School Accountability Report Card

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 on the SARC Web page 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.

I. Data and Access

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

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**	http://www.sssd.k12.ca.us
Phone Number	661-299-1790	**Superintendent**	Dr. Robert Nolet, Ed.D.
Principal	Marie Stump	**E-mail Address**	bnolet@sssd.k12.ca.us
E-mail Address	mstump@sssd.k12.ca.us	**CDS Code**	19-65045-6120513

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

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."

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".

Opportunities for Parental Involvement (School Year 2007-08)

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)
* Principal for A Day
• Individual teacher or Principal conferences upon request

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Student Enrollment by Grade Level (School Year 2007-08)

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	135	Grade 8	0
Grade 1	157	Ungraded Elementary	0
Grade 2	152	Grade 9	0
Grade 3	155	Grade 10	0
Grade 4	160	Grade 11	0
Grade 5	145	Grade 12	0
Grade 6	142	Ungraded Secondary	0
Grade 7	0	Total Enrollment	1046

Student Enrollment by Group (School Year 2007-08)

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	11.19%	White (not Hispanic)	34.32%
American Indian or Alaska Native	0.10%	Multiple or No Response	--
Asian	10.61%	Socioeconomically Disadvantaged	18.00%
Filipino	8.99%	English Learners	11.00%
Hispanic or Latino	34.23%	Students with Disabilities	8.00%
Pacific Islander	0.57%	n/a	n/a

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).

	2005-06				2006-07				2007-08			
	Avg. Class	Number of Classrooms			Avg. Class	Number of Classrooms			Avg. Class	Number of Classrooms		
Grade Level	Size	1-20	21-32	33+	Size	1-20	21-32	33+	Size	1-20	21-32	33+
Kindergarten	29.8	0	4	0	30.8	0	4	0	33.8	0	0	5
1	19.9	7	0	0	21.3	5	1	0	19.6	7	0	0
2	19.3	9	0	0	21.4	8	0	1	19.7	7	0	0
3	18.9	9	0	0	18.4	7	0	0	19.3	10	0	0
4	32.8	0	1	3	31.3	0	4	0	29.2	0	5	0
5	32.3	0	3	1	30.0	0	4	0	30.5	0	4	0
6	29.8	0	4	0	30.5	0	4	0	27.6	0	5	0
k-3	0.0	0	0	0	0.0	0	0	0	17.0	1	0	0
3-4	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
4-8	0.0	0	0	0	38.0	0	0	1	29.0	0	1	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

III. School Climate

School Safety Plan (School Year 2007-08)

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
- Promoting positive behavior and character through school Discipline Policy based on Character Counts Program

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		
	2005-06	**2006-07**	**2007-08**	**2005-06**	**2006-07**	**2007-08**
Suspensions	1.9	6.3	5.2	3.6	5.0	3.2
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

Date School Safety Plan last reviewed: February 2008

IV. School Facilities

School Facility Conditions

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.

Fair Oaks Ranch School has 29 permanent classrooms, 12 portable classrooms, Art classroom, Computer Lab, Science Lab, specious Library, and a Multi purpose room. School opened its doors in August of 2002. 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. In 2007-2008 the Custodial Staff comprised of 1 Day Custodian, 2 Night Custodians, and an additional l/2 day Custodian who was assigned to the school to provide additional support. Grounds Crew has a weekly schedule and maintains the hillside and the grounds.School Supervision begins at 8:15 every morning. Yard supervisors provide outside supervision before and during school hours. There is no supervision after student dismissal at 3:15 and 2:15 on Tuesdays. Students who remain on campus after dismissal are encouraged to report to the school office to wait for their ride.

Planned Improvement

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 (School Year 2008-09)

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
	Good	Fair	Poor	Action Taken or Planned
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			
Instalación eléctrica (interior y 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 (School Year 2008-09)

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

Item Inspected	Facility Condition			
	Excellent	Good	Fair	Poor
Overall Summary	X			

Date of inspection: December 2008
Completion date of inspection form: December 2008

V. 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 on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	42	42	46	266
Without Full Credential	2	0	1	5
Teaching Outside Subject Area of Competence	--	--	--	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	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Vacant Teacher Positions	0	0	0
Total Teacher Misassignments	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page 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	100.0%	0.0%
High-Poverty Schools in District	--	--
Low-Poverty Schools in District	100.0%	0.0%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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	--	--
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	--	--
Psychologist	--	--
Social Worker	--	--
Nurse/a	--	--
Speech/Language/Hearing Specialist	1.0	--
Resource Specialist (non-teaching)	1.0	--
Other	--	--

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

Textbook Information

This section provides 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.

All students, including English Language Learners, receive textbooks adopted from the most recent state approved list. All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the California State Board of Education.

