

Sulphur Springs Community Elementary
2022–23 School Accountability Report Card
Reported Using Data from the 2022–23 School
Year
California Department of Education

Address: 16628 West Lost
Canyon Rd.
Canyon Country, CA ,
91387-3241

Principal: Ms. Katie Palacios,
Principal

Phone: (661) 252-2725

Grade K-6
Span:

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 and access to prior year reports, 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.

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.

About This School

Ms. Katie Palacios, Principal

📍 Principal, Sulphur Springs Community Elementary

About Our School

Katie Palacios

Principal, Sulphur Springs Community School

Contact

Sulphur Springs Community Elementary

16628 West Lost Canyon Rd.

Canyon Country, CA 91387-3241

Phone: [\(661\) 252-2725](tel:6612522725)

Email: kpalacios@sssd.k12.ca.us

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Kawaguchi, Catherine
Email Address	ckawaguchi@sssd.k12.ca.us
Website	www.sssd.k12.ca.us

School Contact Information (School Year 2023–24)

School Name	Sulphur Springs Community Elementary
Street	16628 West Lost Canyon Rd.
City, State, Zip	Canyon Country, CA , 91387-3241
Phone Number	(661) 252-2725
Principal	Ms. Katie Palacios, Principal
Email Address	kpalacios@sssd.k12.ca.us
Website	https://www.sssd.k12.ca.us/SulphurSprings
County-District-School (CDS) Code	19650456022917

Last updated: 12/18/23

School Description and Mission Statement (School Year 2023–24)

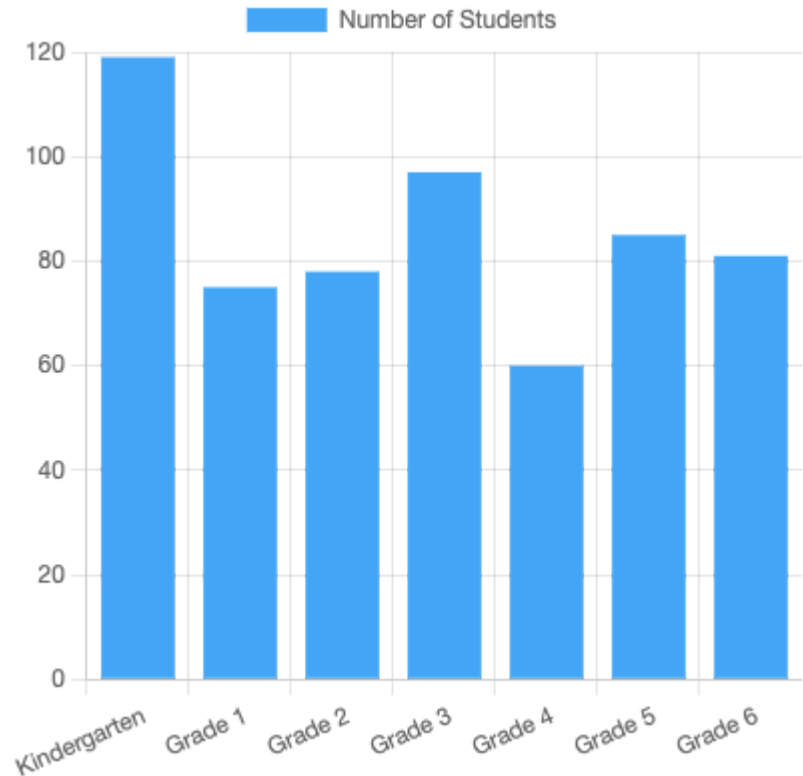
Sulphur Springs School Vision: *Empowering all learners to be authentic innovators in a collaborative community willing to take risks to change their world.*

At Sulphur Springs, we strive to create a safe and rigorous learning environment, where all students can thrive. As a school we are committed to developing positive relationships with our students and families, which fosters engagement and creates lifelong learners. Our teachers are dedicated to utilizing research-based practices and delivering high quality instruction in order to support our students with achieving their maximum potential. Students are encouraged to work collaboratively with one another, cultivate a growth mindset, and to be responsible members of a diverse community. We work hard to instill strong character and leadership skills within the students on our campus.

