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 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. School Information

Contact Information (2010-11 School Year)

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	**Website**	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**	19650456120513

Principal's Message (2009-10 School Year)

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

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."

Mission Statement:

All students are provided a challenging curriculum aligned with well-defined state standards at each grade level. A wide range of teaching strategies provided by highly qualified personnel and standards based instructional materials support student success. The staff participates in staff development opportunities during Professional Development Tuesdays. Using multiple measures, we monitor student progress and achievement in all curricular areas. Assessment results guide modifications to our instructional program and

enable teachers, students, and parents to analyze the effectiveness of instruction. Programs are developed and implemented in response to students' academic, physical, social, and emotional needs. Students, staff, and community view and utilize technology as a tool.   The staff works to integrate technology throughout the curriculum and uses it to enhance student learning. We continue to seek innovative means to expand and update our existing technology. At Fair Oaks Ranch we foster cultural awareness and social responsibility in our students. The Character Counts program is an integral part of this effort. Our school maintains a safe, secure, and healthy learning environment. This is achieved through emergency preparedness, clearly defined school wide expectations, nurturing staff, and a clean, well- maintained campus. Parents and community members are encouraged to actively participate in our students' learning experiences. As our community continues to grow, we welcome new families to our school. We take pride in the family atmosphere at Fair Oaks Ranch School.

Fair Oaks Ranch Community School, 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 948 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 the District's Blended Calendar with vacation times during the year. Fair Oaks Ranch School is the most diverse campus in the Sulphur Springs School District. Students from 14 different countries, speaking 19 different languages are represented.

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 on campus childcare facility also have the same exterior and interior as the permanent buildings. To accommodate the growth in student enrollment, three additional relocatable classrooms are also being used. Each of the four permanent buildings has six classrooms surrounding a common area. 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. Students in K-6 also enjoy utilizing the "Falco Garden" located outside of the MPR for science experiments. Each classroom is equipped with three on-line computers, printers, DVD/VCR's, and televisions. Students in grade 2-6 enjoy learning and discovery by utilizing Document Cameras and projectors. Students in grades 3rd - 6th have access to latest on line technology through the use of Smart boards. Fully equipped Computer Lab, includes 35 computers, sound enhancement system and a Smart board. The school Science Lab is also equipped with sound enhancement system, Document Camera, and Smart Board technologies. These Smart Classrooms are regularly used for Staff Development, after school enrichment and parent education nights. Four wireless airports have provided wireless access to the 75% of the campus, including Multipurpose room. 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 additional funding to supplement instructional supplies and programs as needed. PTA also sponsors Book Faires to increase volumes in the Library, the School Spirit Assembly , and the Student Store. Volunteers are welcomed and actively involved in all classrooms assisting teachers and students. After School Enrichment programs include: Band, Chorus, Chess Club as well as variety of pre-scheduled enrichment activities, on Professional Development Tuesdays. As a growing Professional Learning Community, Fair Oaks Ranch staff and students participate in celebration of success and student achievement. At Fair Oaks Ranch School, the students, the staff, and the school community are committed to honoring and continuing with the traditions of excellence. The importance placed on high expectations permeate the classrooms empowering our students to "Soar Above the Rest".

Parental Involvement (2009-10 School Year)

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 and participation at monthly Spirit Award Assemblies and Accelerated Reading Celebration of Learning and Achievement

•   Parent/Teacher Conferences

•   Back To School Night

•   Open House

•   Participation in the Parent Teacher Association (PTA) and PTA-sponsored events

   Family 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

•   Parent Information Evenings

•   GATE Night

.   Principal for A Day

•   Individual teacher or Principal conferences upon request

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	2007-08 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2008-09 Avg. Class Size	Number of Classrooms 1-20	21-32	33+	2009-10 Avg. Class Size	Number of Classrooms 1-20	21-32	33+
Kindergarten	34	0	0	5	35	0	0	3	26	0	3	0
Grade 1	20	7	0	0	19	6	0	0	20	6	0	0
Grade 2	20	7	0	0	20	7	0	0	20	5	0	0
Grade 3	19	10	0	0	20	6	0	0	24	1	4	0
Grade 4	29	0	5	0	29	0	5	0	30	0	4	0
Grade 5	31	0	4	0	31	0	4	0	28	0	5	0
Grade 6	28	0	5	0	28	0	5	0	32	0	4	0
K-3	17	1	0	0	0	0	0	0	0	0	0	0
3-4	0	0	0	0	0	0	0	0	0	0	0	0
4-8	29	0	1	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

Student Enrollment by Grade Level (2009-10 School Year)

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	111	Grade 8	0
Grade 1	114	Ungraded Elementary	0
Grade 2	127	Grade 9	0
Grade 3	138	Grade 10	0
Grade 4	131	Grade 11	0
Grade 5	146	Grade 12	0
Grade 6	132	Ungraded Secondary	0
Grade 7	0	Total Enrollment	899

Student Enrollment by Group (2009-10 School Year)

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
Black or African American	13.2%	White (not Hispanic)	25.8%
American Indian or Alaska Native	0.3%	Two or More Races	6.6%
Asian	9.7%	Socioeconomically Disadvantaged	29.0%
Filipino	7.5%	English Learners	16.0%
Hispanic or Latino	36.4%	Students with Disabilities	7.0%
Native Hawaiian or Pacific Islander	0.4%	n/a	--

II. School Safety and Facilities

School Safety Plan (2009-10)

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

Date School Safety Plan last reviewed:	8/12/10

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 & 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.

