Fair Oaks Ranch Community

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

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

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

Marie Stump, Principal

Principal, Fair Oaks Ranch Community

About Our School

Fair Oaks Ranch Community School is a school that prides itself on providing quality instruction; creating and maintaining strong teacher, student, parent, and community relationships; and instilling in children the ability to think, to learn, to achieve, and to care.

Our staff is dedicated to continuous learning through professional development and use of student achievement data to discover the most effective ways to teach our students. We have high expectations for our students and ourselves and work collaboratively to ensure success. Strong parent and community partnership is the cornerstone of our school's success. We are privileged to have strong parent involvement, enriching our students' experiences on a daily basis. Our school P.T.A. contributes significantly by coordinating Family Fun events and providing valuable funding for Enrichment opportunities for all of our students. Strong, rigorous academics are reinforced and enhanced by the many extracurricular activities such as: Falcon's Television Network (F.T.N.), Falcons Video Crew (F.V.C.), Student Council, School Band (4th - 6th grades), Chorus, Chess Club, Foreign Language, and Stagecraft.

Please feel free to contact me via e-mail, phone, or in person at any time if you have any questions.
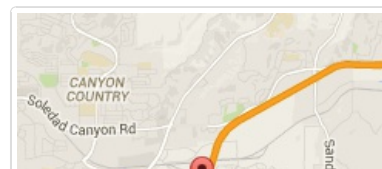
Respectfully,

Marie Stump, Principal
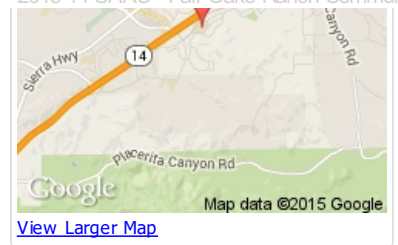

**Spanish version of the School Accountability Report Card will be available at:
http://fairoaks.sssd.k12.ca.us/pages/FairOaks/School_Info/Annual_SARC_Report_Card

Contact

*26933 North Silverbell Ln.
Santa Clarita, CA
91387*

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

View Larger Map

About This School

Contact Information - Most Recent Year

School	
School Name	Fair Oaks Ranch Community
Street	26933 North Silverbell Ln.
City, State, Zip	Santa Clarita, Ca, 91387
Phone Number	661-299-1790
Principal	Marie Stump, Principal
E-mail Address	mstump@sssd.k12.ca.us
Web Site	http://fairoaks.sssd.k12.ca.us/pages/FairOaks
County-District-School (CDS) Code	19650456120513

District	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Web Site	http://www.sssd.k12.ca.us
Superintendent First Name	Catherine
Superintendent Last Name	Kawaguchi
E-mail Address	ckawaguchi@sssd.k12.ca.us

