

Fair Oaks Ranch Community
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 26933 North Silverbell Ln.
Santa Clarita, CA , 91387-3802

Principal: Julie McBride

Phone: (661) 299-1790

Grade Span: K-6

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 and access to prior year reports, 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

About This School

Julie McBride

📍 Principal, Fair Oaks Ranch Community

About Our School

We are on a mission here at Fair Oaks Ranch Community School. Every single day, we are working on building positive relationships with our students. We know the importance of academics, but we also know that we need to meet every child's social emotional needs. We want every student to feel connected to other students and to the adults at school, and we are implementing Capturing Kids Hearts to support our mission.

The process is so simple! Every morning, teachers are at the door meeting and greeting their students. We want to ensure that students start their day off with that quick check in with their teacher – a positive beginning to their day. Classes work together to build a social contract – an agreement of behavior. Students and teachers work together to determine how they want to be treated by each other in the class, and then the entire signs the social contract. Each day, the teacher leads “good things” to set a positive tone for the class, and emphasize celebrating each other's happiness. Classes are also focused on giving each other affirmations – positive statements to uplift and encourage each other. We want every student and staff member to know they are a part of the Falcon family.

In addition, our goal is to increase all student achievement by providing high quality instruction, with academic interventions and enrichment in place to foster student success. Each year we strive 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 are thrilled to be utilizing a brand new science series this year, to spark that love of science in every child. Instruction in social studies, fine arts, technology and physical education complete our program, providing each student an opportunity to develop skills in their area of interest. The importance placed on high expectations permeate the classrooms empowering our students to "Soar Above the Rest"!

Contact

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

Phone: (661) 299-1790
Email: jmcbride@sssd.k12.ca.us

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Sulphur Springs Union School District
Phone Number	661-252-5131
Superintendent	Kawaguchi, Catherine
Email Address	ckawaguchi@sssd.k12.ca.us

Website<https://www.sssd.k12.ca.us/>**School Contact Information (School Year 2022–23)**

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
Email Address	jmcbride@sssd.k12.ca.us
Website	https://www.sssd.k12.ca.us/Page/420
County-District-School (CDS) Code	19650456120513

Last updated: 1/17/23

School Description and Mission Statement (School Year 2022–23)

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.

At Fair Oaks Ranch, we use data from State and local assessments to modify instruction and improve student achievement. The teachers and administration monitor student progress on curriculum embedded assessments, and formative assessments regularly to determine next steps for instruction. Based on the data analysis, students are placed in the needed intervention and/or enrichment programs.

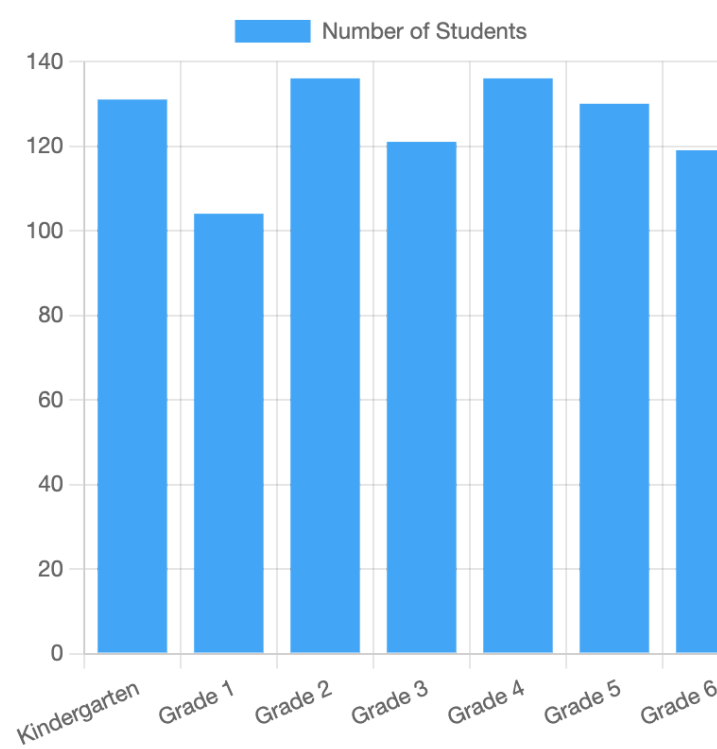
Fair Oaks Ranch utilizes research-based practices to support students in gaining grade level proficiency, as demonstrated in district and state assessments. Teachers and administrators receive professional development in instructional areas needed to support the California State standards. Additionally, the district provides supplemental materials to support standards and has adopted curriculum to support the standards. Teachers collaborate on a regular basis for lesson development and data analysis, to support student success.

