



[SARC Home](#) » Sulphur Springs Special Education Consortia

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### California School Dashboard

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

## Paul Frisina, Director of Special Education

- Principal, Sulphur Springs Special Education Consortia

## About Our School

### Contact

Sulphur Springs Special Education Consortia  
27000 Weyerhaeuser Way  
Santa Clarita, CA 91351-4947

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## About This School

### Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
<b>District Name</b>	Sulphur Springs Union
<b>Phone Number</b>	(661) 252-5131
<b>Superintendent</b>	Catherine Kawaguchi
<b>Email Address</b>	<a href="mailto:ckawaguchi@sssd.k12.ca.us">ckawaguchi@sssd.k12.ca.us</a>
<b>Website</b>	<a href="http://www.sssd.k12.ca.us">http://www.sssd.k12.ca.us</a>

### School Contact Information (School Year 2020–2021)

<b>School Name</b>	Sulphur Springs Special Education Consortia
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<b>Street</b>	27000 Weyerhaeuser Way
<b>City, State, Zip</b>	Santa Clarita, Ca, 91351-4947
<b>Phone Number</b>	661-252-5131
<b>Principal</b>	Paul Frisina, Director of Special Education
<b>Email Address</b>	<a href="mailto:pfrisina@sssd.k12.ca.us">pfrisina@sssd.k12.ca.us</a>
<b>Website</b>	<a href="http://www.sssd.k12.ca.us">http://www.sssd.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	19650450135764

**Student Enrollment by Grade Level (School Year 2019–2020)**

<b>Grade Level</b>
<b>Number of Students</b>

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Lat
	Percent of Total Enrollment	%	%	%	%
◀ [Progress Bar] ▶					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
	Percent of Total Enrollment	%	%	%	%
◀ [Progress Bar] ▶					

**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**

<b>Teachers</b>	<b>School 2018– 2019</b>	<b>School 2019– 2020</b>	<b>School 2020– 2021</b>	<b>District 2020– 2021</b>
With Full Credential				
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				

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**Teacher Misassignments and Vacant Teacher Positions**

<b>Indicator</b>	<b>2018–2019</b>	<b>2019–2020</b>	<b>2020–2021</b>
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			

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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.

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

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0 %
Mathematics			0 %
Science			0 %
History-Social Science			0 %
Foreign Language			0 %
Health			0 %
Visual and Performing Arts			0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0 %

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

**School Facility Good Repair Status**

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report:

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

**Overall Facility Rate**

Year and month of the most recent FIT report:

Overall Rating
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**State Priority: Pupil Achievement**

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

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

**CAASPP Test Results in ELA and Mathematics for All Students**

**Grades Three through Eight and Grade Eleven**

**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)		N/A		N/A	50%	N/A
Mathematics (grades 3-8 and 11)		N/A		N/A	39%	N/A

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

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

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

<b>Subject</b>	<b>School 2018–2019</b>	<b>School 2019–2020</b>	<b>District 2018–2019</b>	<b>District 2019–2020</b>	<b>State 2018–2019</b>	<b>State 2019–2020</b>
Science (grades 5, 8, and high school)		N/A		N/A		N/A

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

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

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

**CAASPP Tests Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2019–2020)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

**Career Technical Education (CTE) Participation (School Year 2019–2020)**

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

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

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	--

**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 2019–2020)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**State Priority: Parental Involvement**

