Fair Oaks Ranch Community

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	26933 North Silverbell Ln. Santa Clarita, CA , 91387-3802	**Principal:**	Julie McBride, Principal
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

📍 Principal, Fair Oaks Ranch Community

About Our School

Welcome to Fair Oaks Ranch Community School! I am Mrs. Julie McBride, the principal at this wonderful 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 class 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 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 2023–24)

District Contact Information (School Year 2023–24)

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

School Contact Information (School Year 2023–24)

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

Last updated: 12/17/23

School Description and Mission Statement (School Year 2023–24)

We, as a community, have a vision where every Fair Oaks Ranch scholar is recognized for his/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 school in the Sulphur Springs Union School District. Students attending this school come from homes where 18 different languages are spoken.

Fair Oaks Ranch opened in 2002 with eight permanent buildings, six relocatable classrooms, and an on-campus childcare facility. The school also has a multi-purpose room, a library, and an administration building. The school playground area has two baseball diamonds with backstops, a 1/4 mile track, a soccer field, brand new play structures, handball courts, basketball courts, a covered outside eating area, and a standard blacktop game area.

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 2023-2024 school year, 100% of students will show personal growth in English Language Arts and Math, as measured in each grade level.

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

The site 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 regularly for lesson development and data analysis to support student success.

At Fair Oaks Ranch, we continue to foster our student's social-emotional growth by implementing 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. Various 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.

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	150
Grade 1	109
Grade 2	102
Grade 3	130
Grade 4	124
Grade 5	137
Grade 6	140
Total Enrollment	892
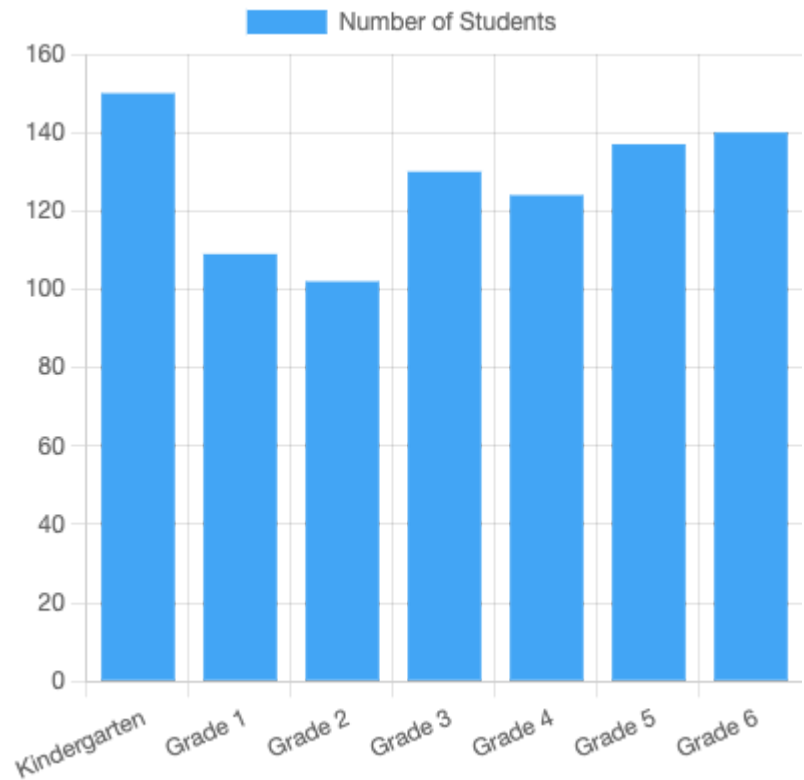
Last updated: 12/17/23

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	48.70%
Male	51.20%
Non-Binary	0.10%
American Indian or Alaska Native	0.30%
Asian	7.40%
Black or African American	8.20%
Filipino	10.70%
Hispanic or Latino	44.10%
Native Hawaiian or Pacific Islander	0.10%
Two or More Races	6.70%
White	21.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	10.70%
Foster Youth	0.00%
Homeless	0.20%
Migrant	0.00%
Socioeconomically Disavantaged	48.90%
Students with Disabilities	11.40%

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/Incomplete/NA	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: 12/17/23