Last updated: 1/27/2015

## School Description and Mission Statement (Most Recent Year)

Fair Oaks Ranch is a school of discovery, where children strive to soar to the pinnacle of social, emotional, and academic achievement. Fair Oaks Ranch students develop outstanding character by recognizing diversity, gain an understanding of the value of education through standard based instruction and assessment, and share in the responsibility of their learning. Fair Oaks Ranch parents are active participants in their child's learning and provide the essential foundation that allows the children to achieve their fullest potential. Fair Oaks Ranch teachers celebrate the diversity of the school community. They reach out to the unique learning style of children by providing differentiated instruction, consistently monitoring students' learning, inspiring them to achieve their personal best. Through cohesive partnership between parents and school an alliance is created dedicated to providing an academic environment for students to access the core curriculum. The culmination of these efforts empowers Fair Oaks Falcons to become enthusiastic life-long learners and productive citizens "Soaring Above the Rest."Mission Statement:All students are provided a challenging curriculum aligned with well-defined state standards at each grade level. A wide range of teaching strategies provided by highly qualified personnel and standards based instructional materials support student success. The staff participates in staff development opportunities during Professional Development Tuesdays. Using multiple measures, we monitor student progress and achievement in all curricular areas. Assessment results guide modifications to our instructional program and enable teachers, students, and parents to analyze the effectiveness of instruction. Programs are developed and implemented in response to students' academic, physical, social, and emotional needs. Students, staff, and community view and utilize technology as a tool. The staff works to integrate technology throughout the curriculum and uses it to enhance student learning. We continue to seek innovative means to expand and update our existing technology. At Fair Oaks Ranch we foster cultural awareness and social responsibility in our students. The Character Counts and Kelso Choices programs are an integral part of this effort. Our school maintains a safe, secure, and healthy learning environment. This is achieved through emergency preparedness, clearly defined school wide expectations, nurturing staff, and a clean, well- maintained campus. Parents and community members are encouraged to actively participate in our students' learning experiences. As our community continues to grow, we welcome new families to our school. We take pride in the family atmosphere at Fair Oaks Ranch School. Fair Oaks Ranch Community School, Sulphur Springs School District's eighth school opened its doors on August 5, 2002. Located in the Pardee Homes development of Fair Oaks Ranch, the school was funded through a partnership between the developer and the district. Fair Oaks Ranch Community School has eight permanent buildings with a capacity for 750 students, with a current enrollment of 937 Transitional Kindergarten through sixth grade students. Currently, students attending Fair Oaks Ranch come from single-family homes in the development, luxury condominiums, and high density, low-income apartments. Additional students attend on Intra and Inter District Permits from across the district and valley. The school follows the District's Blended Calendar with vacation times during the year. Fair Oaks Ranch School is the most diverse campus in the Sulphur Springs School District. Students from 14 different countries, speaking 19 different languages are represented. Located on a hillside overlooking the Santa Clarita Valley, Fair Oaks Ranch first gives the appearance of an institution of higher learning. But a tour of the campus makes it clearly evident that the school was built with the elementary student in mind. The school's exterior, including the tile roof, multi-paned windows, stone facade, colonnades, and color scheme blends with the craftsman's style of the adjacent homes. Six relocatable classrooms and the on campus childcare facility also have the same exterior and interior as the permanent buildings. To accommodate the growth in student enrollment, three additional relocatable classrooms are also being used. Each of the four permanent buildings has six classrooms surrounding a common area. The administration building located at the front of the school is connected with the entire campus by covered walkways. The Multipurpose room building provides ample room for all students to eat lunch, an inside stage for assemblies, and school productions. Across the quad, from the Multipurpose room's outside stage, is the library building which houses additional classrooms, Special Education facilities, a conference room, the computer lab, and a teacher workroom. The school playground has two baseball diamonds with back stops, a 1/4 mile track, soccer field, play structures, an endurance course, handball courts, basketball courts, a covered outside eating area, and a standard blacktop game area. Students in K-6 also enjoy utilizing the "Falco Garden" located outside of the MPR for science experiments. Each classroom is equipped with on-line computers, printers, Smart Boards, Hover cam, sound enhancement equipment and one ipad. Fully equipped Computer Lab, includes 35 computers, sound enhancement system and a Smart Board. The school Science Lab is also equipped with sound enhancement system, Hover cam, and Smart Board technologies. These Smart Classrooms are regularly used for Staff Development, after school enrichment and parent education nights. Nine wireless airports provide 100% wireless access campus wide. Parent support and involvement is a hallmark of the Sulphur Springs School District. Demonstrating this commitment, the Fair Oaks Ranch PTA has been instrumental in providing additional funding to supplement instructional supplies and the enrichment program, providing art, music, dance, drama to TK-6 students. PTA also sponsors Book Fairs to increase volumes in the library, the School Spirit Assembly , and the Student Store. Volunteers are welcomed and are actively involved in all classrooms

assisting teachers and students. After School Enrichment programs include: Band, Chorus, Chess Club as well as variety of pre-scheduled enrichment activities, on Professional Development Tuesdays. As a growing Professional Learning Community, Fair Oaks Ranch staff and students participate in celebrations of success and student achievement. At Fair Oaks Ranch School, the students, the staff, and the school community are committed to honoring and continuing with the traditions of excellence. The importance placed on high expectations permeate the classrooms empowering our students to "Soar Above the Rest".