At Fair Oaks Ranch, we continue to foster our student's social emotional growth through the implementation of Capturing Kids' Hearts, which promotes positive relationships throughout our campus. In addition, we have implemented an additional social emotional program, Second Step, to continue to support our students' social emotional needs. We provide a technology rich environment at Fair Oaks Ranch. A wide variety of instructional strategies are used, and technology such as Smartboards, iPads, and Chromebooks are incorporated throughout the school day. Our K-1st grade students have 1-1 iPads in the classroom, while our 2nd-6th grade students have 1-1 Chromebooks in their classrooms. Our teachers utilize technology to enhance student learning.

Last updated: 1/17/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	131
Grade 1	104
Grade 2	136
Grade 3	121
Grade 4	136
Grade 5	130
Grade 6	119
Total Enrollment	877



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/17/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	46.80%
Male	53.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.10%
Asian	6.60%
Black or African American	8.00%
Filipino	10.40%
Hispanic or Latino	43.80%
Native Hawaiian or Pacific Islander	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	11.10%
Foster Youth	0.30%
Homeless	0.20%
Migrant	0.00%
Socioeconomically Disadvantaged	44.80%
Students with Disabilities	12.30%

Student Group	Percent of Total Enrollment
Two or More Races	7.50%
White	22.50%

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 Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.40	91.77	196.80	89.11	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.91	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.74	5.00	2.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.74	4.00	1.81	12115.80	4.41
Unknown	1.00	2.74	13.00	5.91	18854.30	6.86
Total Teaching Positions	36.40	100.00	220.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/17/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.00	
Total Out-of-Field Teachers	1.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.80	

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2023

The District provided standards aligned textbooks and materials for all students in grades TK-6.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	Yes	0%
Mathematics	Houghton Mifflin California Math Expressions	Yes	0%
Science	McGraw Hill - Inspire Science	Yes	0%
History-Social Science	Studies Weekly	Yes	0%
Foreign Language	N/A		0%
Health	N/A	Yes	0%
Visual and Performing Arts	N/A	Yes	0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/14/23

School Facility Conditions and Planned Improvements

Fair Oaks Ranch opened in 2002 with eight permanent buildings, six relocatable classrooms, and an on campus child care facility. The school also has a multi-purpose room, a library and an administration building. The school playground area has two baseball diamonds with back stops, a 1/4 mile track, soccer field, brand new play structures, handball courts, basketball courts, a covered outside eating area, and a standard blacktop game areas. Our LEA takes great efforts to ensure that all schools are clean, safe and functional. Administration works regularly with the custodial staff to ensure that cleaning schedules are adhered to in order to ensure a clean and safe school for students and staff. LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service, and that emergency repairs are given the highest priority.

Overall, Fair Oaks Ranch Community School is in excellent condition. There are no safety hazards on campus, and the grounds, buildings, and restrooms are in good condition. The addition of fencing around the entire campus in the 2017-2018 school year, has continued to support the safety of our students and staff on campus.

Last updated: 1/17/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2023

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	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2023

Overall Rating	Good
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Last updated: 1/17/23

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Subject	School 2020– 21	School 2021– 22	District 2020– 21	District 2021– 22	State 2020– 21	State 2021– 22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	54%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	44%	N/A	39%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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: 1/17/23

CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment

**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	508	500	98.43	1.57	54.40
Female	239	236	98.74	1.26	55.93
Male	269	264	98.14	1.86	53.03
American Indian or Alaska Native	0	0	0	0	0
Asian	36	36	100.00	0.00	66.67
Black or African American	42	41	97.62	2.38	41.46
Filipino	56	56	100.00	0.00	75.00
Hispanic or Latino	207	203	98.07	1.93	43.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	49	49	100.00	0.00	57.14
White	118	115	97.46	2.54	62.61
English Learners	37	33	89.19	10.81	18.18
Foster Youth	0	0	0	0	0
Homeless	--				
Military	80	80	100.00	0.00	38.75
Socioeconomically Disadvantaged	220	214	97.27	2.73	39.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	54	96.43	3.57	12.96

