

Executive Summary School Accountability Report Card, 2005-06

For Fair Oaks Ranch Community Elementary School

Address: 26933 North Silverbell Ln., Santa Clarita CA 91387-
Phone Number: (661) 299-1790
Principal: Rick Drew
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

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. 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. We continue to increase our Academic Performance Index. School spirit permeates the classrooms where learning is alive, empowering our students to *“soar above the rest”*.

Student Enrollment

Teachers

Group	Enrollment	Indicators	Teachers
Number of Students	947	Teachers With Full Credential	42
African American	10.6 %	Teachers Without Full Credential	2
American Indian or Alaska Native	0.5 %	Teachers Teaching Outside Subject Area of Competence	0
Asian	9.7 %	Misassignments of Teachers of English Learners	7
Filipino	7.9 %	Total Teacher Misassignments	7
Hispanic or Latino	29.8 %		
Pacific Islander	0.5 %		
White (Not Hispanic)	41.0 %		

Multiple or No Response	0.0 %
Socioeconomically Disadvantaged	17.0 %
English Learners	7.0 %
Students with Disabilities	8.0 %

School Facilities

Summary of Most Recent Site Inspection

As a result of our preparation for our April 2006 Site Validation Team visit for the California Distinguished School Recognition program, our site looks better than new. All playground areas and classroom facilities are in fine condition. At this time, no repairs are needed. No corrective actions are needed or planned.

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	\$4,370
District	\$5,010
State	\$4,743

Student Performance

Academic Progress

Indicator	Result
2006 API Growth Score (from 2006 API Growth Report)	843
Statewide Rank (from 2005 API Base Report)	8
2006-07 Program Improvement Status	

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	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 91387-	Web Site	www.sssd.k12.ca.us
Phone Number	661-299-1790	Superintendent	Robert Nolet, Ed.D.
Principal	661-299-1879	E-mail Address	rnolet@sssd.k12.ca.us
E-mail Address	rdrew@sssd.k12.ca.us	---	---

School Description and Mission Statement

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

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. 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. We continue to increase our Academic Performance Index. School spirit permeates the classrooms where learning is alive, empowering our students to "soar above the rest".

Opportunities for Parental Involvement

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

Parents are active participants in the decision making process that supports our school goals through participation in our School Site Council and English Language Learner Advisory Committee. Parents are also encouraged to volunteer in classrooms on a regular basis. Through P.R.I.C.E Parenting Classes and Parent Information evenings, our parents are provided with opportunities for continued learning to support their stud

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	119	Grade 8	0
Grade 1	139	Ungraded Elementary	0
Grade 2	157	Grade 9	0
Grade 3	140	Grade 10	0
Grade 4	136	Grade 11	0
Grade 5	135	Grade 12	0
Grade 6	121	Ungraded Secondary	0
Grade 7	0	Total Enrollment	947

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	10.6	White (not Hispanic)	41.0
American Indian or Alaska Native	0.5	Multiple or No Response	0.0
Asian	9.7	Socioeconomically Disadvantaged	17.0
Filipino	7.9	English Learners	7.0
Hispanic or Latino	29.8	Students with Disabilities	8.0
Pacific Islander	0.5	---	---

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	26.3		4		29.3		4		29.8		4	
1	20.8	1	4		19.7	7			19.9	7		

2	20.3	2	2		18.3	6			19.3	9		
3	20.8	1	4		20.0	7			18.9	9		
4	32.5		1	1	31.0		4		32.8		1	3
5	32.5		1	1	31.3		3		32.3		3	1
6	30.5		4		30.0		4		29.8		4	
K-3	20.0	2			19.0	1						
3-4												
4-8	34.0			1	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%	100% Op. 2	100% Op. 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.

Initially reviewed by Fair Oaks Ranch School Site Council on Thursday, December 14, 2006. Due to the increase in student enrollment and vehicle traffic during our school year, we will review and revise and work to approve the School Safety Plan on Thursday, February 1, 2007.

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.

Our staff, School Site Council and community truly believe it is important to maintain a positive safe school environment for all students to learn and grow. To keep Fair Oaks Ranch School a safe place for our students, expectations are clearly defined for the classroom and playground and we stress proper appearance standards for all students. The "Student Expectations," our general student guidelines, developed by students, staff and parents, are posted throughout the school as a constant reminder of appropriate behavior. We continually focus on the pillars of character and students recite the "Character Counts Pledge" daily. Our monthly spirit assemblies build confidence and school pride for students at Fair Oaks Ranch. Students are recognized for the "Character Trait of the Month," Scholastic Achievement, and a "special recognition" award. All students have the opportunity to participate in the district's "Effort and Excellence in Education (EEE)" program where local merchants provide awards. In addition our "Caught Being Good" program provides ongoing incentives for students and classrooms. Opportunities such as Falcon Television, Student Council, Cheerleading, Chess Club and Team Sports provide students with positive alternatives. In our last parent survey, classroom discipline received a high rating of 95% and the playground a rating of 87%.