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)	32.00	91.43%	207.70	88.13%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	2.86%	8.00	3.39%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	3.00	1.27%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	2.00	0.85%	11953.10	4.28%
Unknown/Incomplete/NA	2.00	5.71%	15.00	6.36%	15831.90	5.67%
Total Teaching Positions	35.00	100.00%	235.70	100.00%	279044.80	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: 12/17/23

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

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

Last updated: 11/2/23

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	0.00
Local Assignment Options	1.00	0.00
Total Out-of-Field Teachers	1.00	0.00

Last updated: 11/2/23

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%	0%
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%	0%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

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

The District provided researched based, 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 Advanced	Yes	0
Mathematics	Houghton Mifflin Harcourt 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		0
Visual and Performing Arts	Essential Elements for Band (Flute, Trombone, Trumpet, Alto-Saxophone, Clarinet, and Percussion)	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: 1/9/24

School Facility Conditions and Planned Improvements

Fair Oaks Ranch Community School is in good health overall. The school is maintained in good repair with a couple of non-critical deficiencies. These deficiencies are isolated, resulting from minor wear and tear that are being mitigated.

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: December 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	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Exemplary

Last updated: 1/9/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
    2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
    3. **California Science Test (CAST) and CAA 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 completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22, the District utilized an alternative assessment STAR, which was approved by the State of California.

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	54%	51%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	44%	45%	39%	38%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/9/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	534	529	99.06%	0.94%	50.85%
Female	253	250	98.81%	1.19%	52.00%
Male	280	278	99.29%	0.71%	50.00%
American Indian or	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Alaska Native					
Asian	41	41	100.00%	0.00%	65.85%
Black or African American	43	41	95.35%	4.65%	31.71%
Filipino	61	61	100.00%	0.00%	67.21%
Hispanic or Latino	231	229	99.13%	0.87%	39.74%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	40	40	100.00%	0.00%	67.50%
White	117	116	99.15%	0.85%	59.48%
English Learners	41	41	100.00%	0.00%	7.32%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	72	70	97.22%	2.78%	48.57%
Socioeconomically Disadvantaged	153	152	99.35%	0.65%	36.18%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	69	68	98.55%	1.45%	11.76%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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: 1/9/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	533	528	99.06%	0.94%	45.27%
Female	253	250	98.81%	1.19%	40.80%
Male	279	277	99.28%	0.72%	49.46%
American Indian or Alaska Native	--	--	--	--	--
Asian	41	41	100.00%	0.00%	73.17%
Black or African American	43	41	95.35%	4.65%	21.95%
Filipino	61	61	100.00%	0.00%	62.30%
Hispanic or Latino	231	229	99.13%	0.87%	32.31%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	40	40	100.00%	0.00%	57.50%
White	116	115	99.14%	0.86%	55.65%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	41	41	100.00%	0.00%	9.76%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	72	70	97.22%	2.78%	42.86%
Socioeconomically Disadvantaged	153	152	99.35%	0.65%	32.89%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	69	68	98.55%	1.45%	14.71%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/9/24

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 2023 California Assessment of Student Performance and Progress.

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	38.46%	39.85%	31.93%	32.48%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/9/24

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)**

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	135	133	98.52%	1.48%	39.85%
Female	67	65	97.01%	2.99%	38.46%
Male	68	68	100.00%	0.00%	41.18%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	13	13	100.00%	0.00%	46.15%
Black or African American	--	--	--	--	--
Filipino	18	18	100.00%	0.00%	66.67%
Hispanic or Latino	56	55	98.21%	1.79%	30.91%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	31	31	100.00%	0.00%	41.94%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	15	15	100.00%	0.00%	33.33%
Socioeconomically Disadvantaged	35	34	97.14%	2.86%	32.35%
Students Receiving Migrant	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Education Services					
Students with Disabilities	19	18	94.74%	5.26%	11.11%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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 2022–23)
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	96.5%	98.5%	98.5%	98.5%	98.5%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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 2023–24)

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 such activities as

volunteering in their child's classroom and helping out at school events.

As a Title I school, Fair Oaks Ranch hosts an annual parent meeting to notify parents about our status as a Title I school. During that meeting, parents are given the school/home compact, which outlines how all share responsibility for student achievement. Many parents support Fair Oaks Ranch School's PTA and have volunteered numerous hours in the classrooms.

Parents participate in Site Council, evening workshops, English Language Advisory Committee (ELAC), District Conferences, attend District Board Meetings hosted at Fair Oaks Ranch, attend Fair Oaks Ranch School's awards assemblies, and actively participate in parent conferences. Our Site Council and ELAC (English Learner Advisory Committee) also have input into the Single Plan for Student Achievement.

