Fair Oaks Ranch Community

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 may 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.

Julie McBride, Principal

⦿ Principal, Fair Oaks Ranch Community

About Our School

Any visitor can talk with a Fair Oaks Ranch student, and he or she will tell them "at this school, our students **Soar Above the Rest**! They would indeed be accurate! Our school has a rich tradition of collaboration and committment to learning, with families and school staff working together as a team for the benefit of our diverse population. As the principal of Fair Oaks Ranch, my priority is to ensure that all students at Fair Oaks Ranch receive a superior education. Our focus each year is to provide each child with new challenges that will result in a rewarding school experience. Academic emphasis on the California State Standards in the area of reading, writing, and math will be a priority. We will also be exploring the Next Generation Science Standards in our classrooms and in our state of the art science lab. Instruction in social studies, fine arts, technology and physcial education complete our program, providing each student an opportunity to develop skills in their area of interest. At Fair Oaks Ranch Community 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"!

Sincerely

Julie McBride

Principal

Contact

Fair Oaks Ranch Community
26933 North Silverbell Ln.
Santa Clarita, CA 91387-3802

Phone: 661-299-1790
E-mail: jmcbride@sssd.k12.ca.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Catherine Kawaguchi
E-mail Address	ckawaguchi@sssd.k12.ca.us
Web Site	http://www.sssd.k12.ca.us

School Contact Information (School Year 2018—19)	
School Name	Fair Oaks Ranch Community
Street	26933 North Silverbell Ln.
City, State, Zip	Santa Clarita, Ca, 91387-3802
Phone Number	661-299-1790
Principal	Julie McBride, Principal
E-mail Address	jmcbride@sssd.k12.ca.us
County-District-School (CDS) Code	19650456120513

Last updated: 12/22/2018

School Description and Mission Statement (School Year 2018—19)

We, as a community, have a vision where every Fair Oaks Ranch scholar is recognized for his or her individuality, supported to achieve personal success, and fortified to become an active, responsible learner, and productive citizen of the global community. Fair Oaks Ranch Community School is the most diverse campus in the Sulphur Springs Union School District. Students attending this school come from homes in which 19 different languages are spoken.

At Fair Oaks Ranch, our goal is to increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichment in place to foster student success. By the end of the 2018-2019 school year, 100% of students will show personal growth in English Language Arts and Math, as measured in each grade level.

At Fair Oaks Ranch, we use data from both State and local assessments to modify instruction and improve student achievement. The District has purchased a District-wide Data program which allows administrators and teachers to review school-wide data, classroom data, and individual student data (for both State and local assessments). Access to an on-line data system allows for immediate access to students' data, thus offering efficiency in student placement in intervention and/or enrichment programs, as well as an easy way to communicate progress to parents.

The teachers and administrators monitor student progress on curriculum-embedded assessments, and formative assessments on a weekly or monthly basis (depending on the assessment). Based on the data analysis, students are placed in the needed intervention and/or enrichment programs.

The site utilizes research-based educational practices to support students in gaining grade-level proficiency, as demonstrated through district and state assessments. Teachers and administrators utilize data to drive instruction, and receive professional development in instructional areas needed to support the California Common Core State Standards. Additionally, the district provides supplemental materials to support the new standards and has adopted curriculum that supports the California State Standards. Teachers collaborate on a regular basis for lesson development, data analysis, and monitoring student placement in instructional programs.

At Fair Oaks Ranch, we continue to foster our student's social emotional growth through the implementation of Capturing Kids' Hearts, which promotes the development of positive relationships throughout our campus. We provide a technology rich environment at Fair Oaks Ranch. A wide variety of instructional strategies are used, and technology such as Smartboards, iPads, Chromebooks are incorporated into daily lessons. Many teachers have embraced the use of Google classroom, in which students work collaboratively on lessons and assignments.