Last updated: 12/18/23

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	119
Grade 1	75
Grade 2	78
Grade 3	97
Grade 4	60
Grade 5	85
Grade 6	81
Total Enrollment	595



Last updated: 12/18/23

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	46.20%
Male	53.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	4.20%
Black or African American	5.50%
Filipino	6.40%
Hispanic or Latino	48.60%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	5.70%
White	27.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	10.60%
Foster Youth	0.80%
Homeless	0.20%
Migrant	0.00%
Socioeconomically Disadvantaged	45.70%
Students with Disabilities	23.70%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.60	91.55%	196.80	89.11%	228366.10	83.12%
Intern Credential Holders Properly Assigned	1.00	4.22%	2.00	0.91%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	5.00	2.26%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.22%	4.00	1.81%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	13.00	5.91%	18854.30	6.86%
Total Teaching Positions	23.60	100.00%	220.90	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/18/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.60	88.63%	207.70	88.13%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.90	7.41%	8.00	3.39%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	3.00	1.27%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	2.00	0.85%	11953.10	4.28%
Unknown/Incomplete/NA	1.00	3.92%	15.00	6.36%	15831.90	5.67%
Total Teaching Positions	25.50	100.00%	235.70	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 12/18/23

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020– 21 Number	2021– 22 Number
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Last updated: 11/2/23

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020– 21 Number	2021– 22 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

Last updated: 11/2/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.70%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

The District provided researched based, standards aligned textbooks and materials for all students in grades TK-6.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced	Yes	0
Mathematics	Houghton Mifflin Harcourt California Math Expressions	Yes	0
Science	McGraw Hill Inspire Science	Yes	0
History-Social Science	Studies Weekly	Yes	0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	Essential Elements for Band (Flute, Trombone, Trumpet, Alto-Saxophone, Clarinet, and Percussion)	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

School Facility Conditions and Planned Improvements

Overall, Sulphur Springs School is in excellent condition. There are no safety hazards on campus. Sulphur Springs School District takes great efforts to ensure that our school is in good repair and clean. Sulphur Springs Maintenance and Operations Department works closely with the school to make requested repairs in a timely fashion. The school puts in work orders with the department to ensure that the needs of the school are met in a timely manner and that priority is given to safety concerns and/or emergency repairs. School administration works with the site custodial staff to ensure that our school is clean and safe for students and staff.

Last updated: 12/18/23

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: December 2023

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: December 2023

Overall Rating	Exemplary
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Last updated: 1/11/24

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] 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. CAA 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completed state-
 administered assessment
 Percentage of Students Meeting or Exceeding the State Standard**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22 the District utilized an alternative assessment STAR, which was approved by the State of California.

Subject	School 2021- 22	School 2022- 23	District 2021- 22	District 2022- 23	State 2021- 22	State 2022- 23
English Language Arts / Literacy (grades 3-8 and 11)	55%	50%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	41%	34%	39%	38%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/10/24

**CAASPP Test Results in ELA by Student Group for students taking and
 completed state-administered assessment
 Grades Three through Eight and Grade Eleven (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	321	315	98.13%	1.87%	50.48%
Female	155	151	97.42%	2.58%	62.25%
Male	166	164	98.80%	1.20%	39.63%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00%	0.00%	53.33%
Black or African American	14	13	92.86%	7.14%	46.15%
Filipino	20	20	100.00%	0.00%	65.00%
Hispanic or Latino	152	148	97.37%	2.63%	41.89%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83%	4.17%	60.87%
White	94	94	100.00%	0.00%	59.57%
English Learners	28	26	92.86%	7.14%	11.54%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	40	37	92.50%	7.50%	51.35%
Socioeconomically Disadvantaged	91	89	97.80%	2.20%	32.58%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	76	72	94.74%	5.26%	20.83%

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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	321	315	98.13%	1.87%	33.97%
Female	155	151	97.42%	2.58%	37.09%
Male	166	164	98.80%	1.20%	31.10%
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00%	0.00%	53.33%
Black or African American	14	13	92.86%	7.14%	15.38%
Filipino	20	20	100.00%	0.00%	40.00%
Hispanic or Latino	152	148	97.37%	2.63%	25.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83%	4.17%	47.83%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	94	94	100.00%	0.00%	43.62%
English Learners	28	26	92.86%	7.14%	15.38%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	40	37	92.50%	7.50%	24.32%
Socioeconomically Disadvantaged	91	89	97.80%	2.20%	22.47%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	76	72	94.74%	5.26%	8.33%

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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24

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

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22 the District utilized an alternative assessment STAR, which was approved by the State of California.

