 6	90
<b>Total Enrollment</b>	<b>642</b>



*Last updated: 1/31/2017*

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	3.3 %
American Indian or Alaska Native	0.2 %
Asian	5.1 %
Filipino	4.8 %
Hispanic or Latino	40.2 %
Native Hawaiian or Pacific Islander	0.0 %
White	42.7 %
Two or More Races	3.7 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.9 %
English Learners	12.9 %
Students with Disabilities	11.7 %
Foster Youth	0.8 %

*Last updated: 1/31/2017*

## A. Conditions of Learning

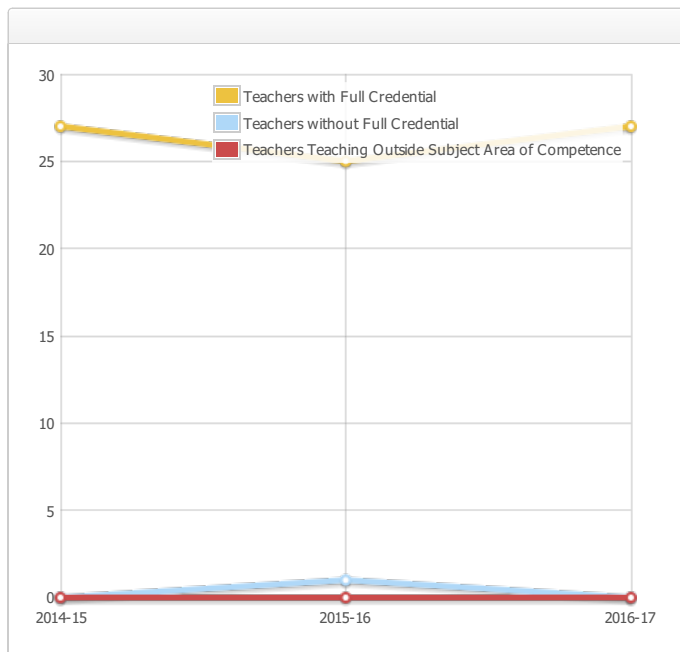
### State Priority: Basic

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

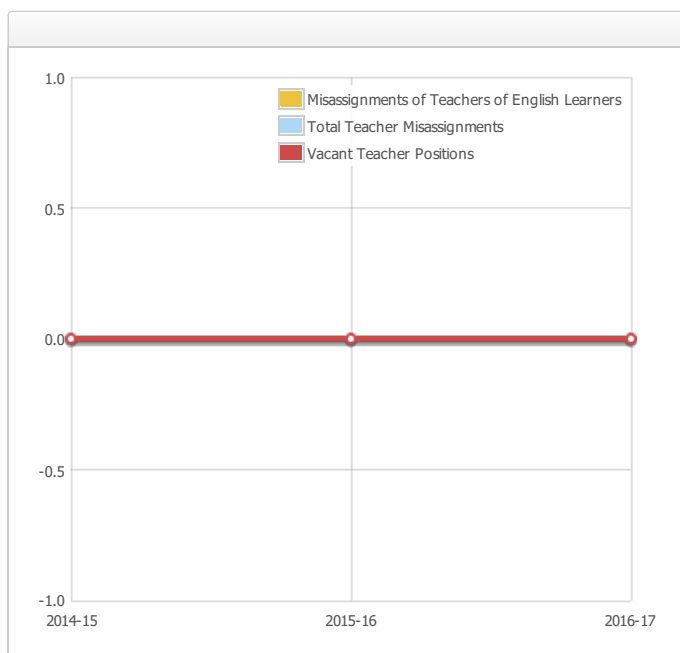
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27	25	27	252
Without Full Credential	0	1	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/31/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

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.

*Last updated: 1/31/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: January 2017

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	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions	Yes	0.0 %
Science	Pearson California Science	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California	Yes	0.0 %
Foreign Language			0.0 %
Health	Harcourt	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music Davis Publications, Adventures in Art	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/31/2017*

## School Facility Conditions and Planned Improvements

Our campus has 25 classrooms, 9 relocatable classrooms, a library, computer lab, science lab, art room, 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. 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 was outdated. In the Summer of 2015, the playground blacktop was re-surfaced and re-painted. In the Summer of 2016, two solar panel arrays were installed on the grass field providing shade structures, and one array over staff parking providing illumination at night. In the Fall of 2016, new thermostats were installed in each building/classroom, sidewalk concrete slabs were repaired to smooth elevated surfaces from tree roots on campus, white lines added to valet student drop-off and pick-up loop to designate traffic patterns, and touch-up paint to exterior door-frames and rain gutters.