Last updated: 1/15/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Kindergarten	167
Grade 1	131
Grade 2	132
Grade 3	131
Grade 4	136
Grade 5	136
Grade 6	137
Total Enrollment	970
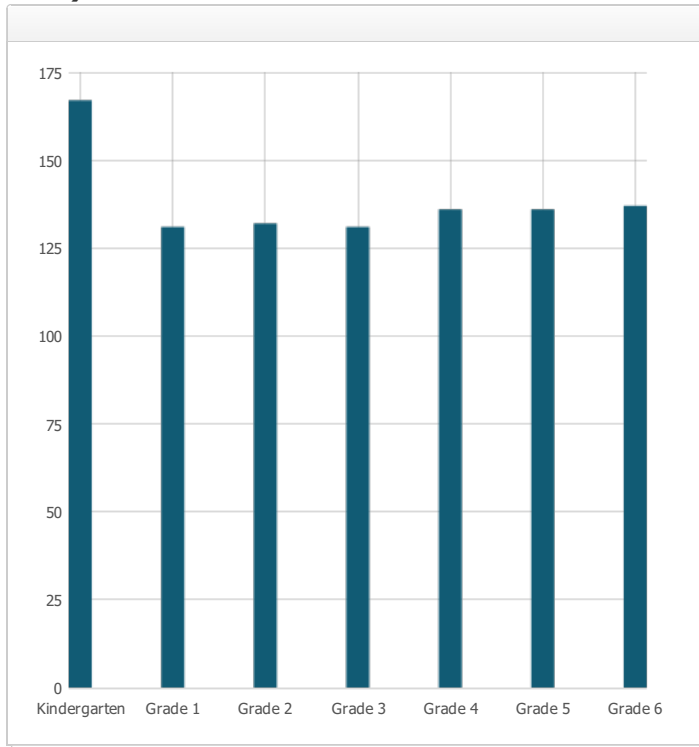
Last updated: 12/22/2018

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	6.9 %
American Indian or Alaska Native	0.3 %
Asian	9.0 %
Filipino	10.3 %
Hispanic or Latino	41.3 %
Native Hawaiian or Pacific Islander	0.3 %
White	24.8 %
Two or More Races	7.0 %
Other	0.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	39.9 %
English Learners	15.2 %
Students with Disabilities	10.2 %
Foster Youth	0.2 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	37	38	37	246
Without Full Credential	1	1	1	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
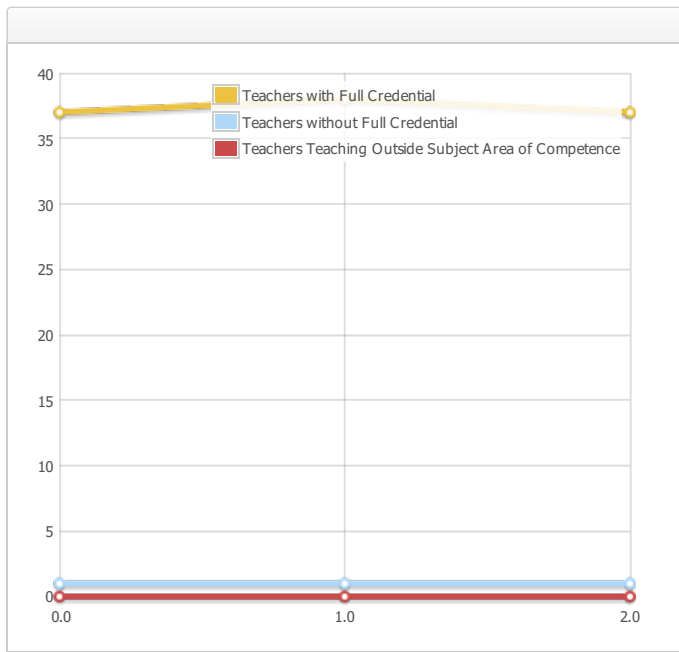
Last updated: 1/4/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0
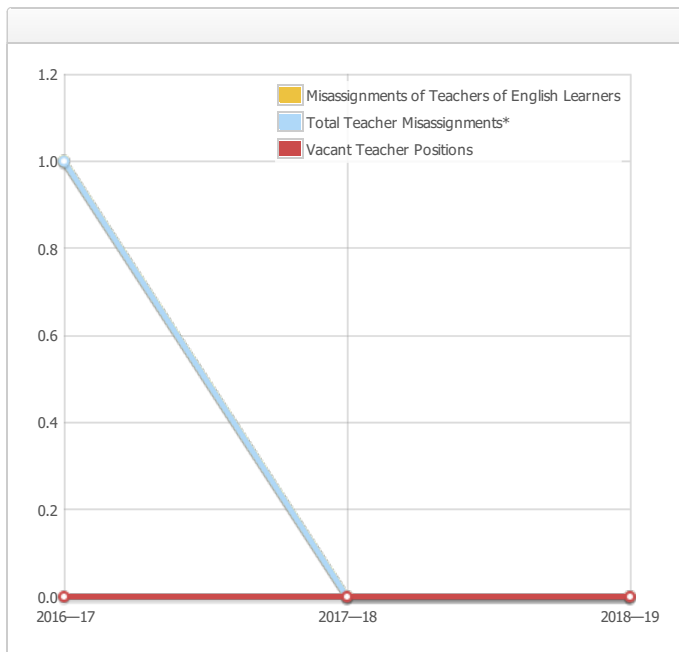
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/17/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance K-6 (2017) Ready to Advance TK (2017)	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions CC (2015)	Yes	0.0 %
Science	Houghton Mifflin California Science (K-2 2008) Pearson California Science (3-6 2008)	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California (2006) Harcourt Reflections Grade 6 (2008)	Yes	0.0 %
Foreign Language			0.0 %
Health	Houghton Mifflin and Pearson	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music (1995) Davis Publications, Adventures in Art (1998)	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/4/2019