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: 1/17/23

CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment

**Grades Three through Eight and Grade Eleven
(School Year 2021–22)**

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	509	504	99.02	0.98	44.25
Female	239	236	98.74	1.26	39.41
Male	270	268	99.26	0.74	48.51
American Indian or Alaska Native	0	0	0	0	0
Asian	36	36	100.00	0.00	66.67
Black or African American	42	41	97.62	2.38	26.83
Filipino	56	56	100.00	0.00	75.00
Hispanic or Latino	208	205	98.56	1.44	28.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	49	49	100.00	0.00	38.78
White	118	117	99.15	0.85	58.97
English Learners	37	37	100.00	0.00	8.11
Foster Youth	0	0	0	0	0
Homeless					
Military	80	80	100.00	0.00	40.00
Socioeconomically Disadvantaged	220	216	98.18	1.82	26.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	54	96.43	3.57	16.67

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: 1/17/23

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

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T		N/T		28.5	29.47

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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: 2/14/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

The data provided is from the most recent 2022 California Assessment of Student Performance and Progress. The District did not participate in CAASPP for the 2020 as it was waived by the State of California. In 2021 the District utilized an alternative assessment STAR, which was approved by the State of California.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	130	130	100.00	0.00	38.46
Female	60	60	100.00	0.00	31.67
Male	70	70	100.00	0.00	44.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	36.36
Filipino	--	--	--	--	--
Hispanic or Latino	51	51	100.00	0.00	25.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	46.15
White	35	35	100.00	0.00	51.43
English Learners	11	11	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless					
Military	30	30	100.00	0.00	30.00
Socioeconomically Disadvantaged	54	54	100.00	0.00	25.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	15	15	100.00	0.00	13.33

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.

Last updated: 1/17/23

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 2021–22)
Percentage of Students Participating in each of the five Fitness Components

The District participated in the Physical Fitness Exam for the 2021 and 20222 reporting period.

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	99%	99%	98%	98%	85%
7	%	%	%	%	%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2022–23)

When parents inquire if they can be part of the school and their children's learning experience, our answer is always, "Of course... we need you!" We believe that parents are partners with the school, and we truly appreciate our parent community and the hours they dedicate to Fair Oaks Ranch, including activities such as volunteering in their child's classroom, and helping out at school events. Parents are full partners in their child's education. Each September, we hold Goal Setting conferences, where parents meet with their child's teacher to set goals for the upcoming school year. Parents receive information on their child's progress throughout the school year, and each March we hold parent conferences for teachers and parents to get together to review their child's progress.

We encourage 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 any of our other advisory groups. We have School Site Council meetings via Zoom, on the third Wednesday of each month, and regular English Language Advisory Committee (ELAC) meetings throughout the school year. Our School Site Council and ELAC have input in the Single Plan for Student Achievement.

In addition, we have regular online Coffee with the Principal meetings to discuss strategies to use at home to support children's academic achievement, such as reading with their children, working with math, literacy training, etc. If parents are interested in getting involved with PTA, ELAC, School Site Council, or volunteering, they should contact Julie McBride 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;
- High school graduation rates; and
- Chronic Absenteeism

**Chronic Absenteeism by Student Group
(School Year 2021–22)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	949	928	204	22.0
Female	442	433	98	22.6
Male	507	495	106	21.4
American Indian or Alaska Native	1	1	0	0.0
Asian	66	62	6	9.7
Black or African American	78	76	10	13.2
Filipino	95	94	7	7.4
Hispanic or Latino	416	405	129	31.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	71	71	18	25.4
White	211	208	32	15.4
English Learners	109	109	25	22.9
Foster Youth	3	3	2	66.7
Homeless	3	3	2	66.7
Socioeconomically Disadvantaged	475	467	136	29.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	126	118	33	28.0

Last updated: 1/17/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.99%	0.61%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.40%	1.90%	0.23%	1.44%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/17/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.90	0.00
Female	1.13	0.00
Male	2.56	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.13	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.68	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.23	0.00
White	1.90	0.00
English Learners	1.83	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.37	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.38	0.00