*Last updated: 1/31/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: September 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: September 2016

Overall Rating	Good
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*Last updated: 1/31/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	61.0%	59.0%	55.0%	59.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	47.0%	47.0%	46.0%	47.0%	33.0%	37.0%

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.

*Last updated: 1/31/2017*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	89	88	98.9%	54.6%
Male	51	50	98.0%	52.0%
Female	38	38	100.0%	57.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	35	100.0%	51.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	41	97.6%	53.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.0%	29.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*

**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	78	75	96.2%	54.7%
Male	44	41	93.2%	43.9%
Female	34	34	100.0%	67.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	28	100.0%	46.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	33	91.7%	57.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.0%	36.0%
English Learners	12	12	100.0%	8.3%
Students with Disabilities	12	12	100.0%	16.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/31/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	95	94	99.0%	66.0%
Male	54	54	100.0%	61.1%
Female	41	40	97.6%	72.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.0%	68.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	34	97.1%	64.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.0%	46.0%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.0%	42.9%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	91	90	98.9%	61.1%
Male	47	46	97.9%	58.7%
Female	44	44	100.0%	63.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	100.0%	44.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	44	97.8%	68.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.0%	30.0%
English Learners	--	--	--	--
Students with Disabilities	13	13	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	89	100.0%	50.6%
Male	51	51	100.0%	51.0%
Female	38	38	100.0%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	35	100.0%	40.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	42	42	100.0%	57.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.0%	22.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	78	75	96.2%	44.0%
Male	44	41	93.2%	41.5%
Female	34	34	100.0%	47.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	28	28	100.0%	35.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	33	91.7%	48.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.0%	32.0%
English Learners	12	12	100.0%	16.7%
Students with Disabilities	12	12	100.0%	8.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	95	95	100.0%	39.0%
Male	54	54	100.0%	44.4%
Female	41	41	100.0%	31.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.0%	34.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	35	100.0%	42.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.0%	32.4%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	91	91	100.0%	52.8%
Male	47	47	100.0%	55.3%
Female	44	44	100.0%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	100.0%	38.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	45	100.0%	62.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.0%	25.0%
English Learners	--	--	--	--
Students with Disabilities	13	13	100.0%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

*Last updated: 1/31/2017*



**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	90.0%	92.0%	80.0%	76.0%	76.0%	71.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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: 1/31/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	95	94	99.0%	79.8%
Male	54	53	98.2%	83.0%
Female	41	41	100.0%	75.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	44	44	100.0%	81.8%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	35	34	97.1%	79.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	36	97.3%	63.9%
English Learners	--	--	--	--
Students with Disabilities	14	13	92.9%	61.5%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/31/2017*

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.9%	31.6%	22.1%

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: 1/31/2017*

## 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 (School Year 2016-17)

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Our parents are involved in many aspects of our school. The Sulphur Springs Community School 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. In August 2016, our PTA achieved 100% membership for the first time in over 5 years. Each classroom has a room parent to help the teacher to communicate with other parents regarding classroom activities. Our School Site Council (SSC), Safety Committee, 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 (CSSP). Parents volunteer in the office, library, and classrooms on a daily basis.