School Facility Conditions and Planned Improvements

Overall, Fair Oaks Ranch Community school is in excellent condition. There are no safety hazards on campus, and the grounds, buildings, and restrooms are clean and in good condition. We installed fencing around the campus in the 2017-2018 school year, and have added some additional gates at entry points to ensure the safety of our students and staff on campus. At this time, our maintenance department will be addressing a few roof leaks on our campus.

Last updated: 12/22/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	From the FIT inspection, it was determined that a few lightbulbs and ballasts will need to be replaced.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	From the FIT inspection, it was determined that a few drinking fountains will need to be adjusted.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	From the FIT inspection, it was determined that a few minor roof leaks need to be addressed.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2018

Overall Rating	Good

Last updated: 12/22/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	63.0%	64.0%	60.0%	61.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	52.0%	52.0%	49.0%	50.0%	37.0%	38.0%

Note: Percentages are not calculated 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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 12/22/2018

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	529	528	99.81%	63.64%
Male	264	264	100.00%	58.33%
Female	265	264	99.62%	68.94%
Black or African American	42	42	100.00%	40.48%
American Indian or Alaska Native				
Asian	45	45	100.00%	66.67%
Filipino	50	50	100.00%	82.00%
Hispanic or Latino	222	222	100.00%	52.70%
Native Hawaiian or Pacific Islander	--	--	--	
White	125	124	99.20%	75.81%
Two or More Races	42	42	100.00%	83.33%
Socioeconomically Disadvantaged	232	231	99.57%	47.19%
English Learners	117	116	99.15%	54.31%
Students with Disabilities	56	56	100.00%	17.86%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/22/2018

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	530	530	100.00%	52.08%
Male	264	264	100.00%	52.27%
Female	266	266	100.00%	51.88%
Black or African American	42	42	100.00%	33.33%
American Indian or Alaska Native				
Asian	45	45	100.00%	68.89%
Filipino	50	50	100.00%	70.00%
Hispanic or Latino	222	222	100.00%	36.94%
Native Hawaiian or Pacific Islander	--	--	--	
White	125	125	100.00%	64.80%
Two or More Races	43	43	100.00%	69.77%
Socioeconomically Disadvantaged	233	233	100.00%	32.19%
English Learners	117	117	100.00%	46.15%
Students with Disabilities	56	56	100.00%	16.07%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/22/2018

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 12/22/2018

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 12/22/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Percentages are not calculated 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.