Last updated: 1/17/23

School Safety Plan (School Year 2022–23)

Safety is a top priority at Fair Oaks Ranch community school. Each year, our safety committee, school site council, and staff review and update our comprehensive safety plan. In the 2021-2022 school year, our safety committee reviewed and updated our comprehensive safety plan in January and February 2022. Our school leadership team and staff reviewed and provided input to the safety plan, and the school site council approved the comprehensive safety plan on February 16th, 2022. We provided an opportunity for the community to review our safety plan on February 15th, 2022. The School Safety Plan for the 2022-2023 was board approved on March 9, 2022.

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 are also focusing on providing a safe school environment for our students and staff, with an emphasis on a closed campus, and improvement in our drop off and pick up procedures. Finally, we focus on emergency procedures with an emphasis on ensuring our staff and students are prepared for any and all emergency situations.

Last updated: 1/17/23

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 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		6	
1	26.00		5	
2	30.00		4	1
3	26.00		4	
4	31.00		4	
5	34.00			4
6	33.00		1	1
Other**	14.00	4	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 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	4	4	
1	21.00	1	5	
2	18.00	3	3	
3	22.00	1	4	
4	24.00	1		
5	22.00	1	3	
6	17.00	4	4	
Other**	21.00	4	4	

* 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 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		5	
1	25.00		4	
2	26.00		5	
3	23.00		5	
4	33.00		1	1
5	36.00			3
6	31.00		3	
Other**	18.00	3		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.

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	
Nurse	0.33
Speech/Language/Hearing Specialist	1.60
Resource Specialist (non-teaching)	
Other	0.00

* 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: 1/18/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5776.00	\$1082.00	\$4695.00	\$75838.00
District	N/A	N/A	\$5123.00	\$76440.00
Percent Difference – School Site and District	N/A	N/A	-8.39%	-0.79%
State	N/A	N/A	\$6593.62	\$87271.00
Percent Difference – School Site and State	N/A	N/A	-29.00%	-13.00%

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

Last updated: 2/14/23

Types of Services Funded (Fiscal Year 2021–22)

A combination of state and federal funding is used to cover all aspects of our instructional program. The District has increased positions, materials, professional development and supports to expand upon the instructional program for students.

Title I funding is used for the following:

- Professional Development
- Teachers on Special Assignment (TOSA)
- Tier II and III Reading Intervention (Orton Gillingham)

Title II funds are utilized to support professional development which enhances early learning strategies. TOSAs and LSTs are provided to support instruction through professional development and coaching opportunities.

