

Fair Oaks Ranch Community

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- 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/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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Kim Tredick

Principal, Fair Oaks Ranch Community

About Our School

Any visitor can talk with a Falcon student, and he will say, "Fair Oaks Ranch is the best school in the universe!" Fair Oaks Ranch has the best students, because our students are scholars. We have been working this year to build a foundation for a culture of learners and to maximize student potential.

The adults at Fair Oaks Ranch are the best in the universe as well! The team of very committed and talented educators is working to make it the "best school in the universe!" They all wholeheartedly dedicate themselves to providing a challenging and rewarding educational experience for all of our students and their families. The team has done an incredible job transitioning our students to the new, more challenging, grade-level expectations. From STEAM lessons to GOOGLE Classrooms, our teachers have focused on the academic needs of the individual students in order to provide those 21st-century skills needed to be competitive in the future. In order to personalize learning for each student, our "best staff in the universe" (consisting of highly qualified teachers, devoted classified staff, and talented support staff) continues to be dedicated to help students become competent, self-motivated, life-long learners.

Fair Oaks Ranch could not be the best school in the universe without our incredibly supportive parents and community! Our parent volunteers are an integral part of our strong school program. PTA and staff are working to raise funds for wonderful enrichment activities. The Fair Oaks Ranch PTA has been instrumental in providing additional funding to provide, art, music, movement and drama. Volunteers are welcomed and actively involved in all classrooms assisting teachers and students. After School Enrichment programs include: Band, Chorus, Guitar, 5th Grade Coding, 6th Grade Robotics, Chess Club, Martial Arts as well as variety of other enrichment activities.

Not only is our school a place for excellence in academics, but it is also a place where students, staff, and parents love to come. Many wonderful things are happening! Please feel free to contact me via e-mail, phone, or in person at any time if you have any questions.

Respectfully,

Kim Tredick, 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

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

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

About This School

Contact Information - Most Recent Year

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

School Contact Information - Most Recent Year	
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	Kim Tredick
E-mail Address	ktredick@sssd.k12.ca.us
Web Site	http://fairoaks.sssd.k12.ca.us/pages/FairOaks
County-District-School (CDS) Code	19650456120513

Last updated: 1/13/2016

School Description and Mission Statement - Most Recent Year

Vision: 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.

Motto: "Soaring Above the Rest"

Mission: Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to:

- have our parents, teachers, and community members actively involved on our students' learning,
- be a community of learners in which all members use their minds well and care about one another, and
- nurture growth, responsibility, and productivity by celebrating our diversity within a positive school-wide atmosphere and by promoting sportsmanship, school spirit, and pride in ourselves through our daily studies as scholars and our educational accomplishments.

Fair Oaks Ranch parents are active participants in their child's learning and provide the essential foundation of life skills that allows the children to achieve their fullest potential. Parents are full partners in their child's education; they are included in decision-making and on advisory committees to assist in the education of their child and in the development of community awareness and involvement.

Fair Oaks Ranch Staff is attuned to the students' varied learning needs and to the requirements of a thoughtful and well-articulated curriculum. Ours is a collaborative model (Professional Learning Community – PLC) in which, working together as a team, all teachers tailor, plan, and carry out effective technology integrated and content-rich ways to provide all students with learning experiences and challenges from the district curriculum at a level that matches their needs, readiness, and potential.