### State Priority: Pupil Engagement

*Last updated: 1/31/2017*

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

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

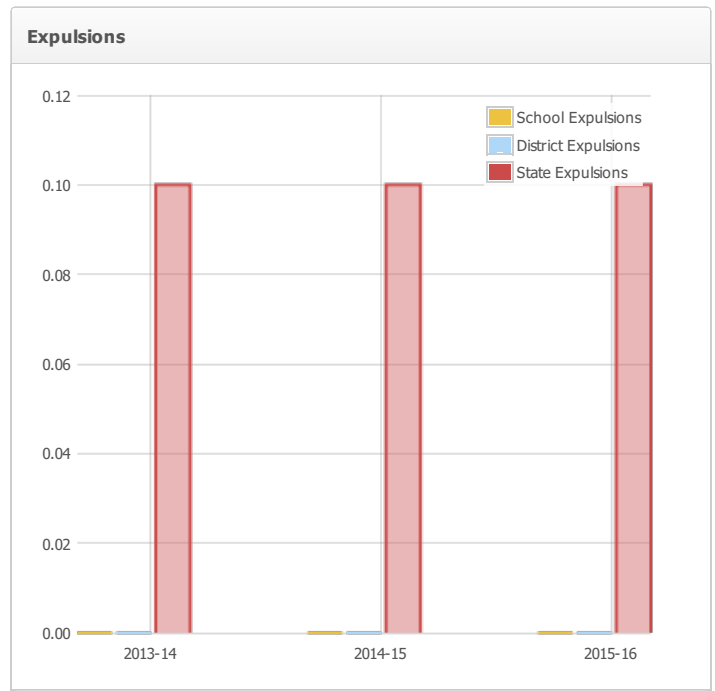
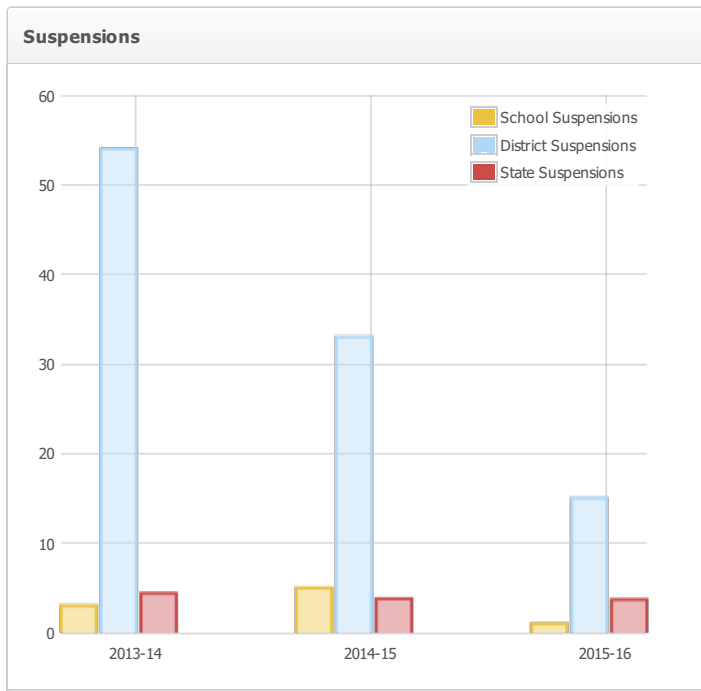
# State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.0	5.0	1.0	54.0	33.0	15.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/31/2017

## School Safety Plan (School Year 2016-17)

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 Comprehensive Safe School Plan as well as Disaster Plan were updated October of 2016 and was discussed with the staff.

This plan includes:

-School disaster procedures and a comprehensive plan for emergencies

-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: 1/31/2017*

## 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.

### Federal Intervention Program (School Year 2016-17)

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	3
Percent of Schools Currently in Program Improvement	N/A	33.0%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	21.5	0	4	0	22.6	0	3	0	23.5	0	4	0
1	21.5	0	4	0	21.3	1	3	0	23.3	0	3	0
2	27.3	0	3	0	27.0	0	3	0	25.5	0	4	0
3	26.0	0	3	0	24.6	0	3	0	25.0	0	3	0
4	28.6	0	3	0	30.6	0	3	0	35.5	0	0	2
5	29.8	0	4	0	26.6	0	3	0	33.6	0	0	4
6	31.5	0	2	0	31.0	0	3	0	35.0	0	0	2
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/31/2017

### Academic Counselors and Other Support Staff (School Year 2015-16)

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)	0.6	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		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: 1/31/2017

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5939.0	\$949.0	\$4989.0	\$68333.0
District	N/A	N/A	\$5057.0	\$72730.0
Percent Difference – School Site and District	--	--	-1.4%	-6.1%
State	N/A	N/A	\$5677.0	\$75137.0
Percent Difference – School Site and State	--	--	--	-6.0%