Subject	School 2021– 22	School 2022– 23	District 2021– 22	District 2022– 23	State 2021– 22	State 2022– 23
Science (grades 5, 8, and high school)	32.53%	35.90%	31.93%	32.48%	29.47%	30.29%

Note: Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	81	97.59%	2.41%	34.57%
Female	43	42	97.67%	2.33%	35.71%
Male	40	39	97.50%	2.50%	33.33%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14%	2.86%	26.47%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	27	27	100.00%	0.00%	40.74%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	18	17	94.44%	5.56%	35.29%
Socioeconomically Disadvantaged	20	19	95.00%	5.00%	26.32%
Students Receiving Migrant	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Education Services					
Students with Disabilities	20	18	90.00%	10.00%	5.56%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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 2022–23) Percentage of Students Participating in each of the five Fitness Components

The District participated in the Physical Fitness Test for the 2021 and 2022 school year. Data reflects participation rates during the test administrations.

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

At Sulphur Springs Community School, we truly value parent involvement. We offer our parents a variety of ways to connect with the school and their child's education.

The school provides many opportunities for families to engage with their child's teacher, including back to school night, goal setting conferences, parent-teacher conferences, and open house. Teachers and families utilize this time to better understand the curriculum that will be covered, set goals

for the students, and to monitor their progress towards their goals and grade level standards.

Parents are also encouraged to sit on advisory committees, such as the School Site Council (SSC) and the English Language Advisory Committee (ELAC). The SSC meets monthly and are responsible for monitoring and updating the School Plan for Student Achievement (SPSA) and approving the use of any funds that supplement the regular budget. These meetings are open not only to our families, but also to the public at large. The ELAC meets 4 times throughout the school year to discuss how to best support our English Learners and to make suggestions regarding the SPSA to the SSC.

Families are encouraged to volunteer within the classroom, prep materials for their child's classroom, and chaperone on field trips. They are also invited to attend monthly spirit assemblies and 3 Accelerated Reader assemblies, where we recognize the accomplishments of their children.

A few times per school year, the school holds Coffee with the Principal meetings. Families are invited to meet with school administration where we discuss strategies that can be used at home to support their child's education. It also provides an informal setting, where parents and administration can connect to discuss achievements, address concerns, and ask questions.

The Sulphur Springs PTA is an active part of our school community. They volunteer their time to create positive experiences for students and to enhance the feeling of community on our campus.

Our school site also utilizes Parent Square to send out weekly messages to families in their preferred language. The message includes important information specific to Sulphur Springs and upcoming events.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	625	616	128	20.8%
Female	284	281	46	16.4%
Male	341	335	82	24.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	1	100.0%
Asian	29	28	2	7.1%
Black or African American	36	35	6	17.1%
Filipino	40	40	3	7.5%
Hispanic or Latino	306	300	77	25.7%
Native Hawaiian or Pacific Islander	2	2	1	50.0%
Two or More Races	36	36	6	16.7%
White	165	165	29	17.6%
English Learners	64	64	18	28.1%
Foster Youth	5	5	0	0.0%
Homeless	1	1	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	300	294	85	28.9%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	169	166	56	33.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.66%	2.24%	0.23%	1.44%	1.91%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.24%	0.00%
Female	2.46%	0.00%
Male	2.05%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	5.56%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.61%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	2.78%	0.00%
White	1.21%	0.00%
English Learners	4.69%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	3.33%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.59%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

School Safety Plan (School Year 2023–24)

Safety is a priority at Sulphur Springs Community School. We truly believe that every student and staff member have a right to attend a school where they are safe physical or physiological harm.

The main objective of the Sulphur Springs Community School Safety Plan is to protect the safety and welfare of the students, school staff, and visitors on our campus. The safety plan includes information about our responses to fire drills, earthquake disaster drills, and school lockdowns. Additionally, the safety plan addresses concerns about the security of the campus, as well as regular training of noon supervisors and staff to recognize and stop bullying on campus.

Our school leadership team and staff reviewed and provided input into the safety plan, and the School Site Council approved the Comprehensive Safety Plan on February 2, 2023. The most recent Safety Plan was board approved on March 8, 2023.

Last updated: 1/9/24

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	3	1	1
1	22.00	2	2	1
2	18.00	1	1	
3	14.00	2	2	
4	15.00	3		1
5	28.00		2	
6	14.00	2	2	
Other**	17.00	5	1	

* 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 (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	28.00	1	2	1
1	24.00		1	
2	25.00		3	
3	25.00		2	
4	32.00		2	
5	32.00		2	
6	36.00			2
Other**	19.00	5	2	1

* 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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	15.00	4	3	0
1	39.00	0	1	1
2	26.00	0	1	0
3	26.00	0	3	0
4	35.00	0	0	1
5	34.00	0	0	1
6	34.00	0	1	1
Other**	23.00	5	2	3

* 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.

