Fair Oaks Ranch Community
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 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, 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.

About This School

Julie McBride, Principal

 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 2020—2021)

District Contact Information (School Year 2020—2021)

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 2020—2021)

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: 1/13/22

School Description and Mission Statement (School Year 2020—2021)

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 frome homes with 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 each 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 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.

The site utilizes research-based practices to support students in gaining grade level proficienct, 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: 1/13/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	152
Grade 2	131
Grade 3	135
Grade 4	127
Grade 5	127
Grade 6	140
Kindergarten	136
Total Enrollment	948
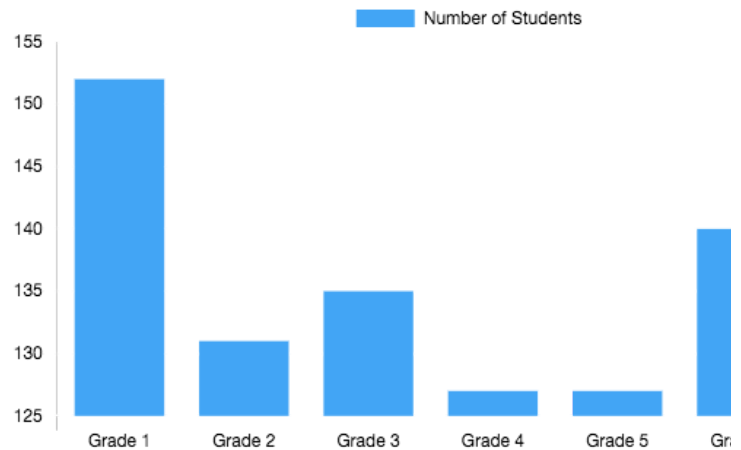
Last updated: 1/6/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group
Black or African American	8.20%
American Indian or Alaska Native	0.40%
Asian	7.80%
Filipino	10.90%
Hispanic or Latino	44.30%
Native Hawaiian or Pacific Islander	0.00%
White	21.70%
Two or More Races	5.90%

Student Group (Other)	Student Group
Socioeconomically Disavantaged	38.20%
English Learners	9.80%
Students with Disabilities	12.60%
Foster Youth	0.20%
Homeless	0.20%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020—2021)

Year and month in which the data were collected: January 2022

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 Common Core	Yes	0%
Science	McGrawHill- Inspire Science	Yes	0%
History-Social Science	K-5th Pearson History-Social Science for California 2006 6Tth Harcourt - Reflections Ancient Civilizations 2006	Yes	0%
Foreign Language	N/A		0%
Health	N/A		0%
Visual and Performing Arts	N/A		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 1/13/22

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 enusre 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 in 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: 1/13/22

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 2022

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: January 2022

Overall Rating	Exemplary

Last updated: 1/14/22

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 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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: 1/17/22

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	523	NT	NT	NT	NT
Male	291	NT	NT	NT	NT
Female	232	NT	NT	NT	NT
Black or African American	41	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	45	NT	NT	NT	NT
Filipino	53	NT	NT	NT	NT
Hispanic or Latino	229	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	113	NT	NT	NT	NT
Two or More Races	40	NT	NT	NT	NT
Socieconomically Disadvantages	192	NT	NT	NT	NT
English Learners	48	NT	NT	NT	NT
Students with Disabilities	61	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/17/22

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	523	NT	NT	NT	NT
Male	291	NT	NT	NT	NT
Female	232	NT	NT	NT	NT
Black or African American	41	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	45	NT	NT	NT	NT
Filipino	53	NT	NT	NT	NT
Hispanic or Latino	229	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	113	NT	NT	NT	NT
Two or More Races	40	NT	NT	NT	NT
Socieconomically Disadvantages	192	NT	NT	NT	NT
English Learners	48	NT	NT	NT	NT
Students with Disabilities	61	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/17/22

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 2019-2020	School 2020–2021	District 2019-2020	District 2020–2021	State 2019-2020	State 2020–2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

Last updated: 1/17/22

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	126	NT	NT	NT	NT
Male	81	NT	NT	NT	NT
Female	45	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	11	NT	NT	NT	NT
Filipino	14	NT	NT	NT	NT
Hispanic or Latino	63	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	22	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
Socieconomically Disadvantages	54	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Students with Disabilities	22	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Foster Youth	--	NT	NT	NT	NT
Homeless					

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/17/22

Career Technical Education (CTE) Programs (School Year 2020—2021)

null

Last updated: 1/17/22

Career Technical Education (CTE) Participation (School Year 2020—2021)

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

Last updated: 1/17/22

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

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	--

Last updated: 1/17/22

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 2020—2021)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/17/22

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 2021-2022)