Last updated: 1/28/2015

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	131
Grade 1	132
Grade 2	142
Grade 3	144
Grade 4	134
Grade 5	129
Grade 6	125
Total Enrollment	937
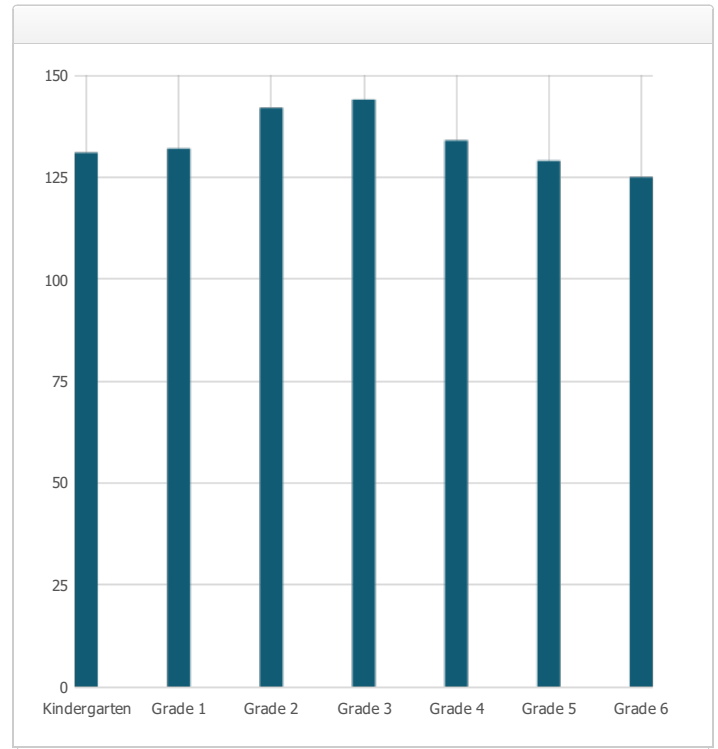
Last updated: 1/16/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	9.0
American Indian or Alaska Native	0.0
Asian	8.0
Filipino	7.4
Hispanic or Latino	38.4
Native Hawaiian or Pacific Islander	0.9
White	26.3
Two or More Races	10.1
Socioeconomically Disadvantaged	36.8
English Learners	18.7
Students with Disabilities	9.6
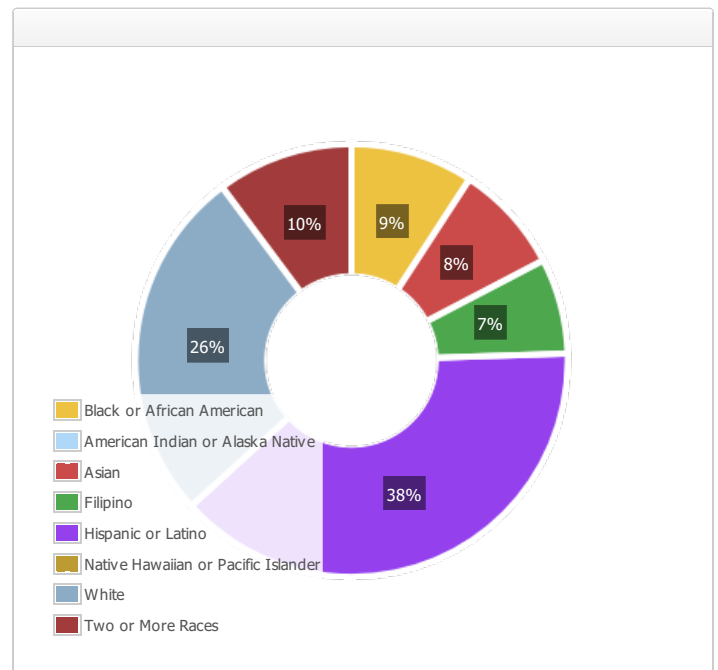
Last updated: 1/16/2015