	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspension Rate	5.0%	11.0%	2.0%	3.0%	5.0%	2.0%
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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 33 permanent classrooms, 3 portable classrooms, Computer Lab, Science Lab, 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.

        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 2009-2010 the Custodial Staff comprised of 1-Day Custodian, and 2 Night Custodians. Grounds Crew has a weekly schedule and maintains the hillside and the grounds. School Supervision begins at 8:25 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 Improvements (2010-11 School Year)

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 (2010-11 School Year)

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	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	√			N/A
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	√			N/A
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	√			N/A
Electrical: Electrical Systems (interior and exterior)	√			N/A
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	√			N/A

Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	√			N/A
Structural: Structural Condition, Roofs	√			N/A
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	√			N/A

Overall Summary of School Facility Good Repair Status (2010-11 School Year)

	Facility Condition			
	Exemplary	**Good**	**Fair**	**Poor**
Overall Summary		√		
Date of inspection:	12/17/10			
Completion date of inspection form:	12/17/10			

III. Curriculum and Academics

Quality, Currency, and Availability of Textbooks and Instructional Materials (2010-11 School Year)

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.

Textbook and Instructional Materials List

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), Harcourt History-Social Science (6)	2007, 2007
Mathematics	EnVision Mathematics (K-6)	2009
Other		
Science	Scott Foresman California Science (3-6), Houghton Mifflin California Science (K-2)	2008, 2008

Availability of 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	0.0%
Mathematics	0.0%
Science	0.0%
History-Social Science	0.0%
Foreign Language	N/A
Health	0.0%
Visual and Performing Arts	0.0%
Science Laboratory Equipment (Grades 9-12)	N/A

Textbook Information Collection Date:	9/1/10

Textbooks and Instructional Materials Adoption

This table displays whether the textbooks and instructional materials are from the most recent adoption.

	Yes or No
Most recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials	Yes

Textbook Insufficiency (if applicable)

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

N/A

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at http://star.cde.ca.gov.

Note: Scores are not shown when the number of students tested is ten 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.

Standardized Testing and Reporting 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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	59.0%	62.0%	66.0%	55.0%	60.0%	62.0%	46.0%	50.0%	52.0%
Mathematics	65.0%	65.0%	65.0%	61.0%	63.0%	62.0%	43.0%	46.0%	48.0%
Science	61.0%	53.0%	79.0%	56.0%	60.0%	71.0%	46.0%	50.0%	54.0%
Social Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	36.0%	41.0%	44.0%

Standardized Testing and Reporting 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 Level			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	62.0%	62.0%	71.0%	0.0%
All Students at the School	66.0%	65.0%	79.0%	0.0%
Black or African American	54.0%	54.0%	61.0%	
American Indian or Alaska Native	*	*		
Asian	80.0%	80.0%	0.0%	
Filipino	88.0%	85.0%	*	
Hispanic or Latino	54.0%	52.0%	71.0%	
Native Hawaiian or Pacific Islander	*	*		
White (not Hispanic)	72.0%	72.0%	90.0%	
Two or More Races	--	--	--	--
Male	60.0%	61.0%	78.0%	
Female	73.0%	69.0%	80.0%	
Economically Disadvantaged	52.0%	49.0%	65.0%	
English Learners	42.0%	49.0%	33.0%	
Students with Disabilities	42.0%	33.0%	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2009-10)

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		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16%	31.3%	28.2%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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	2007	2008	2009
Statewide	8	8	7
Similar Schools	3	4	4

Academic Performance Index Growth 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.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	4	5	13
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	AS
Filipino	--	--	--
Hispanic or Latino	16	-5	10
Native Hawaiian or Pacific Islander	--	--	--
White (not Hispanic)	6	8	6
Two or More Races	Click here to enter text.	Click here to enter text.	Click here to enter text.
Socioeconomically Disadvantaged	-2	36	3
English Learners	--	--	50
Students with Disabilities	--	--	--

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.

Group	2010 Growth API		
	School	**District**	**State**
All Students at the School	859	828	800
Black or African American	--	785	731
American Indian or Alaska Native	--	--	753
Asian	--	937	910
Filipino	--	--	880
Hispanic or Latino	793	771	752
Native Hawaiian or Pacific Islander	--	--	794
White (not Hispanic)	880	876	868
Two or More Races	--	896	861
Socioeconomically Disadvantaged	778	759	747
English Learners	787	743	742
Students with Disabilities	--	638	648

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 (2009-10 School Year)

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.