Last updated: 12/22/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

Parents inquire if they can be a part of the school and their children's learning experience. At Fair Oaks Ranch, the answer is always, "Of course...we need you!". We believe that parents are partners with the school, and we truly do appreciate our parent community and the hours they dedicate to Fair Oaks Ranch, including such activities as volunteering in their child's classrooms, and helping out at school events. Parents are full partners in their child's education. We encourage our parents to serve on advisory committees to assist in the education of their own children and in the development of community awareness and involvement. Fair Oaks Ranch parents can get involved with PTA, or in one of our other advisory groups. We have School Site Council meetings on the third Thursday of each month, and regular English Language Advisory Committee (ELAC) meetings throughout the year. In addition, we have monthly Coffee with the Principal meetings to discuss strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, reading with their child, working with math, literacy training, etc. If parents are interested in getting involved with PTA, they should contact Ione Chu, Office manager at Fair Oaks Ranch at 661-299-1790. If parents are interested in getting involved with the Fair Oaks Ranch site council, or ELAC, they should contact Julie McBride, principal at Fair Oaks Ranch, at 661-299-1790.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	--	--	--	10.7%	9.7%
Graduation Rate	--	--	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	--	--	9.1%
Graduation Rate	--	--	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
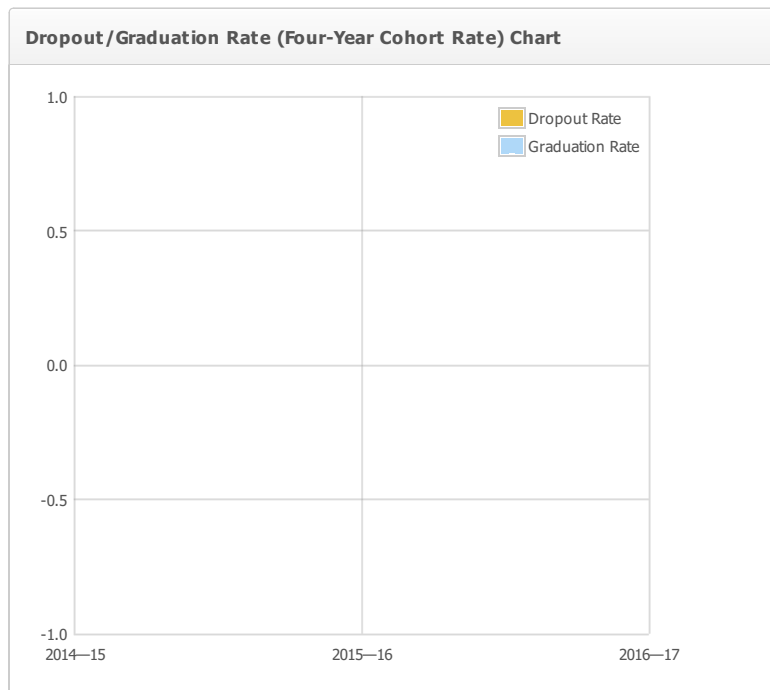
For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/22/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Student Group	School	District	State
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	--	0.2%	1.5%	0.2%	0.5%	1.1%	3.7%	3.7%	3.5%
Expulsions	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Suspensions

Expulsions
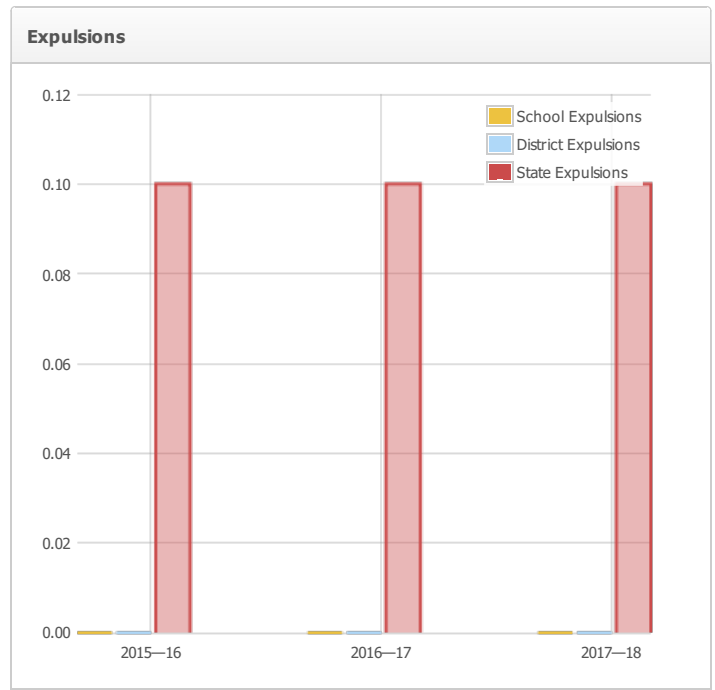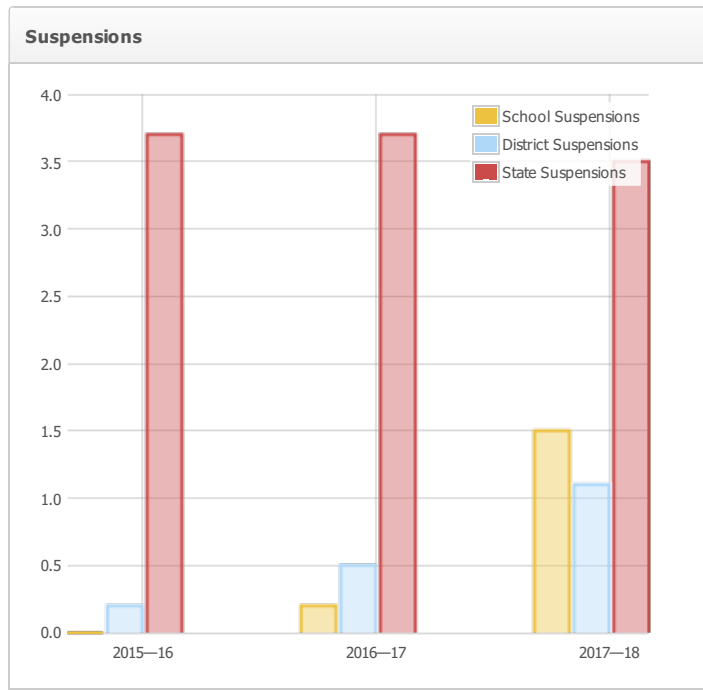
School Safety Plan (School Year 2018—19)