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	30	35	16	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.

At Fair Oaks Ranch we feel it is important to provide a clean safe environment for our children. Each month the principal completes a cleanliness and safety inspection of the facility. We have three full time custodians who maintain the classrooms on a daily basis. District grounds crew services the yards and a district maintenance department handles major repairs. Our students participate in regular fire and disaster drills. The PTA has provided the school with a disaster bin where supplies are stored. We know the importance of being prepared for an emergency and can provide for our students in the event of a disaster.

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	27	36	42	270
Without Full Credential	5	3	2	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	8	7
Total Teacher Misassignments	6	8	7
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 year, 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. The principal or assistant principal formally evaluates tenured teachers in the District 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)	n/a	---
Psychologist	0.5	---
Social Worker	n/a	---
Nurse	0.25	---
Speech/Language/Hearing Specialist	1.0	---
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	Percent of Pupils
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	Availability of Textbooks and Instructional Materials	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 2001	Sufficient Textbooks – One per student
History-Social Science	McGraw Hill: K-6 Adopted 1999	Sufficient Textbooks – One per student
Foreign Language	n/a	Sufficient Textbooks – One per student
Health	Harcourt Brace: Healthy You	Sufficient Textbooks – One per student
Science Laboratory Equipment (grades 9-12)	n/a	n/a

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	4,370	652	3,718	---
District	---	---	5,010	62,510
Percent Difference - School Site and District	---	---	74.2%	---
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	49	56	62	49	53	55	36	40	42
Mathematics	61	65	67	53	60	63	34	38	40
Science	35	53	57	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	46	46	*
American Indian or Alaska Native	*	*	*
Asian	80	94	72
Filipino	75	83	*

Hispanic or Latino	49	55	37
Pacific Islander	*	*	
White (Not Hispanic)	69	73	69
Male	56	67	60
Female	68	68	52
Economically Disadvantaged	41	46	35
English Learners	28	49	17
Students with Disabilities	59	63	*
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	56	45	45	55	47	44	43	41	42
Mathematics	68	60	71	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	25	56
American Indian or Alaska Native	*	*
Asian	50	83
Filipino	44	81
Hispanic or Latino	37	59
Pacific Islander	*	*
White (not Hispanic)	54	78
Male	43	70
Female	47	72
Economically Disadvantaged	30	48
English Learners	*	*
Students with Disabilities	30	60
Students Receiving Migrant Education Services		

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	34.3%
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	8
Similar Schools	10	10	10

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
	2003-04	2004-05	2005-06	2006
All Students at the School	1	11	20	843
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	18	19	25	796

Pacific Islander				
White (not Hispanic)	7	8	25	873
Socioeconomically Disadvantaged	-9	21	-2	733
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.

In May 2006, Fair Oaks Ranch earned the California Distinguished School Recognition for the first time in the school's history. Because the school was founded in late 2002, this was also the first time that the school was eligible to apply for this important state recognition.

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 Implementation	n/a	n/a

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.

We maintain high expectations for our students and genuinely believe that all students can learn in a positive and stimulating environment that focuses on the state standards. All students have access to the core curriculum that is aligned with the state frameworks and guides what is taught at each grade level. Teachers follow the district block plans, which are updated yearly, and they developed a grade level standards based year long plan. Our school site Leadership Team consists of teachers who assist in developing an ongoing review of the School Plan and provide assistance in staff development. The development of "teacher leaders" within the school and the process of collaborative decision making at all levels draws on the experiences of all staff members.

Professional Development

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

Every staff development opportunity is linked to student learning whether it is one offered by the district, our site, or an outside source. The district wide banking of instructional minutes allows for extended blocks of staff development time. The resulting Professional Development Tuesdays provide 2.5 hours each week for staff development and planning. Our leadership team has helped plan our staff development based on the needs of our teaching staff and our goals for improving student achievement. We provide "Paraprofessional Forums" for our instructional aides and other classified employees to meet their needs and to enhance their learning and support of our students. Our beginning teachers participate in the BTSA program. New teachers attend an orientation day for our district as well as monthly meetings. Two additional teachers (for a total of 6) participated in the Kaplan Differentiation Institute that focuses on the GATE student, but provides good instructional strategies for all students. Many teachers have CLAD, SB 2042, SB395, or SB1969 training. Our highly qualified teachers worked effectively with our EL students to achieve our AMOs. Our school wide focus on the Step-Up to Writing program and students writing on a daily basis supported improved achievement. Our writing scores increased with 10% of our students scoring a 7 or 8 on the fourth grade writing assessment. Much time was spent last year articulating across grade levels and planning for science lessons that focused on the standards. The resulting science scores increased in the "advanced-proficient" range from 53% to 57%.

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

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.