	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/A4

Federal Intervention Program (2010-11 School Year)

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
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	--	2
Percent of Schools Currently in Program Improvement	--	22.0%

IV. Teachers & Support Staff

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
	2007-08	2008-09	2009-10	2009-10
With Full Credential	46	38	37	250
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	--

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.

Indicators	School		
	2008-09	2009-10	2010-11
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 (2009-10 School Year)

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. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality 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%
All Schools in District	100%	0.0%
High-Poverty Schools in District	100%	0.0%
Low-Poverty Schools in District	100%	0.0%

Professional Development

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

Fair Oaks Ranch Staff Development for 2009-2010 school year is focused on grade level needs and preferences. Grade Levels have prioratized their needs and the following Staff Development will be provided on Professional Development Tuesdays: Student Study Team procedures and referrals, Diversity, Smartboard and Document Camera Technology, Accelerated Reader, Small Group Management, English in a Flash, Writing, ELL Reading Comprehension Strategies and ELD standards, Expository Text Reading Comprehension Strategies, Planning Differentiated Lessons in Reading Comprehension, Comparing/sharing student writing to help practices on scoring Writing, Sharing Differentiated Lessons in Math. There is on going planning and discussions regarding student learning during Site Grade Level Collaborations, and Cross Grade Level Articulations. All staff development in the district centers on the Board approved SSSD Three Year Professional Development Plan. Staff development needs are identified district wide and at the school sites, based on the District and School SMART Goals. Staff Development opportunities are revised and updated by the School Leadership team. A major thrust has been on implementing and understanding the standards in the core curriculum; data from student assessment; adoption cycle; new programs; state and federal mandates; and other professional needs aimed at supporting all teachers from the brand new to the experienced. Both the district and the school sites provide opportunities for teachers to attend workshops and conferences off site in Writing and PLC. The School Leadership Team works together to effectively disseminate new materials, information, ideas and programs. With a District wide commitment to full implementation of Professional Learning Communities, staff and administration attended a PLC Conferenece before the start of the school year and will continue to use elements of PLC in staff meetings, including monitoring of progress towards full implementation of PLC at Fair Oaks Ranch.

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.

Indicator	Professional Development Days		
	2007-08	**2008-09**	**2009-10**
Annual number of school days dedicated to staff development	3	3	3

Academic Counselors and Other Support Staff (2009-10 School Year)

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
Counselor (Social /Behavioral or Career Development)	--	--
Library Media Teacher (Librarian)	--	--
Library Media Services Staff (paraprofessional)	1	--
Psychologist	.5	--

Social Worker	--	--
Nurse	.2	--
Speech/Language/Hearing Specialist	1	--
Resource Specialist (teaching)	1	--
Other	--	--

V. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (2008-09 Fiscal Year)

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/.

	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School	$4,871.63	$550.35	$4,321.28	$70,899.83
District	--	--	$5,401.56	$67,951.00
State	--	--	$5,681.00	$68,212.00
Percent Difference – School and District	--	--	20%	3.1%
Percent Difference – School and State	--	--	23.9%	.8%

Types of Services Funded (2009-10 Fiscal Year)

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

Services are provided through both district and site-based categorical funds to help underperforming students meet grade level standards. District categorical funds are used to supplement professional development activities that support underachieving students, all student subgroups, services to English learners, standards-based instructional alignment and student assessment, and parent involvement activities. Staff development is coordinated by the District Office through centralized funds ("Frontloading," "Kaplan" training, SB 472, monthly fluency and comprehension PD, curriculum committees, ELD-ELA Standards Map training, English in a Flash, NCI training, AB 430 for administrators, and District Conference. Other supplemental programs are coordinated collaboratively with the school site (PDD Tuesdays used for Intervention training, SBRC/IDMS training, Diversity training, Too Good For Drugs training, CBET/Adult ESL classes, Family Math Night, GATE Family Night, Parent Information Nights).

Site-based categorical funds are used to provide supplemental instruction, materials and supplies to close the achievement gap and meet targeted learning needs.

Teacher and Administrative Salaries (2008-09 Fiscal Year)

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	Sate Average for Districts in the Same Category
Beginning Teacher Salary	$41,527.00	$41,988.00
Mid-Range Teacher Salary	$64,599.00	$68,649.00
Highest Teacher Salary	$85,783.00	$87,156.00
Average Principal Salary (Elementary)	$100,558.00	$109,026.00
Average Principal Salary (Middle)	$0.00	$112,489.00
Average Principal Salary (High)	$0.00	$113,872.00
Superintendent Salary	$157,183.00	$181,890.00
Percent of Budget for Teacher Salaries	39.7%	42.11%
Percent of Budget for Administrative Salaries	4.2%	5.52%

VI. 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.