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

Last updated: 1/31/2017

**Types of Services Funded (Fiscal Year 2015-16)**

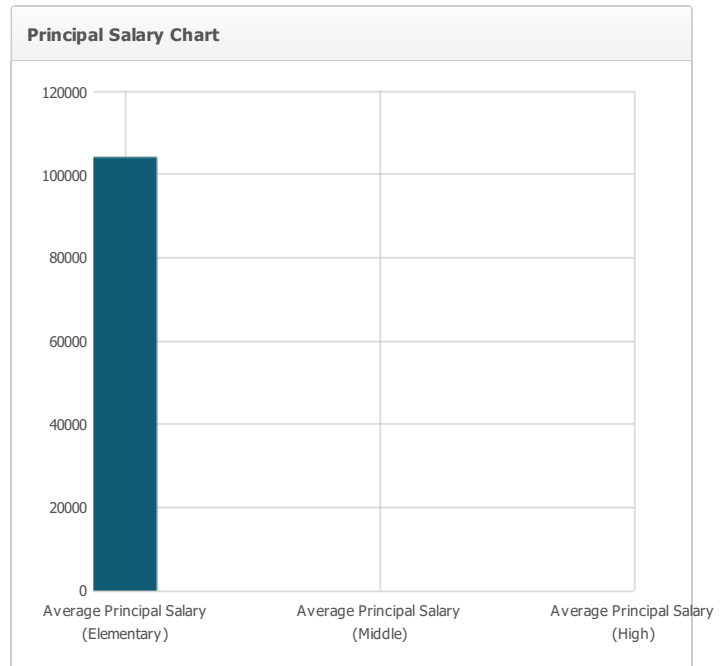
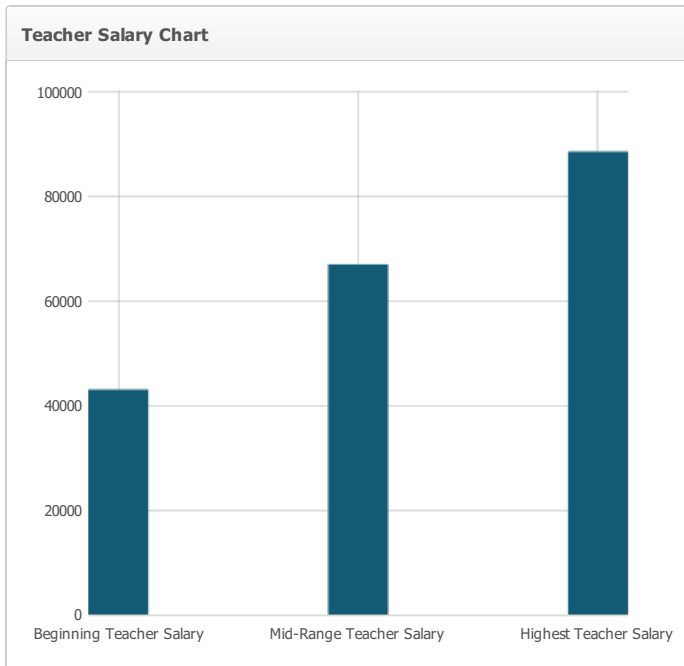
- Gifted and Talented Education (GATE)
  
- Title II, Part A - Teacher Quality & Class Size Reduction
  
- Title III, Part A - Limited English Proficient (LEP)
  
- LCFF Base and Concentration Grants

*Last updated: 1/31/2017*

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,981	\$44,573
Mid-Range Teacher Salary	\$66,876	\$72,868
Highest Teacher Salary	\$88,426	\$92,972
Average Principal Salary (Elementary)	\$104,102	\$116,229
Average Principal Salary (Middle)	\$	\$119,596
Average Principal Salary (High)	\$	\$121,883
Superintendent Salary	\$161,724	\$201,784
Percent of Budget for Teacher Salaries	38.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



*Last updated: 1/31/2017*



## Professional Development

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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-emotional 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 and reflection, objective conferences, peer coaching, classroom observations, and consistent follow-up.

*Last updated: 1/31/2017*