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.37
Psychologist	1.40
Social Worker	0.40
Nurse	0.33
Speech/Language/Hearing Specialist	2.70
Resource Specialist (non-teaching)	
Other	0.20

* 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: 1/9/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9314.10	\$3717.14	\$5596.96	\$74667.48
District	N/A	N/A	\$5732.96	\$73651.58
Percent Difference – School Site and District	N/A	N/A	-2.37%	1.38%

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7606.62	\$88288.00
Percent Difference – School Site and State	N/A	N/A	-26.42%	-15.43%

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

Last updated: 1/10/24

Types of Services Funded (Fiscal Year 2022–23)

A combination of state and federal funding is used to cover all aspects of our instructional program. The District has increased positions, materials, professional development and supports to expand upon the instructional program for students.

A combination of state and federal funding is used to cover all aspects of our instructional program.

Title I funds are used for (at least partially):

- Professional Development
- Provide TOSAs that support instruction

The District uses Title II funds to support professional development which will enhance early learning strategies. TOSAs were provided to support instruction through professional development and coaching opportunities.

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

Supplemental funds are used to provide Learning Support Teachers to support intervention for students. In addition, Orton Gillingham strategies, training and materials are provided to support Tier II and Tier III reading intervention for students.

Last updated: 1/9/24

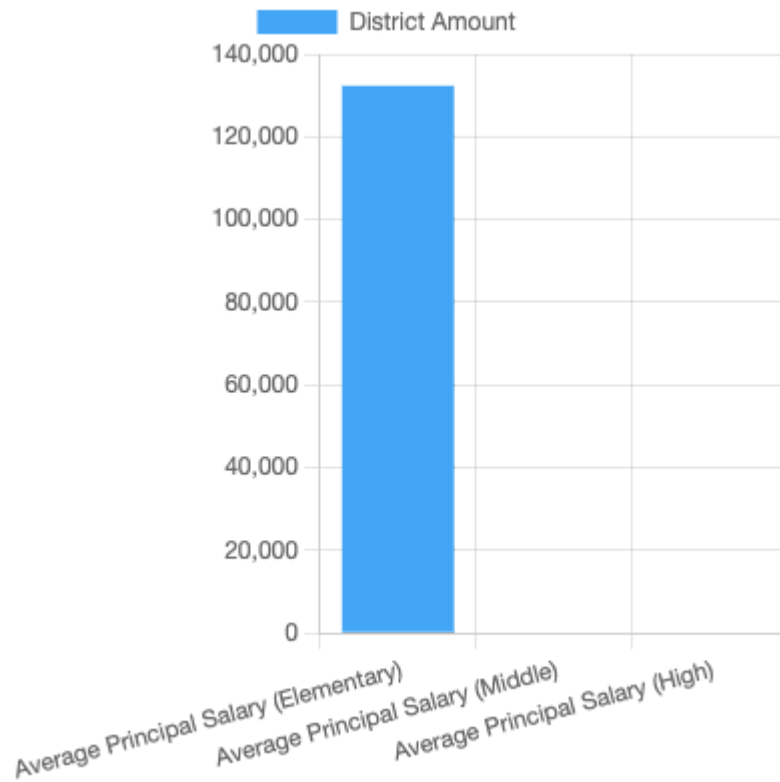
Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46473.00	\$54045.78
Mid-Range Teacher Salary	\$72295.00	\$84515.22
Highest Teacher Salary	\$95210.00	\$110866.99
Average Principal Salary (Elementary)	\$132333.00	\$136840.86
Average Principal Salary (Middle)	\$0.00	\$141476.95
Average Principal Salary (High)	\$0.00	\$137985.00
Superintendent Salary	\$216877.00	\$217473.29
Percent of Budget for Teacher Salaries	30.63%	32.43%

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	5.55%	5.62%

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





Last updated: 1/9/24

Professional Development

Sulphur Springs Community School is committed to providing professional development 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 Wednesday, after school, and during winter and summer breaks.

Every Wednesday 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.

The focus of professional development for Sulphur Springs has been focused on the support of the district adopted ELA program, Benchmark Advance, and the Math program, Math Expressions. In addition to these areas, we have also provided additional professional development in the areas of Physical Education, the ELlevation program, and to support the Social Emotional development of our students, Capturing Kids Hearts.

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/10/24