Safety is a top priority at Fair Oaks Ranch Community School. Each year, our safety committee, site council and staff, review and update our comprehensive safety plan. In the 2017-2018 school year, our safety committee reviewed and updated our comprehensive safety plan in February 2018. Our school leadership team and staff reviewed, and provided input to the safety plan, and the comprehensive safety plan was approved by our School Site Council on February 8th, 2018. We provided an opportunity for the community to review our safety plan on February 28th, 2018. Within our comprehensive safety plan, we focus on promoting a positive school climate where consistent expectations for students and staff are reinforced on a daily basis. We also focus on providing a safe school environment for our students and staff, with an emphasis on a closed campus and improved parent drop off and pick up procedures. Finally, we focus on emergency preparedness with an emphasis on ensuring that our staff and students are prepared for an emergency.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		6	
1	24.0		5	
2	25.0		5	
3	23.0	1	5	
4	30.0		3	1
5	33.0		2	3
6	29.0	1	2	2
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0	1	6	
1	24.0	1	4	
2	25.0		5	
3	26.0		5	
4	36.0			4
5	33.0		1	3
6	29.0	1	1	3
Other**	13.0	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.0		7	
1	26.0		4	
2	25.0		5	
3	25.0		5	
4	33.0		1	3
5	33.0		1	3
6	29.0	1	2	2
Other**	15.0	2		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 12/22/2018

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 12/22/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.1	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/4/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5521.7	$828.3	$4693.4	$73014.9
District	N/A	N/A	$5062.9	$74685.0
Percent Difference – School Site and District	N/A	N/A	-7.3%	-2.2%
State	N/A	N/A	$6574.0	$80910.0
Percent Difference – School Site and State	N/A	N/A	29.0%	-10.0%

Note: Cells with N/A values do not require data.

Last updated: 12/22/2018

Types of Services Funded (Fiscal Year 2017—18)

Services provided through Title I funding include additional reading support delivered by a teachers before and after school, supplemental instructional materials, professional development costs for staff and parent support. School funds provide support for students and families by funding family nights, after-school support for students, Student Council coordination and further support our reading and mathematics programs. Additionally, supplemental technology provides support for students to access curriculum. Lastly, supplemental intervention programs include Imagine Learning, Accelerated Reader, Imagine Math and other supplemental instructional supports.