In the Sulphur Springs School, the adoption process begins with a committee of teachers, parents and administrators representing each school in the district. Much time is spent learning the standards and deciding upon the criteria to use when selecting the textbook. Once the criteria for selection has been decided then the publishing companies are invited to come and present their programs to the adoption committee. Members of the adoption committee spend hours perusing the books and extra materials looking for the program that will best meet the needs of all of our students. Once the committee feels comfortable with a program or two, sets of the materials are sent to each school site. At this time all teachers and parents are invited to come and preview the materials for themselves. Input from this preview is collected by the committee members and studied.

Finally the adoption committee makes a recommendation to the board based on the criteria designed prior to reviewing any programs, information from the previews and the hours spent studying and comparing the available programs. The adoption committee makes their recommendation to the Board of Trustees at a regularly scheduled board meeting. Once the board approves the textbook, materials are ordered and staff development is planned to provide all teachers with information about the new program and how to use it in their classrooms during the next school year.

It is the goal of the State Board of Education as well as the Sulphur Springs Board of Trustees that any instructional materials used in the Sulphur Springs schools meet the California Content Standards and be appropriate for use in all of our classrooms.

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject Area	Textbook Title and/or Publisher	Year of Adoption
English-Language Arts	Houghton Mifflin Reading Language (K-6)	2003
History-Social Science	Scott Foresman History-Social Science (K-5)	2007
History-Social Science	Harcourt History-Social Science (6)	2007
Mathematics	McGraw Hill Mathematics (K-6)	2001
Science	Scott Foresman California Science (3-6)	2008
Science	Houghton Mifflin California Science (K-2)	2008

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the percent of pupils who lack their own assigned textbooks and instructional materials

Core Curriculum Area	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	n/a
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	n/a

Textbook Information Collection Date: 8/14/2008

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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 can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Subject Area	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	$4,784.00	$742.00	$4,042.00	$65,749.00
District	n/a	n/a	--	$65,750.00
Percent Difference – School Site and District	--	--	--	0.0%
State	n/a	n/a	$5,300.00	$64,702.00
Percent Difference – School Site and State	--	--	31.1%	1.6%

Types of Services Funded (Fiscal Year 2007-08)

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 2006-07)

This table displays district salaries 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 on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Range	District	State Average For Districts In Same Category
Beginning Teacher Salary	$40,713.00	$40,667.00
Mid-Range Teacher Salary	$63,332.00	$66,167.00
Highest Teacher Salary	$84,313.00	$84,142.00
Average Principal Salary (Elementary)	$98,587.00	$104,640.00
Average Principal Salary (Middle)	$0.00	$107,227.00
Average Principal Salary (High)	$0.00	--
Superintendent Salary	$149,698.00	$167,564.00
Percent of Budget for Teacher Salaries	42.2%	42.3%
Percent of Budget for Administrative Salaries	6.2%	5.4%

IX. 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 (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 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 on the Standardized Testing and Reporting (STAR) Results Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	62%	57%	59%	55%	53%	55%	42%	43%	46%
Mathematics	67%	63%	65%	63%	60%	61%	40%	40%	43%
Science	57%	51%	61%	50%	50%	56%	35%	38%	46%
History-Social Science	--	--	--	--	--	--	33%	33%	36%

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	Percentage of Students Scoring At Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	40%	40%	43%	--
American Indian or Alaska Native	*	*	--	--
Asian	74%	91%	82%	--
Filipino	80%	86%	75%	--
Hispanic or Latino	47%	54%	39%	--
Pacific Islander	*	*	--	--
White (not Hispanic)	69%	74%	78%	--
Male	53%	65%	63%	--
Female	62%	65%	58%	--
Economically Disadvantaged	37%	50%	47%	--
English Learners	21%	51%	25%	--
Students with Disabilities	25%	39%	*	--
Students Receiving Migrant Education Services	--	--	--	--

California Physical Fitness Test Results (School Year 2007-08)

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 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 Physical Fitness Testing Web page 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards
5	30.60%
7	0.00%
9	0.00%

X. 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 API Web page 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	2005	2006	2007
Statewide	8	8	8
Similar Schools	10	9	3

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			Growth API Score
	2005-06	2006-07	2007-08	2007-08
All Students at the School	20	-16	4	833
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	25	-30	16	784
Pacific Islander	--	--	--	--
White (not Hispanic)	25	-8	6	870
Socioeconomically Disadvantaged	-2	0	-2	739
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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 AYP Web page http://www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (School Year 2007-08)

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	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	n/a	n/a

Federal Intervention Program (School Year 2008-09)

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 AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Yearh in Program Improvement		
Number of Schools Currently in Program Improvement	--	
Percent of Schools Currently in Program Improvement	--	

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on how teachers and staff are trained for instructional improvement.

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.

Professional Development Days

This table displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

	Instructional Days With At Least 180 Instructional Minutes		
	2005-06	**2006-07**	**2007-08**
Annual number of school days dedicated to staff development	3	3	3