We look for ways to engage our families as much as possible. Parents are invited to a welcome and volunteer orientation. During this session, parents are informed of different ways to get involved, as well all school wide events. 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. 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.

Before the academic year begins, the Parent Teacher Association holds a welcome event to encourage families to become involved. Classes are encouraged to have all parents sign up for the PTA. Parents are encouraged to attend the monthly PTA meetings, as well as the annual Back to School Night, Parent Conferences, and Open House. 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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	947	927	180	19.4%
Female	457	449	72	16.0%
Male	489	477	107	22.4%
Non-Binary	1	1	1	100.0%
American Indian or Alaska Native	3	3	0	0.0%
Asian	70	66	6	9.1%
Black or African American	82	78	14	17.9%
Filipino	95	95	7	7.4%
Hispanic or Latino	423	412	112	27.2%
Native Hawaiian or Pacific Islander	1	1	1	100.0%
Two or More Races	62	62	11	17.7%
White	195	194	26	13.4%
English Learners	100	100	26	26.0%
Foster Youth	2	2	1	50.0%
Homeless	2	2	1	50.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	484	476	127	26.7%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	135	131	35	26.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

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 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.40%	1.90%	0.74%	0.23%	1.44%	1.91%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/9/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.74%	0.00%
Female	0.00%	0.00%
Male	1.43%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	1.43%	0.00%
Black or African American	1.22%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.95%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.51%	0.00%
English Learners	2.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.03%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.48%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/9/24

School Safety Plan (School Year 2023–24)

Safety is a top priority at Fair Oaks Ranch Community School. Our safety committee, school site council, and staff review and update our comprehensive safety plan each year. In the 2022-2023 school year, our safety committee reviewed and updated our comprehensive safety plan in January and February 2023. 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 16, 2023. We allowed the community to review our safety plan on February 15, 2023. The School Safety Plan for the 2022-2023 was board approved on March 8, 2023.

Our comprehensive safety plan focuses on promoting a positive school climate where consistent expectations for students and staff are reinforced daily. 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, emphasizing ensuring our staff and students are prepared for any and all emergency situations.

Last updated: 1/10/24

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00	0	5	0
1	26.00	0	3	0
2	25.00	0	3	0
3	25.00	0	4	0
4	34.00	0	0	3
5	34.00	0	0	2
6	34.00	0	0	2
Other**	20.00	3	4	0

* 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.

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

* 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: 1/9/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	1.00
Social Worker	1.00
Nurse	0.33
Speech/Language/Hearing Specialist	1.60
Resource Specialist (non-teaching)	
Other	0.20

* 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: 1/9/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6690.55	$1141.37	$5549.18	$75804.56
District	N/A	N/A	$5732.96	$73651.58
Percent Difference – School Site and District	N/A	N/A	-3.21%	2.92%
State	N/A	N/A	$7606.62	$88288.00
Percent Difference – School Site and State	N/A	N/A	-27.05%	-14.14%

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

Last updated: 11/29/23

Types of Services Funded (Fiscal Year 2022–23)

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.

A combination of state and federal funding is used to cover all aspects of our instructional program.

Title I funds are used for (at least partially):

• Professional Development

• Provide TOSAs that support instruction

The District uses Title II funds to support professional development which will enhance early learning strategies. TOSAs were 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 learners, and to expand parent engagement opportunities.