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	37	38	37	256
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
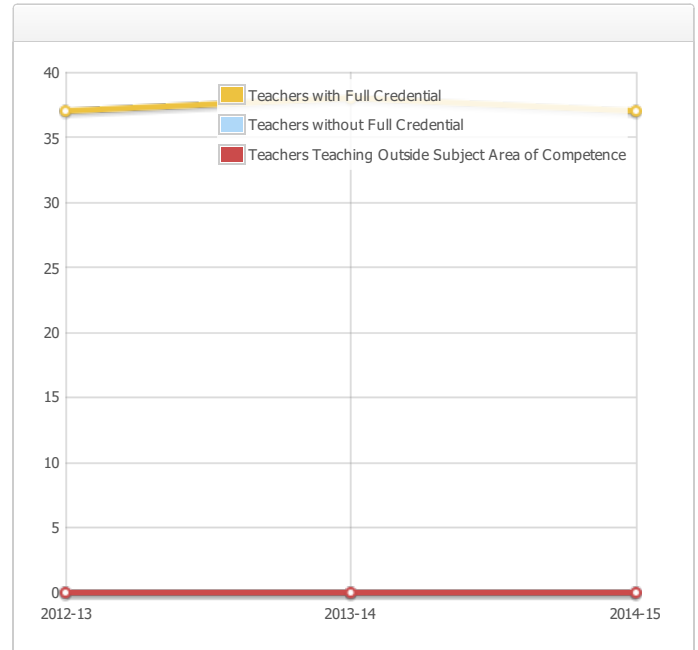
Last updated: 1/30/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	2	1	0
Total Teacher Misassignments*	2	1	0
Vacant Teacher Positions	0	0	0
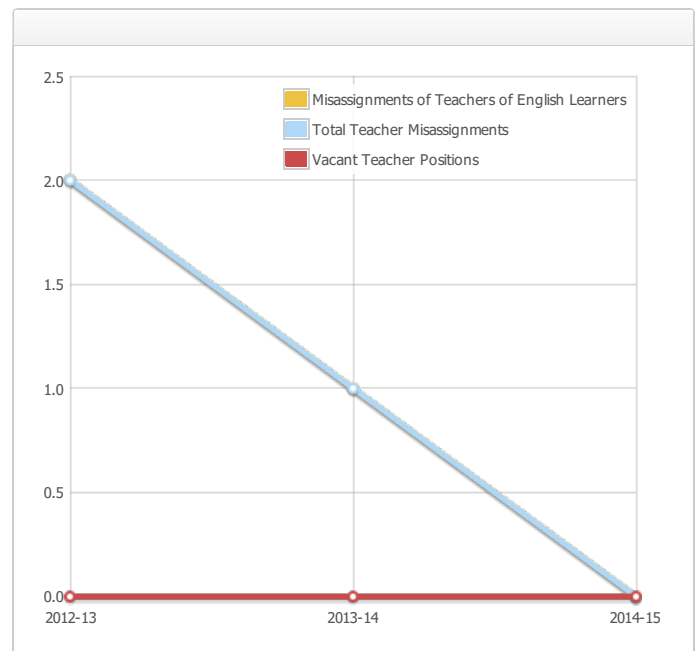
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/16/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/16/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading Language (K-6) (Adopted 2003) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	No	0.0
Mathematics	Math Expressions	Yes	0.0
Science	Scott Foresman California Science (3-6) Houghton Mifflin California Science (K-2) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	Yes	0.0
History-Social Science	Scott Foresman History-Social Studies (K-5) (2007) Harcourt History-Social Studies (6) (2007) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/16/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Fair Oaks Ranch School has 33 permanent classrooms, 3 portable classrooms, Computer Lab, Science Lab, Library, and a Multipurpose room. School opened its doors in August of 2002. The site inspection shows that school facilities and grounds are well kept and clean. Facilities' needs are identified through Monthly Cleanliness and Safety Reports. These needs are addressed promptly. The school grounds are well maintained by our district grounds crew who service the school site on a weekly basis. Resources are allocated for the continuous maintenance and safety of our buildings and grounds. Students view school as their home away from home and respect it as such. Students are encouraged to keep the school clean by their participation in the school's Character Counts program. In 2013-2014 the Custodial Staff comprised of 1-Day Custodian, and 1 Night Custodian as well as one custodian for four hours three days a week. Grounds Crew has a weekly schedule and maintains the hillside and the grounds. School Supervision begins at 8:25 every morning. Yard supervisors provide outside supervision before and during school hours. There is no supervision after student dismissal at 3:15 and 2:15 on Tuesdays. Students who remain on campus after dismissal are encouraged to report to the school office to wait for their ride.