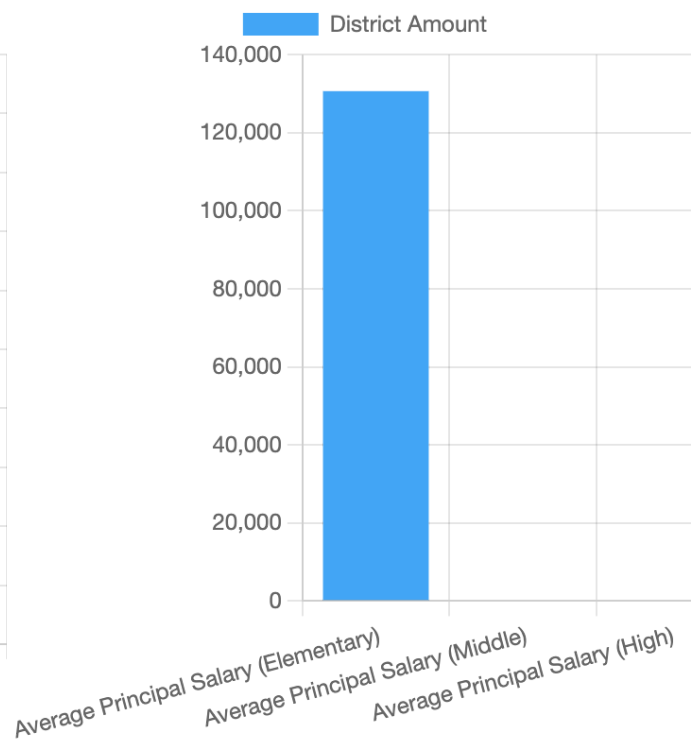
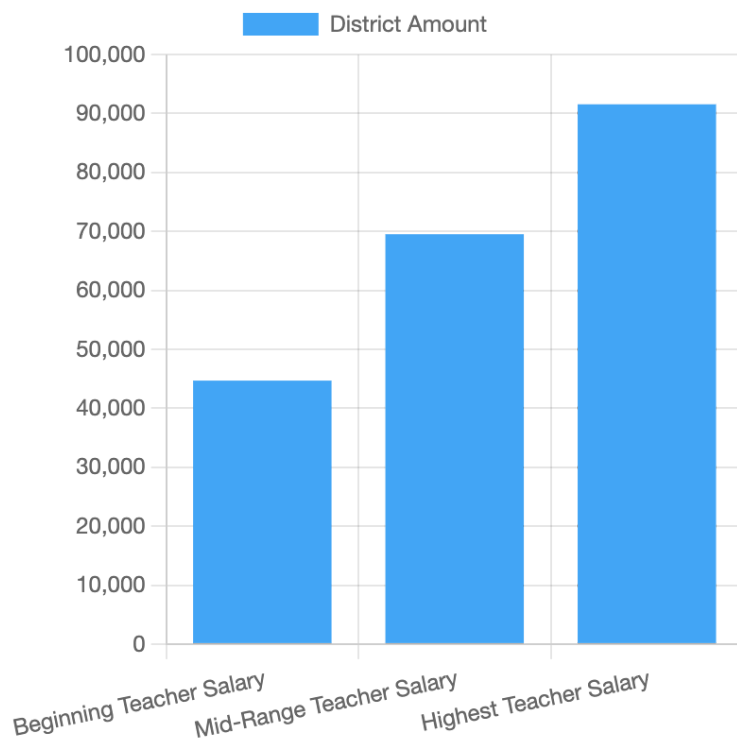
Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English Learner, and to expand parent engagement activities.

Last updated: 1/18/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44686.00	\$52640.75
Mid-Range Teacher Salary	\$69514.00	\$83981.39
Highest Teacher Salary	\$91548.00	\$107521.97
Average Principal Salary (Elementary)	\$130604.00	\$136246.56
Average Principal Salary (Middle)	\$0.00	\$142247.57
Average Principal Salary (High)	\$0.00	\$139199.00
Superintendent Salary	\$198606.00	\$242165.89
Percent of Budget for Teacher Salaries	31.03%	34.07%
Percent of Budget for Administrative Salaries	4.81%	5.47%

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



Last updated:

Professional Development

The Sulphur Springs Union School District is firmly committed to providing professional development for all teachers to support the successful progress for our students' academic and social development. Our continued professional development is based on data reflecting our students' academic and social needs. The professional development offered is grade level or content specific and addresses the current California State Standards. Professional development includes training in specific subject areas, general academics, social behavior, instructional use of technology, as well as job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program, California Teacher Induction, for new teachers.

The district and site administrators provide and attend training in curriculum, performance assessment, interventions, technology, supervision, evaluation and leadership. In addition to professional development activities offered to the district's teachers and administrators, classified employees also receive training based on the specific needs of their assignment. Additionally, the district and school site also provide numerous professional development opportunities throughout the year on early release Wednesdays, after school, and during winter and summer breaks. Every Tuesday (18-19, 19-20) Wednesday (20/21) students are released one hour early to provide teachers with site-based professional development opportunities that include site-based staff development, grade level collaborative planning and student data analysis. Implementation of professional development is supported through: teacher-principal meetings, student performance data reporting, objective conferences, peer coaching, classroom observations, and consistent follow-up.

The focus for staff development at Fair Oaks Ranch is continued support of the adopted English Language Arts program, Benchmark Advanced and mathematics program, Math Expressions. As we examine both local and state data, we will work collaboratively to find ways to strengthen reading comprehension, specifically within our significant subgroups. We will also focus on social emotional support for our students by attending professional development, participating in the program, Capturing Kids Hearts.

Measure	2020– 21	2021– 22	2022– 23
Number of school days dedicated to Staff Development and Continuous	3	3	3

Measure	2020– 21	2021– 22	2022– 23
Improvement			

Last updated: 2/14/23