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

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

**State Priority: Pupil Engagement**

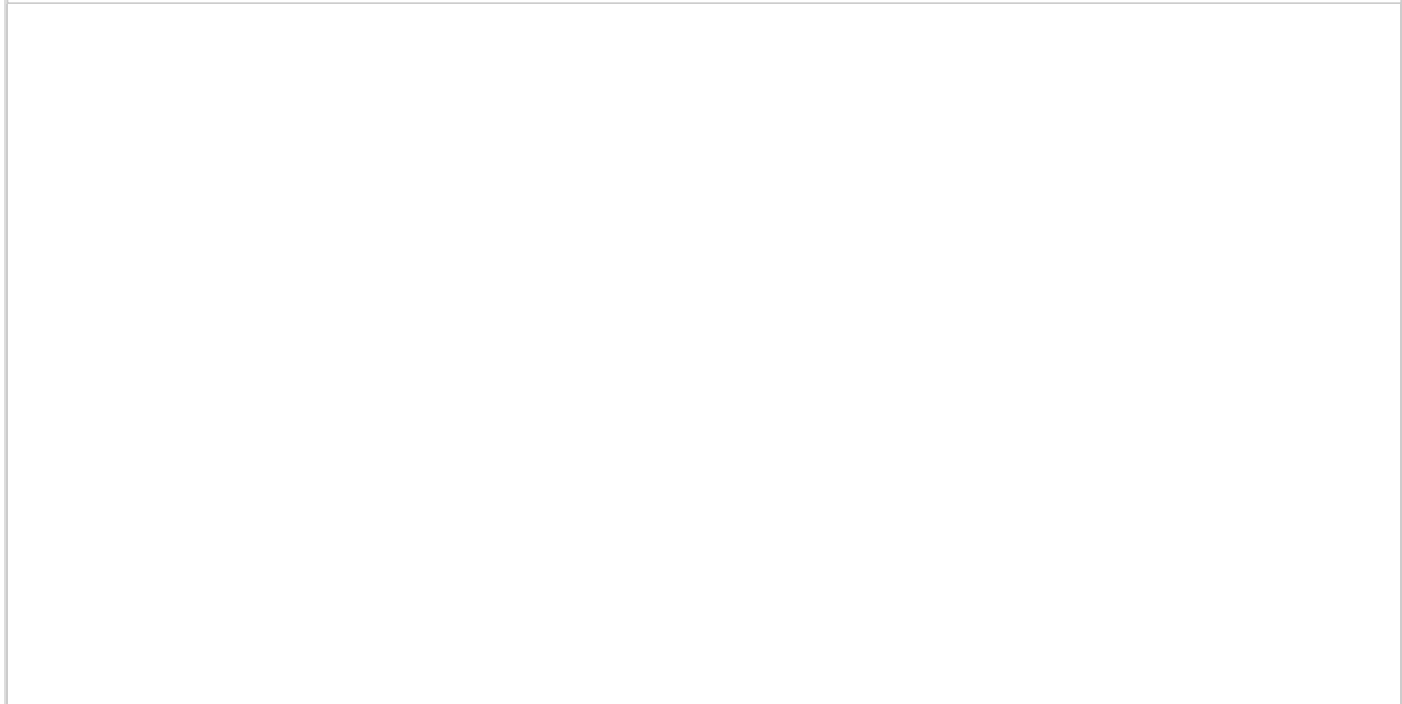
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	--	--	--	--	--	--	9.10%	9.60%	9.00%
Graduation Rate	--	--	--	--	--	--	82.70%	83.00%	84.50%

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**



**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

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

Suspensions	Expulsions
--	--
--	--
1.10%	0.00%
1.00%	0.00%
3.50%	0.10%
3.50%	0.10%

**Suspensions and Expulsions for School Year 2019–2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	--	--
District 2019–2020	--	--

District 2017–2018	State 2019–2020
District 2018–2019	
State 2017–2018	
State 2018–2019	

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

**The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.**

**Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size								
Number of Classes * 1-20								

**Number of Classes \* 21-32** \* Number of classes indicates how many classes fall into each size category (a range of total students per class).  
**Number of Classes \* 33+** \*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)**

K	1	2	3	4	5	6	Other**

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

\*\* "Other" category is for multi-grade level classes.

**Grade Level**

**Average Class Size**

**Average Class Size and Class Size Distribution (Elementary) School Year (2019–**

**Number of Classes \***

**1-20**

**2020)**

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size								
Number of Classes *								
<b>1-20</b>								

**Number of Classes \***

**21-32**

**Number of Classes \***

**33+**

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)**

Subject	English	Mathematics	Science	Social Science
Average Class Size				
Number of Classes *				
<b>1-22</b>				

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

**23-32**

**Number of Classes \***

**33+**

**Average Class Size and Class Size Distribution (Secondary) (School Year 2018–**

**2019)**

English	Mathematics	Science	Social Science

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



**Subject**

**Average Class Size**

**Average Class Size and Class Size Distribution (Secondary) (School Year 2019–**

**Number of Classes \***

**1-22      2020)**

Subject	English	Mathematics	Science	Social Science
<b>Average Class Size</b>				
<b>Number of Classes *</b>				
<b>1-22</b>				

**Number of Classes \***

**23-32**

**Number of Classes \***

**33+**

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

**Ratio of Pupils to Academic Counselor (School Year 2019–2020)**

Title	Ratio
Pupils to Academic Counselor*	0.0

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2019–2020)**

Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)
Library Media Teacher (Librarian)
Library Media Services Staff (Paraprofessional)
Psychologist
Social Worker
Nurse

**Number of FTE\* Assigned to School**

Speech/Language/Hearing Specialist

Resource Specialist (non-teaching)

Other

\*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	--	--	--	--
District	N/A	N/A	--	\$76145.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$84183.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,026	\$51,004
Mid-Range Teacher Salary	\$68,487	\$82,919
Highest Teacher Salary	\$90,195	\$104,604
Average Principal Salary (Elementary)	\$124,794	\$131,277
Average Principal Salary (Middle)	\$	\$136,163
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$185,895	\$230,860
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

**Teacher Salary Chart**

**Principal Salary Chart**

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## Advanced Placement (AP) Courses (School Year 2019–2020)

### Percent of Students in AP Courses --

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

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

## Professional Development

Measure	2018– 2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement			

Questions: SARC TEAM | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | 916-319-0406

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