

School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



Fair Oaks Ranch Community

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	Fair Oaks Ranch Community	District Name	Sulphur Springs Union Elementary
Street	26933 North Silverbell Ln.	Phone Number	661-252-5131
City, State, Zip	Santa Clarita, CA 91	Web Site	www.sssd.k12.ca.us
Phone Number	661-299-1790	Superintendent	Dr. Nolet
Principal	Mrs. Marie Stump	E-mail Address	bnolet@sssd.k12.ca.us
E-mail Address	mstump@sssd.k12.ca.us		

School Description and Mission Statement

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

Fair Oaks Ranch Community School Vision Statement.

Fair Oaks Ranch is a school of discovery, where children strive to soar to the pinnacle of social, emotional, and academic achievement. Fair Oaks Ranch students develop outstanding character by recognizing diversity, gain an understanding of the value of education through standard based instruction and assessment, and share in the responsibility of their learning. Fair Oaks Ranch parents are active participants in their child's learning and provide the essential foundation that allows the children to achieve their fullest potential. Fair Oaks Ranch teachers celebrate the diversity of the school community. They reach out to the unique learning style of children by providing differentiated instruction, consistently monitoring students' learning, inspiring them to achieve their personal best. Through cohesive partnership between parents and school an alliance is created dedicated to providing an academic environment for students to access the core curriculum.

The culmination of these efforts empowers Fair Oaks Falcons to become enthusiastic life-long learners and productive citizens "Soaring Above the Rest."

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Fair Oaks Ranch, Sulphur Springs School District's eighth school opened its doors on August 5, 2002. Located in the Pardee Homes development of Fair Oaks Ranch, the school was funded through a partnership between the developer and the district. Fair Oaks Ranch Community School has eight permanent buildings with a capacity for 750 students, with a current enrollment of 957 Kindergarten through sixth grade students. Currently, students attending Fair Oaks Ranch come from single-family homes in the development, luxury condominiums, and high density, low-income apartments. Additional students attend on Intra and Inter District Permits from across the district and valley. The school follows a Blended Calendar with vacation times during the year.

Located on a hillside overlooking the Santa Clarita Valley, Fair Oaks Ranch first gives the appearance of an institution of higher learning. But a tour of the campus makes it clearly evident that the school was built with the elementary student in mind. The school's exterior, including the tile roof, multi-paned windows, stone facade, colonnades, and color scheme blends with the craftsman's style of the adjacent homes. Six relocatable classrooms and the childcare facility also have the same exterior and interior as the permanent buildings. To accommodate the recent growth in student enrollment, six additional relocatable classrooms have been added to the campus. Each of the four permanent buildings has six classrooms surrounding a common area. At this time, two of these common areas are utilized as classrooms. One of the classrooms in the permanent building has been converted to house the school's Science Lab. The administration building located at the front of the school is connected with the entire campus by covered walkways. The Multipurpose room building provides ample room for all students to eat lunch, an inside stage for assemblies, and school productions. Across the quad, from the Multipurpose room's outside stage, is the library building which houses additional classrooms, Special Education facilities, a conference room, the computer lab, and a teacher workroom. The school playground has two baseball diamonds with back stops, a 1/4 mile track, soccer field, play structures, an endurance course, handball courts, basketball courts, a covered outside eating area, and a standard blacktop game area.

Following the Sulphur Springs School District's commitment to technology, all classrooms are equipped with on-line computers, printers, DVD/VCR's, and televisions. A state of the art computer lab, and newly installed Smartboard, allows for whole class instruction, staff development, after school enrichment, and parent education nights.

We follow a course for our school with our vision statement which provides direction and purpose. Our goal at Fair Oaks Ranch is to meet the needs of all students while creating a student body of lifelong learners and productive citizens. At Fair Oaks Ranch, students clearly understand the value of education and share in the responsibility of their learning. It is our mission to provide a challenging curriculum aligned with state standards to meet the needs of all students. Effective use of a wide range of teaching strategies and a variety of high quality, readily available materials bring this curriculum to life. In order to provide a superior instructional environment, we are committed to employing highly qualified personnel. Participation in extensive ongoing training offered through our district, our site, and through outside conferences enables our staff to stay on the forefront of educational research, curriculum advancements, teaching strategies, and technological innovations.