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

Parents are full partners in their child's education. 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. 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; and
- High school graduation rates

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

Indicator	School 2017-2018	School 2018-2019	School 2019-2020	District 2017-2018	District 2018-2019	District 2019-2020	State 2017-2018	State 2018-2019	State 2019-2020
Dropout Rate	--	--	--	--	--	--	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	--	--	--	84.50%	84.20%	83.60%

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

Rate	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
Suspensions	1.76%	0.99%	0.96%	0.61%	3.47%	2.45%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.05%

Suspensions and Expulsions for School Year 2019—2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2020–2021	District 2020–2021	State 2020–2021
Suspensions	0.40%	0.23%	0.20%
Expulsions	0.00%	0.00%	0.00%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 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—2020 school year compared to prior years.

Last updated: 1/14/22

School Safety Plan (School Year 2021-2022)

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 2020-2021 school year, our safety committee reviewed and updated our comprehensive safety plan in February 2021. 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 18th, 2021. We provided an opportunity for the community to review our safety plan on February 23rd, 2021.

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: 1/13/22

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 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	23.00	1	6	
1	26.00		5	
2	26.00		5	
3	24.00	1	5	
4	34.00			4
5	33.00		1	3
6	29.00	1	3	1
Other**				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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020

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 2020–2021

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 (Secondary) (School Year 2018-2019)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
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 2019-2020)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
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 2020–2021)

Subject	Average Class Size	Number of Classes *1-22	Number of Classes *23-32	Number of Classes 33+
English				
Math				
Science				
Social Science				

Last updated: 1/14/22

* 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.

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.30
Speech/Language/Hearing Specialist	1.40
Resource Specialist (non-teaching)	1.00
Other	0.00

Last updated: 1/1/00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$5985.28	$947.17	$5038.11	$75176.54
District	N/A	N/A	$5625.77	$76440.00
Percent Difference – School Site and District	N/A	N/A	-10.45%	-1.65%
State	N/A	N/A	$8443.83	$85863.00
Percent Difference – School Site and State	N/A	N/A	-40.00%	-12.00%

Last updated: 1/10/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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

• using SIPPS as a Tier II reading intervention for students

• Learning Support Teachers to support intervention for students.

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

Last updated: 1/17/22

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44686.00	$52060.00
Mid-Range Teacher Salary	$69514.00	$84043.00
Highest Teacher Salary	$91548.00	$107043.00
Average Principal Salary (Elementary)	$129743.00	$133582.00
Average Principal Salary (Middle)	$0.00	$138803.00
Average Principal Salary (High)	$0.00	--
Superintendent Salary	$195149.00	$240628.00
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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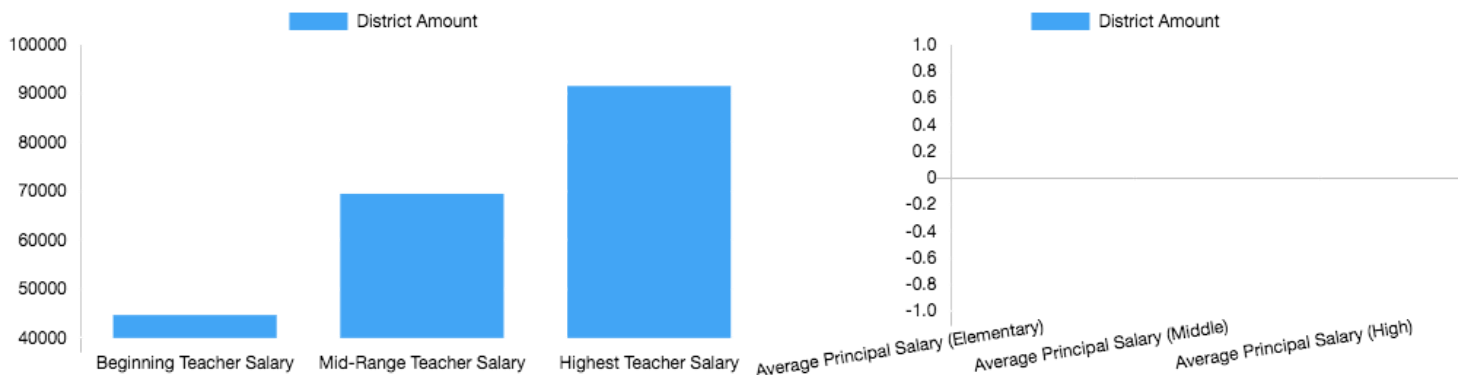
Last updated:

Advanced Placement (AP) Courses (School Year 2020—2021)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

Last updated: 1/14/22

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

Professional Development

Measure	2019-2020	2020–2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3