The site inspection shows that school facilities and grounds are well kept and clean. Facilities' needs are identified through Monthly Cleanliness and Safety Reports. These needs are addressed promptly. The school grounds are well maintained by our district grounds crew who service the school site on a weekly basis. No major repairs are needed at this time. District resources are used to keep facilities and the campus clean and in good repair. Resources are allocated for the continuous maintenance and safety of our buildings and grounds. Students view school as their home away from home and respect it as such. Students are encouraged to keep the school clean by their participation in the school's Character Counts program.

Last updated: 1/28/2015

School Facility Good Repair Status - Most Recent Year

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 - Most Recent Year

Overall Rating	Exemplary

Last updated: 1/16/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	70	66	70	73	65	76	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/16/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	76
All Students at the School	70
Male	77
Female	63
Black or African American	43
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	63
Native Hawaiian or Pacific Islander	
White	89
Two or More Races	86
Socioeconomically Disadvantaged	55
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
Subject	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	66%	68%	66%	62%	65%	65%	54%	56%	55%
Mathematics	69%	67%	65%	64%	65%	67%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	7	7	7
Similar Schools	4	4	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	0	4	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	9	1	-16
Native Hawaiian or Pacific Islander			
White	1	1	8
Two or More Races			
Socioeconomically Disadvantaged	5	-6	-7
English Learners	6	22	-3
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.5%	27.6%	30.9%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/16/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Parent support and involvement is a hallmark of the Sulphur Springs District. Demonstrating this commitment, many parent involvement opportunities are provided to our school community. Volunteering in classrooms• Attendance and participation at monthly Spirit Award Assemblies and Accelerated Reading Celebration of Learning and Achievement• Parent/Teacher Conferences• Back To School Night• Open House• Participation in the Parent Teacher Association (PTA) and PTA-sponsored events . Family Dance• Participation in the School Site Council (SSC)• Participation in the English Learner Advisory Committee (ELAC). Participation in the GATE Advisory Committee• Parent Education Opportunities - Day and Evening• Young Author's Event• Red Ribbon Week• GATE Night. Principal for A Day• Individual teacher or Principal conferences upon request

State Priority: Pupil Engagement

Last updated: 1/28/2015

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	5.00	8.00	2.00	84.00	73.00	55.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10
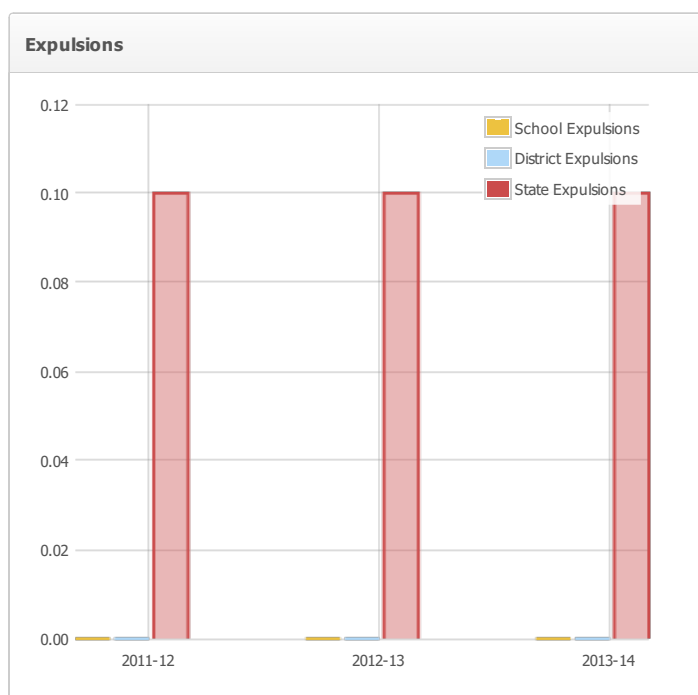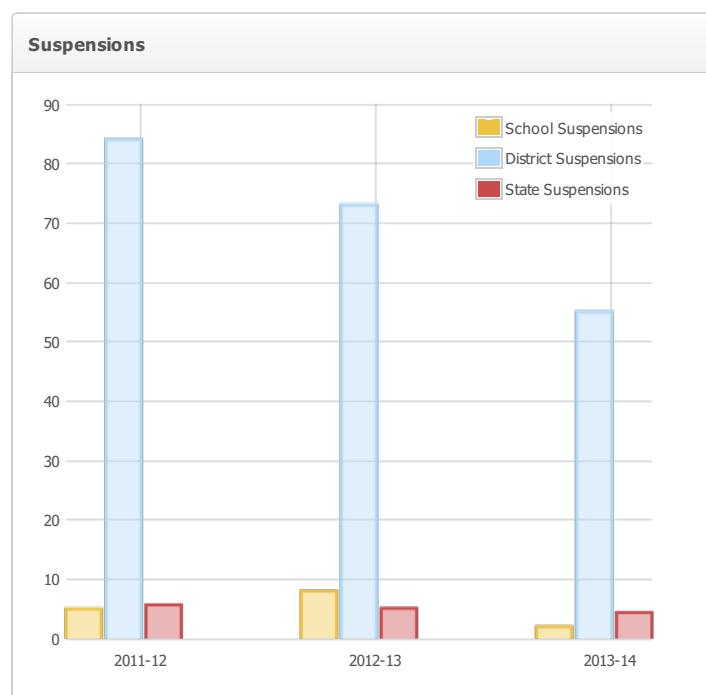
Last updated: 1/16/2015

