

Executive Summary School Accountability Report Card 2005-06

For Sulphur Springs Community Elementary School

Address: 16628 West Lost Canyon Rd., Canyon Country CA 91351-3241 **Phone Number:** (661) 252-2725
Principal: Judy Veale **Grade Span:** K-6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2005-06 school year, except the School Finances and School Completion data that are reported for the 2004-05 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Sulphur Springs Community School supports students in becoming productive citizens who value learning and recognize it as a life long process. Every student is provided a quality education with a strong foundation in reading, writing, mathematics, and the use of technology. The Sulphur Springs School community is dedicated to providing a warm, trusting, academic learning environment, which reaches out to the uniqueness of each child enabling them to achieve their full potential.

Sulphur Springs Community School, established in 1872, has played an important role in the history of the Santa Clarita Valley. It is located in a semi-rural, suburban area of the valley. Our students come from diverse backgrounds, with a variety of experiences and knowledge. Sulphur Springs currently educates 761 kindergarten through sixth grade students, which make up 37 regular education classes and 2 Special Day Classes. Parent support and involvement in all aspects of our school is a proud tradition of the school community. School pride is evident throughout the campus, and there exists a strong sense of pride, commitment, and caring among the staff, students, and the community of Sulphur Springs School. Our students are challenged through a quality, balanced education, promoting academic excellence and exemplary citizenship.

Student Enrollment

Teachers

Group	Enrollment	Indicators	Teachers
Number of Students	761	Teachers With Full Credential	37
African American	3.3 %	Teachers Without Full Credential	0
American Indian or Alaska Native	0.0 %	Teachers Teaching Outside Subject Area of Competence	0
Asian	4.7 %	Misassignments of Teachers of English Learners	3
Filipino	2.8 %	Total Teacher Misassignments	3
Hispanic or Latino	21.7 %		

Pacific Islander	0.1 %	Total Teacher Misassignments	3
White (Not Hispanic)	67.3 %		
Multiple or No Response	0.1 %		
Socioeconomically Disadvantaged	12.0 %		
English Learners	8.0 %		
Students with Disabilities	12.0 %		

School Facilities

Summary of Most Recent Site Inspection

Our site inspection shows that our site is in good working order and is clean and safe for our students. No major repairs are needed at this time.

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.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	n/a
Health	0%
Science Laboratory Equipment (grades 9-12)	n/a

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,354
District	\$5,010
State	\$4,743

Student Performance

Subject	Students Proficient and Above on California
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Academic Progress

English-Language Arts	65	Statewide Rank (from 2005 API Base Report)	9
Mathematics	69	2006-07 Program Improvement Status	
Science	54		
History-Social Science			

School Accountability Report Card Reported for School Year 2005-06

Published During 2006-07

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the school's contact information.

School		District	
School Name	Sulphur Springs Community Elementary	District Name	Sulphur Springs Union Elementary
Street	16628 West Lost Canyon Rd.	Phone Number	661-252-5131
City, State, Zip	Canyon Country, CA 91351-3241	Web Site	www.sssd.k12.ca.us
Phone Number	661-252-2725	Superintendent	Robert Nolet, Ed.D.
Principal	Judy Veale	E-mail Address	бноlet@sssd.k12.ca.us
E-mail Address	jveale@sssd.k12.ca.us	---	---

School Description and Mission Statement

This section provides information about the school's goals and programs.

Sulphur Springs School Vision

"Pride, tradition and spirit since 1872" symbolizes our sense of shared purpose. Our goal is to prepare students to become productive citizens who value learning and recognize it as a life long process. Every student is provided a quality education with a strong foundation in reading, writing, mathematics, and the use of technology. The Sulphur Springs School community is dedicated to providing a warm, trusting, academic learning environment, which reaches out to the uniqueness of each child enabling them to achieve their full potential.

School Description

Sulphur Springs Community School, established in 1872, has played an important role in the

history of the Santa Clarita Valley. It is located in a semi-rural, suburban area of the valley. Our students come from diverse backgrounds, with a variety of experiences and knowledge. Sulphur Springs currently educates 761 kindergarten through sixth grade students, which make up 37 regular education classes and 2 Special Day Classes. Parent support and involvement in all aspects of our school is a proud tradition of the school community. School pride is evident throughout the campus, and there exists a strong sense of pride, commitment, and caring among the staff, students, and the community of Sulphur Springs School.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Our parents are involved in many aspects of our school. The Sulphur Springs PTA, our largest parent organization, sponsors and plans many of our school events such as the annual Fall Festival, Father-Daughter Dance, Mother-Son Dance, Red Ribbon Week, Holiday Boutique, Winter Sing, and our largest fund raising event, The Mustang Roundup. Each classroom has a room parent to help the teacher communicate with other parents regarding classroom activities. Our Site Council and ELAC (English Language Advisory Committee) of parents review our Single Plan and School Safety Plan. Daily, parents volunteer in classrooms, the library, and the office.