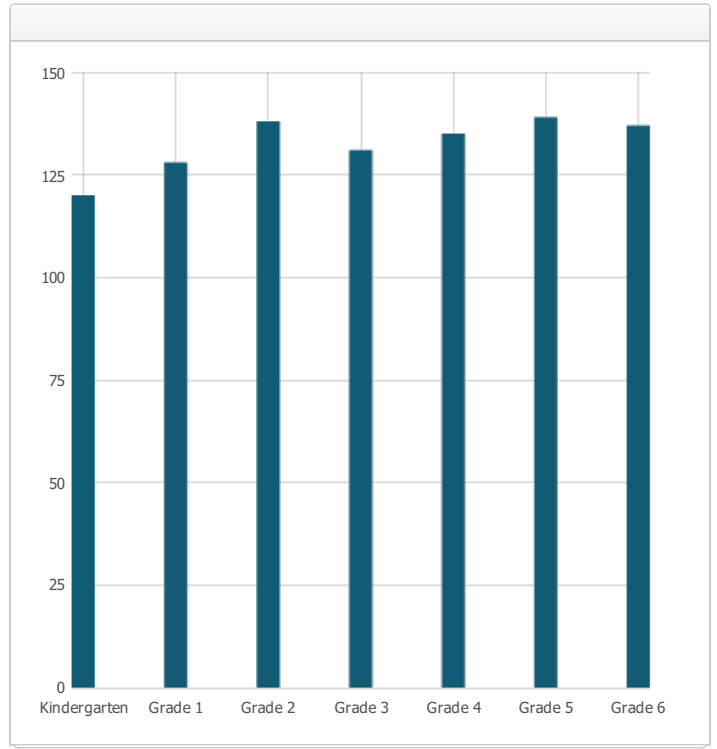
School Description: Fair Oaks Ranch Community School, Sulphur Springs School District's eighth school opened its doors on August 5, 2002. Located in the Pardee Homes development of Fair Oaks Ranch, the school was funded through a partnership between the developer and the district. Fair Oaks Ranch Community School has eight permanent buildings with a capacity for 750 students, with a current enrollment of 960 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 Community School is the most diverse campus in the Sulphur Springs School District. Students attending this school come from homes in which 19 different languages are spoken. 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 backstops, 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's Garden" located outside of the MPR. Each classroom is equipped with smart technology; this includes teacher laptop, hover cam, one or two SmartBoard/s, student iPads and sound system. The fully equipped Computer Lab includes 35 computers, sound system and a SmartBoard. The school Science Lab is also built as a smart classroom with sound system, SmartBoard and laptop. These Smart Classrooms are regularly used for Staff Development, after school enrichment and parent education nights. The entire campus is wireless. Parent support and involvement is a hallmark of the Sulphur Springs District. Demonstrating this commitment, the Fair Oaks Ranch PTA has been instrumental in providing additional funding to supplement instructional supplies and school-wide Enrichment Program to provide, art, music, movement and drama. The PTA also sponsors Book Fairs to increase volumes in the Library, the School Spirit Assembly, and the Student Store. Volunteers are welcomed and actively involved in all classrooms assisting teachers and students. After School Enrichment programs include: Band, Chorus, Guitar, 5th grade Coding, Chess Club, Martial Arts 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 celebration 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 permeates the classrooms empowering our students to "Soar Above the Rest".

Last updated: 1/3/2016

Student Enrollment by Grade Level (School Year 2014-15)

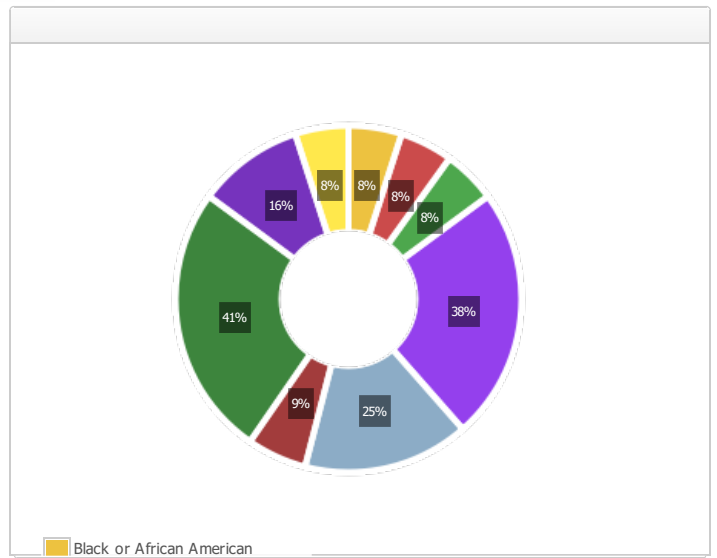
Grade Level	Number of Students
Kindergarten	120
Grade 1	128
Grade 2	138
Grade 3	131
Grade 4	135
Grade 5	139
Grade 6	137
Total Enrollment	953