School Safety Plan - Most Recent Year

Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm. The School Safety Plan includes:

-School disaster procedures

-Guidelines to ensure a safe teaching and learning environment

-Guidelines to promote safe travel to and from school-District and community resources for students and parents

-Guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds

-Promoting positive behavior and character through school Discipline Policy based on Character Counts Program

-Conflict Resolution through Kelso Choices

-Anti Bullying program

- Project Friendship

Last Reviewed: 8/14

Last updated: 1/27/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met Graduation Rate	N/A	N/A

Last updated: 1/16/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	44.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/16/2015

Average Class Size and Class Size Distribution (Elementary)

| | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	21.2	6	0	0	21.0	3	3		22.0		6	
1	22.0	4	2	0	18.0	2	6		19.0	1	6	
2	23.8	2	4	0	19.0	3	4		20.0	2	5	
3	24.2	1	4	0	22.0	2	4		24.0	1	5	
4	31.2	0	5	0	25.0	1	4		27.0	1	4	
5	26.2	1	5	0	22.0	2	4		22.0	2	4	
6	34.0	0	0	4	25.0	1	5		25.0	1	4	
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/16/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

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

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

Last updated: 1/16/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$4,958	$621	$4,337	$66,976
District	N/A	N/A	$5,611	$68,577
Percent Difference – School Site and District	N/A	N/A	23.00%	2.00%
State	N/A	N/A	$4,690	$70,788
Percent Difference – School Site and State	N/A	N/A	8.00%	5.00%

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

Last updated: 1/16/2015

Types of Services Funded (Fiscal Year 2013-14)