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	72	Grade 8	0
Grade 1	96	Ungraded Elementary	0
Grade 2	105	Grade 9	0
Grade 3	115	Grade 10	0
Grade 4	120	Grade 11	0
Grade 5	124	Grade 12	0
Grade 6	129	Ungraded Secondary	0
Grade 7	0	Total Enrollment	761

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	3.3	White (not Hispanic)	67.3
American Indian or Alaska Native	0.0	Multiple or No Response	0.1
Asian	4.7	Socioeconomically Disadvantaged	12.0
Filipino	2.8	English Learners	8.0
Hispanic or Latino	21.7	Students with Disabilities	12.0
Pacific Islander	0.1	---	---

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28.8		4		31.3		4		23.8		4	
1	17.7	6			17.5	8			19.2	6		
2	17.4	5			18.2	6			17.0	6		
3	19.7	7			19.4	7			18.4	7		
4	25.5	1	3		30.5		4		32.0		3	
5	29.0		4		29.5		4		27.8		4	
6	32.3		2	2	33.3			4	30.0		4	
K-3												
3-4												
4-8									32.0		1	
Other												

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	100% Option 2	100% Option 2	100% Option 2
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

II. School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

The School Safety Plan is reviewed and updated annually. Information regarding the school disaster plan, discipline, facility safety procedures, attendance policy, and overall health and safety issues for students, staff and families is part of the plan. It is reviewed by staff and parents through Site Council meetings and is available in the school office upon request.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

Sulphur Springs Community Schools has several programs in place to promote a positive learning environment. Our school discipline policy is given to students and parents at the beginning of each school year. Teachers review the policy with the students and both parents and students sign an acknowledgement of agreement. Our Character Counts Program is school wide and students who model the Pillars of Character are recognized at monthly assemblies. Student Council promotes school pride through various service projects throughout the year such as a food drive, Pennies for Patients, recycling, and school beautification projects. All students may receive Caught Being Good Slips daily to acknowledge getting caught doing the 'right' thing!

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	8	9	5	125	179	150
Expulsions	0	0	0	0	0	0

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Our site inspection shows that our site is in good working order and is clean and safe for our students. No major repairs are needed at this time. 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.

School Facility Conditions Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Facility in Good Repair		Repair Needed and Action Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior and exterior)	X		
Interior Surfaces (walls, floors, and ceilings)	X		
Hazardous Materials (interior and exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior and exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside and outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other			

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed

information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
With Full Credential	36	38	37	270
Without Full Credential	1	1	0	12
Teaching Outside Subject Area of Competence	N/A	N/A	N/A	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
Misassignments of Teachers of English Learners	6	3	3
Total Teacher Misassignments	6	3	3
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by NCLB Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at

<http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	97.0	3.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.0	1.0

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

For the 2005/06 school year, substitute teachers were used on 199 days across the District. These substitute days were utilized for program planning, professional development activities, and workshop and conference attendance and for illness. These days also include staffs that have extended illness leaves as well as maternity leaves.

The returning classroom teacher evaluates substitute teachers. The site principal evaluates those individuals serving in a long-term assignment. The evaluation form includes instructional effectiveness, classroom management, relationship with pupils and an overall rating and an option for comments.

In the 2005/06 school years, there were 15 instances across our eight sites when a substitute was not available. Each site covers these rare occasions by using their assigned resource specialist, assistant principal or principal.

Teacher Evaluation Process

This section provides information about the procedures and the criteria for teacher evaluations.

The Board of Trustees in agreement with the Teachers' Association adopted the teacher evaluation process used in the Sulphur Springs School District. Each year, every teacher, with direction from the principal, develops a performance plan covering the objectives identified in our School wide Program Plan. Tenured teachers in the District are formally evaluated by the principal or assistant principal at least every two years. The evaluation is based on each teacher's performance on a variety of points, including general student performance, classroom discipline, and effectiveness of instructional techniques. Probationary teachers are reviewed every year for two years.

The Sulphur Springs School District is firmly committed to the continual development and improvement of all teachers. To this end, the district annually provides professional staff activities to enhance teacher effectiveness. During the 2005/06 school year, all teachers were provided with the opportunity to attend conferences, seminars, workshops and/or other staff development opportunities. Staff development topics included all curriculum areas, however, reading, writing, science, educating English language learners, assessment, and diversity were the major topics covered. In addition, teachers participated in numerous staff meetings that focused on analyzing student performance on State assessment and how to modify instruction to better meet student needs.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	
Library Media Teacher (Librarian)	N/A	---
Library Media Services Staff (paraprofessional)	0.6	---
Psychologist	0.5	---
Social Worker	N/A	---
Nurse	0.16	---
Speech/Language/Hearing Specialist	.08	---
Resource Specialist (non-teaching)	1.0	---
Other		---