Parent support and involvement is a hallmark of the Sulphur Springs District. Demonstrating this commitment, the Fair Oaks Ranch PTA has been instrumental in providing funds for the School Band, Physical Education, Upper & Primary Music and Art Programs and educational assemblies. In addition, our PTA sponsors Book Faires to increase volumes in the Library, the awards program, and the student store. Volunteers are welcomed and actively involved in all classrooms assisting teachers and students. As the vision states, the school community reaches out to the uniqueness of each child, inspiring them to achieve their personal best. Through this cohesive partnership, an alliance is formed dedicated to providing a challenging, yet nurturing, academic environment.

At Fair Oaks Ranch, the students, the staff, and the school community are maintaining traditions including high expectations for all students. During our first years at Fair Oaks Ranch we have valued the uniqueness of each event, from the opening Pledge of Allegiance on the first day to the 6th grade promotion ceremony. The importance placed on high standards permeate the classrooms where learning is alive empowering our students to "Soar Above the Rest".

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Opportunities for Parental Involvement

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

Contact Person Name: Marie Stump

Contact Person Phone Number: 661-299-1790

Parent support and involvement is a hallmark of the Sulphur Springs District. Demonstrating this commitment, many parent involvement opportunities are provided to our school community.

- Volunteering in classrooms
- Attendance at monthly Spirit Award Assemblies
- Parent/Teacher Conferences
- Back To School Night
- Open House
- Participation in the Parent Teacher Association (PTA) and PTA-sponsored events
- Father/Daughter, Mother/Son Dance
- Participation in the School Site Council (SSC)
- Participation in the English Learner Advisory Committee (ELAC)
- Family Math Night
- Young Author's Fair
- Red Ribbon Week/Character Counts Week
- Parent Information evenings
- GATE Night
- Parenting classes (P.R.I.C.E. Parenting)
- Individual teacher or Principal conferences upon request

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	122	Grade 4	131
Grade 1	133	Grade 5	132
Grade 2	144	Grade 6	143
Grade 3	152	Total Enrollment	957

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	10.00%	Pacific Islander	0.31%
American Indian or Alaska Native	0.42%	White (Not Hispanic)	37.72%
Asian	10.87%	Multiple or No Response	0.10%
Filipino	8.00%	English Learners	9.00%
Hispanic or Latino	33.00%	Students With Disabilities	8.00%

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Average Class Size and Class Size Distribution

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	2004-05			2005-06				2006-07		
	Number of Classrooms			Number of Classrooms				Number of Classrooms		
	Avg. Class Size	1-20	21-32	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32
K	29.3	--	4	29.8	--	4	--	31	--	4
1	19.7	7	--	19.9	7	--	--	21.3	5	1
2	18.3	6	--	19.3	9	--	--	21.4	8	--
3	20	7	--	18.9	9	--	--	18.4	7	--
4	31	--	4	32.8	--	1	3	31.3	--	4
5	31.3	--	3	32.3	--	3	1	30	--	4
6	30	--	4	29.8	--	4	--	30.5	--	4

II. School Climate

School Safety Plan

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

Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm. The School Safety Plan includes:

- School disaster procedures
- 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.

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	District		
	2004-05	2005-06	2006-07
Suspensions	5.00%	5.00%	5.00%
Expulsions	1.00%	1.00%	1.00%

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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.

The site inspection shows that school facilities and grounds are well kept and clean. Facilities' needs are identified through Monthly Cleanliness and Safety Reports. These needs are addressed promptly. The school grounds are well maintained by our district grounds crew who service the school site on a weekly basis. No major repairs are needed at this time. District 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. Students view school as their home away from home and respect it as such. Students are encouraged to keep the school clean by their participation in the school's Character Counts program.