Last updated: 1/15/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,991	$50,084
Mid-Range Teacher Salary	$66,876	$80,256
Highest Teacher Salary	$88,426	$100,154
Average Principal Salary (Elementary)	$110,251	$125,899
Average Principal Salary (Middle)	$	$130,255
Average Principal Salary (High)	$	$128,660
Superintendent Salary	$180,000	$222,447
Percent of Budget for Teacher Salaries	35.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart
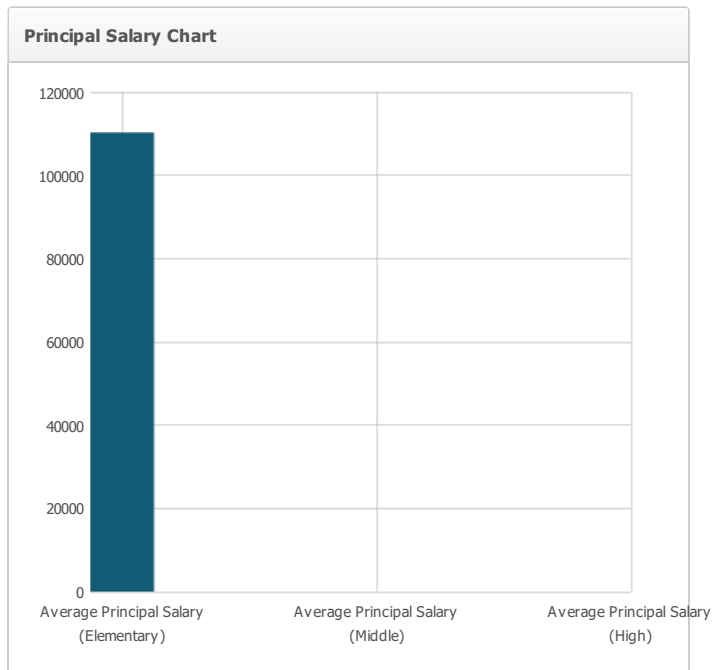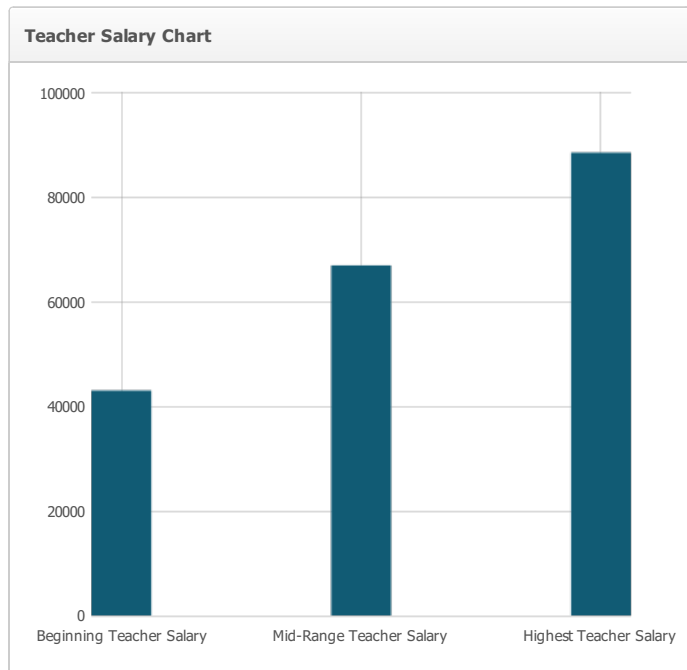
Last updated: 12/22/2018

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 12/22/2018

Professional Development

All staff development in the Sulphur Springs Union School District (SSUSD) centers on the Board approved Local Control Accountability Plan (LCAP), Local Education Agency Plan Addendum, and the SSUSD Three Year Professional Development Plan. The staff development provided at the school site and within the district focuses on understanding the content standards; student achievement and specific curricular support. Staff development needs are identified district wide through the district diagnostic data, new adoptions, and staff input. 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. During the 2018-2019 school year, all professional development opportunities will support the goals of increasing proficiency in Language Arts, Reading Comprehension, Math, English Language Development, Next Generation Science Standards (NGSS) implementation, and Technology Integration. Both the district and the school site provide opportunities for teachers to attend workshops and conferences offsite. Teachers who attend, bring back knowledge that is shared with teachers at the school and across the district. Teacher leaders are invaluable in the dissemination of new materials, ideas and programs. Teachers volunteer to present for other teachers and readily share ideas and materials with one another. The district and site identifies consultants to use in providing staff development. Staff development is offered at a variety of times in order to be as convenient as possible for the majority of teachers. The district will continue to provide targeted professional development for all administrators and teachers. The goal will be to focus on English Language Arts textbook adoption, close reading, English Language Arts Development (ELD), common formative assessment creation, Next Generation Science Standards (NGSS) implementation, and the continued implementation with fidelity of the Math Expressions curriculum. A committee of teachers and administrators will work throughout the year to provide direction in California Common Core State Standards, best practices, resources, materials, and professional development. In addition, the Fair Oaks Ranch teaching staff attended a two day, Capturing Kids' Hearts training in August 2018, to promote building positive relationships with students on our campus.

Last updated: 12/22/2018