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-

aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin: K-6 Adopted 2003	Sufficient Textbooks – One per student
Mathematics	McGraw Hill:K-6 Adopted 2001	Sufficient Textbooks – One per student
Science	Harcourt: K-5 Adopted 2000 Holt “Adventures in Science”: 6 Adopted	Sufficient Textbooks – One per student
History-Social Science	McGraw Hill: K-6 Adopted 1999	Sufficient Textbooks – One per student
Foreign Language	N/A	
Health	Harcourt Brace: Healthy You	Sufficient Textbooks – One per student
Science Laboratory Equipment (grades 9-12)	NA	

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	5,362	1008	4,354	--
District	---	---	5,010	62,510
Percent Difference - School Site and District	---	---	86.9%	---
State	---	---	\$4,743	\$58,725
Percent Difference - School Site and State	---	---	105.6%	106.4%

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE) and general teacher training. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents,

and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,132	\$38,554
Mid-Range Teacher Salary	\$59,202	\$62,649
Highest Teacher Salary	\$79,271	\$76,437
Average Principal Salary (Elementary)	\$104,606	
Average Principal Salary (Middle)	n/a	
Average Principal Salary (High)	n/a	
Superintendent Salary	\$147,396	\$150,227
Percent of Budget for Teacher Salaries	44.6	43.8
Percent of Budget for Administrative Salaries	6.1	5.4

VIII. Student Performance

California Standards Tests

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 4, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and proficiency level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST Results for All Students -- Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	59	64	65	49	53	55	36	40	42
Mathematics	62	69	69	53	60	63	34	38	40
Science	29	46	54	30	45	50	25	27	35
History-Social Science							29	32	33

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
African American	41	41	*
American Indian or Alaska Native			
Asian	85	81	*

Filipino	75	83	*
Hispanic or Latino	50	53	36
Pacific Islander			
White (Not Hispanic)	69	74	59
Male	63	69	63
Female	66	68	44
Economically Disadvantaged	33	46	*
English Learners	29	43	*
Students with Disabilities	30	39	47
Students Receiving Migrant Education Services			

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT Results for All Students -- Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	64	64	58	55	47	44	43	41	42
Mathematics	72	83	77	66	67	67	51	52	53

NRT Results by Student Group -- Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	44	50
Pacific Islander		
White (not Hispanic)	65	86
Male	53	74
Female	63	80
Economically Disadvantaged	47	47
English Learners	*	*
Students with Disabilities	33	65

Students Receiving Migrant Education Services		
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California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding the California Physical Fitness Test, and comparisons of a school's test results to the district and state levels, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	39%
7	N/A
9	N/A

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks -- Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	8	8	9
Similar Schools	6	8	7

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: blank spaces means the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	18	22	10	854
African American				
American Indian or Alaska Native				
Asian				

Filipino				
Hispanic or Latino	28	35	35	787
Pacific Islander				
White (not Hispanic)	24	22	8	874
Socioeconomically Disadvantaged				
English Learners	--	--		
Students with Disabilities	--	--		

State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Sulphur Springs Community School received the CA Distinguished School Award, 2006.
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Adequate Yearly Progress

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

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

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	n/a	n/a
First Year of Program Improvement	n/a	n/a

Implementation		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0.0

X. Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

The Sulphur Springs Community School instructional program focuses on a balanced curriculum aligned with the California State Content Standards. All texts used are state approved and district adopted to ensure continuity between grade levels. The Sulphur Springs Leadership Team is made up of teacher representatives from primary, upper grade and Special Education. The team coordinates all academic planning for the site and meets monthly to plan and implement strategies and give support to all teachers on site with the goal of improving student achievement.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional Development is designed to improve instructional practices that will result in student achievement. After the analysis of the annual STAR scores, parent survey, and staff survey a plan is created for the upcoming year to address any areas of need to support student academic success. During the past year staff development was presented in science, writing process, differentiation of instruction, and supporting special needs students in the classroom.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	36,000	36,000
1	56,385	50,400
2	56,385	50,400
3	56,385	50,400
4	56,385	54,000
5	56,385	54,000
6	56,385	54,000
7	N/A	54,000
8	N/A	54,000
9	N/A	64,800
10	N/A	64,800
11	N/A	64,800

12	N/A	64,800
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Minimum Days in School Year

This section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

Every school in the district had 9 minimum days during the 2005/06 school year. A minimum day is defined as at least 200 minutes for kindergarten and 285 minutes for grades 1 - 6. These days were designated for Back-to-School Night, Open House, Parent-Teacher Conferences, last day of school and four additional minimum days to provide teachers with curriculum planning time. Typical activities during these planning sessions include analysis of student portfolios, benchmark and writing assessments, classroom environment, development of instructional materials and strategies, and many other activities designed to improve the educational programs of our students.