School Facility 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	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary	X			

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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
	2004-05	2005-06	2006-07	2006-07
With Full Credential	36	42	42	268
Without Full Credential	3	2	0	4

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	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind 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 the CDE Web site 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	90.5%	9.5%
All Schools in District	97.0%	3.0%
Low-Poverty Schools in District	95.5%	4.5%

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
Speech/Language/Hearing Specialist	0.8

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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 Reading Language Arts, adopted in 2003, is used for instruction in grades kindergarten through sixth. There are sufficient textbooks for one book per student.	0%
Mathematics	McGraw Hill Mathematics, adopted in 2001, is used for instruction in grades kindergarten through sixth. There are sufficient textbooks for one book per student.	0%
Science	Harcourt Science, adopted in 2000, is used for instruction in kindergarten through 5th grade. Holt "Adventures in Science," adopted in 2001, is used for instruction in sixth grade. There are sufficient textbooks for one book per student.	0%
History-Social Science	Scott Foresman History-Social Science, adopted in 2007, is used for instruction in grades kindergarten through 5th. Harcourt History-Social Science, adopted in 2007, is used for instruction in 6th grade. There are sufficient textbooks for one book per student.	0%
Foreign Language		
Health	Harcourt Brace, "Healthy You," is used for instruction in grades kindergarten through sixth. In addition, Mendez Foundation's "Too Good for Drugs" is used for instruction in kindergarten through sixth grade. There are sufficient books for one book per student.	0%
Science Laboratory Equipment (grades 9-12)		

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VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 school expenditures and teacher 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	Expenditures Per Pupil (Basic)	Average Teacher Salary
District	--	\$62,510.00
State	\$4,943.00	\$61,005.00

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 2005-06)

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 may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,132.00	\$39,984.00
Mid-Range Teacher Salary	\$60,873.00	\$63,798.00
Highest Teacher Salary	\$81,459.00	\$79,204.00
Average Principal Salary (Elementary)	\$94,759.00	\$99,820.00
Average Principal Salary (Middle)	--	\$102,340.00
Superintendent Salary	\$147,396.00	\$158,484.00
Percent of Budget for Teacher Salaries	45.0%	43.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) 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 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	56%	62%	57%	53%	55%	53%	40%	42%	43%
Mathematics	65%	67%	63%	60%	63%	60%	38%	40%	40%
Science	53%	57%	51%	45%	50%	50%	27%	35%	38%
History-Social Science	--	--	--	--	--	--	32%	33%	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%	48%	20%
American Indian or Alaska Native	--	--	--
Asian	70%	88%	62%
Filipino	69%	78%	69%
Hispanic or Latino	46%	49%	35%
Pacific Islander	--	--	--
White (Not Hispanic)	67%	70%	73%
Male	53%	61%	51%
Female	62%	65%	53%
Economically Disadvantaged	38%	46%	--
English Learners	24%	42%	14%
Students With Disabilities	21%	30%	--

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Norm-Referenced Test

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: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	45%	45%	45%	47%	44%	44%	41%	42%	42%
Mathematics	60%	71%	62%	67%	67%	59%	52%	53%	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	38%	52%
American Indian or Alaska Native	--	--
Asian	62%	--
Filipino	--	--
Hispanic or Latino	40%	57%
Pacific Islander	--	--
White (Not Hispanic)	49%	61%
Male	39%	64%
Female	51%	61%
English Learners	9%	55%
Students With Disabilities	50%	58%

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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 this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	33.0%

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	2004	2005	2006
Statewide	8	8	8
Similar Schools	10	10	9

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: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	11	20	-16	825
Hispanic or Latino	19	25	-30	764
White (Not Hispanic)	8	25	-8	863
Economically Disadvantaged	21	-2	--	--

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/>.

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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	District
Program Improvement Status	Not In PI

Professional Development

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

Professional Development is designed to improve instructional practices that will result in student achievement. After the analysis of the annual STAR scores, and staff survey a plan is created for the upcoming year to address any areas of need to support student academic success. School Leadership team help plan staff development based on the needs of the teaching staff and our goals for improving student achievement. Teachers are encouraged to attend District provided Staff Developments. Classified staff are encouraged to attend "Paraprofessional Forums" Beginning teachers participate in BTSA program as well as district offered New Teacher meetings.