Supplemental funds are used to provide Learning Support Teachers to support intervention for students. In addition, Orton Gillingham strategies, training and materials are provided to support Tier II and Tier III reading intervention for students.
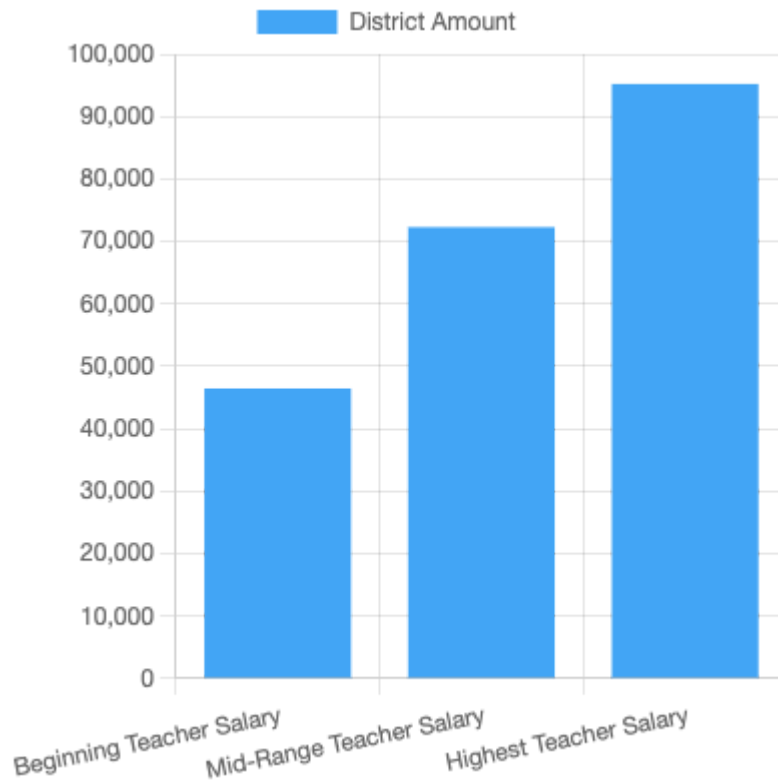
Last updated: 1/9/24

## Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46473.00	$54045.78
Mid-Range Teacher Salary	$72295.00	$84515.22
Highest Teacher Salary	$95210.00	$110866.99
Average Principal Salary (Elementary)	$132333.00	$136840.86
Average Principal Salary (Middle)	$0.00	$141476.95
Average Principal Salary (High)	$0.00	$137985.00
Superintendent Salary	$216877.00	$217473.29

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	30.63%	32.43%
Percent of Budget for Administrative Salaries	5.55%	5.62%

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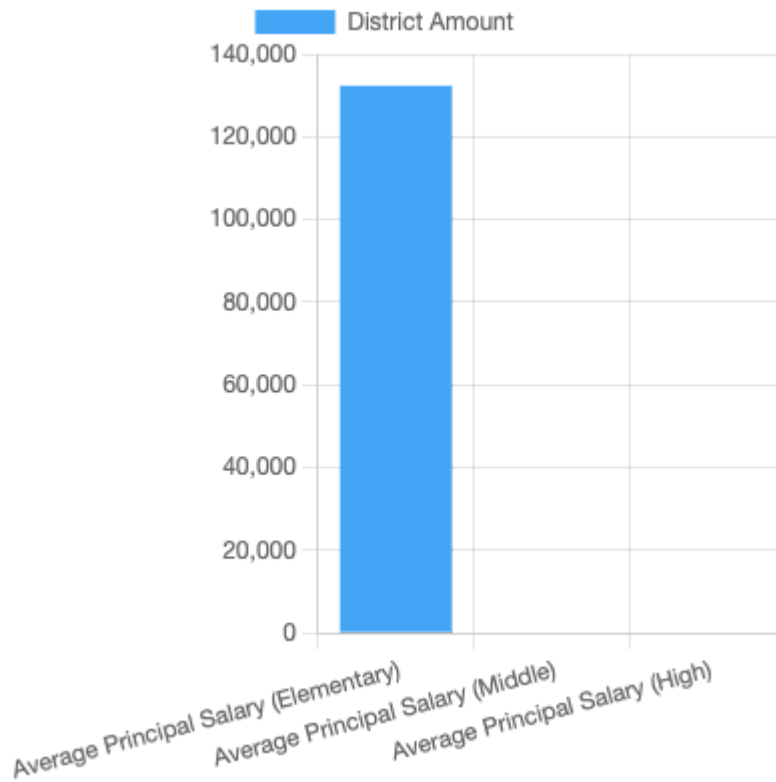
Professional Development

The Sulphur Springs Union School District is firmly committed to providing professional development for all teachers to support the successful progress of 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, and 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 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) and Wednesday (20/21; 21/22; 22/23), students are released one hour early to provide teachers with site-based professional development opportunities, including 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 the continued support of the adopted English Language Arts program, Benchmark Advanced, and mathematics program, and 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. In addition, we continue to work collaboratively to strengthen our grade-level math instruction. We will also focus on social and emotional support for our students by attending professional development, participating in the program Capturing Kids' Hearts, and implementing Second Step within the classroom.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/9/24