Services are provided through both district and site-based categorical funds to help under performing students meet grade level standards. District categorical funds are used to supplement professional development activities that support underachieving students, all student subgroups, services to English learners, standards-based instructional alignment and student assessment, and parent involvement activities. Staff development is coordinated by the District Office through centralized funds (Differentiated Training, SB 472, monthly fluency and comprehension PD, curriculum committees, ELD-ELA Standards Map training, English in a Flash, NCI training, and District Conference. Other supplemental programs are coordinated collaboratively with the school site (PDD Tuesdays used for Intervention training, Diversity training, Family Math Night, GATE Family Night, Parent Information Nights).Site-based categorical funds are used to provide supplemental instruction, materials and supplies to close the achievement gap and meet targeted learning needs.
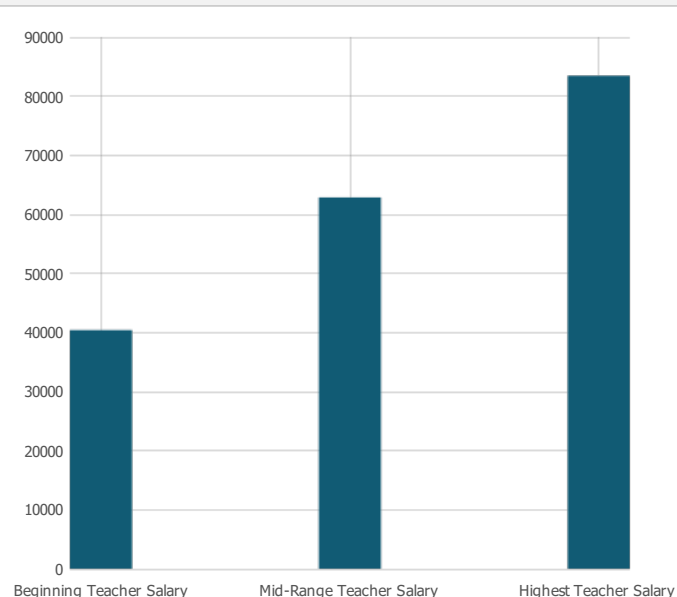
Last updated: 1/16/2015

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,411	$41,507
Mid-Range Teacher Salary	$62,862	$67,890
Highest Teacher Salary	$83,477	$86,174
Average Principal Salary (Elementary)	$98,174	$109,131
Average Principal Salary (Middle)	$00	$111,937
Average Principal Salary (High)	$00	$109,837
Superintendent Salary	$160,123	$185,462
Percent of Budget for Teacher Salaries	39.0%	42.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart
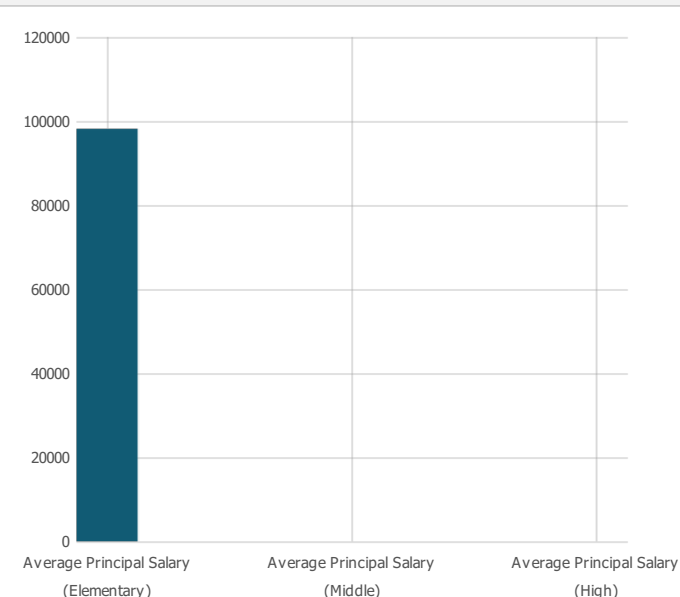
Last updated: 1/16/2015

Professional Development – Most Recent Three Years

Fair Oaks Ranch Staff Development for 2013-2014 school year was focused on grade level needs and preferences. Grade levels have prioritized their needs and the following staff development was provided on Professional Development Tuesdays: Student Study Team procedures and referrals, Diversity, Early Literacy,

Accelerated Reader, Differentiated Training, Expository text reading, Thinking Maps, Sharing Differentiated Lessons in Math. There is on going planning and discussions regarding student learning during Site Grade Level Collaborations, and Cross Grade Level Articulations. All staff development in the district centers on the Board approved SSSD Three Year Professional Development Plan. Staff development needs are identified district wide and at the school sites, based on the District and School SMART Goals. Staff Development opportunities are revised and updated by the School Leadership team. ELA Common Core Planning and Staff Development, GLAD (Guided Language Aquisition and Development) Technology Training were scheduled throughout the year.   The School Leadership Team works together to effectively disseminate new materials, information, ideas and programs. With a District wide commitment to full implementation of Professional Learning Communities, staff and administration continue to work on maintenance and growth of PLC.