Last updated: 1/3/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	8.7 %
American Indian or Alaska Native	0.0 %
Asian	8.6 %
Filipino	8.7 %
Hispanic or Latino	38.2 %
Native Hawaiian or Pacific Islander	0.7 %
White	25.9 %
Two or More Races	9.2 %
Socioeconomically Disadvantaged	41.6 %
English Learners	16.8 %
Students with Disabilities	8.4 %
Foster Youth	0.3 %



Last updated: 1/3/2016

A. Conditions of Learning

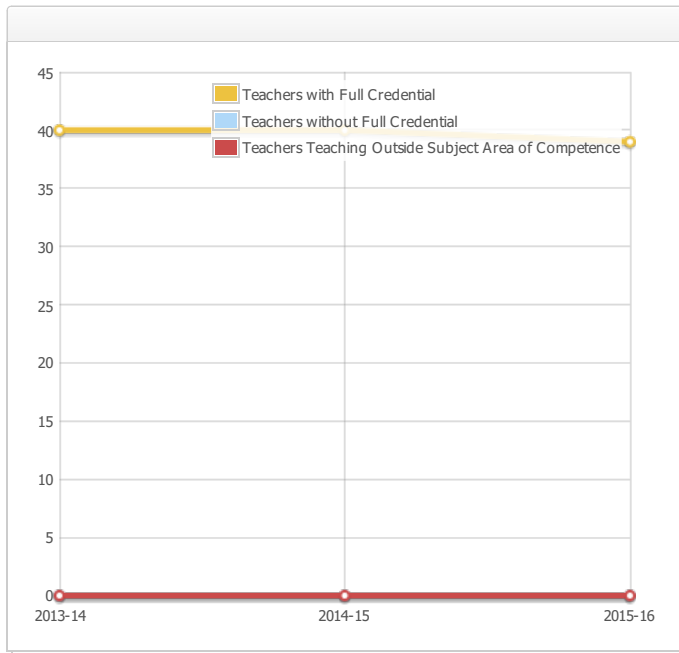
State Priority: Basic

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

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

Teacher Credentials

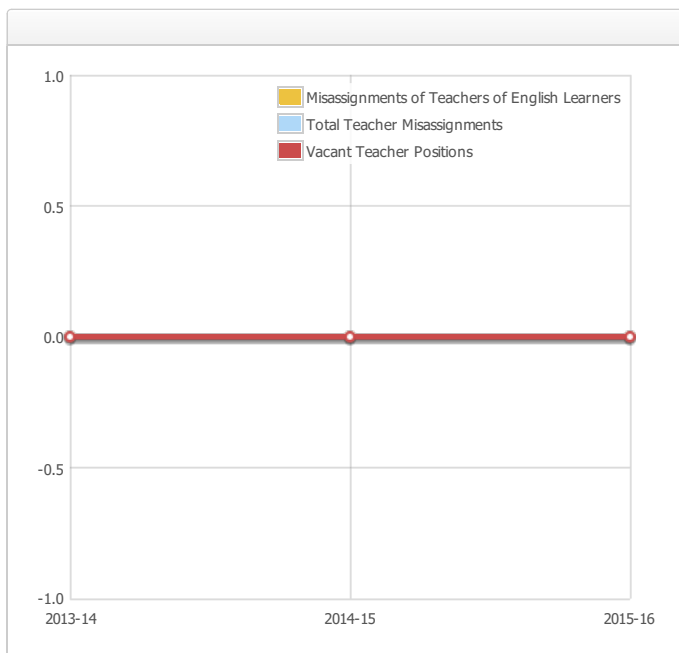
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	40	40	39	258
Without Full Credential	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/13/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/13/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

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%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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.

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

Year and month in which data were collected: September 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading California 2003	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions 201	Yes	0.0 %
Science	Pearson California Science 2008	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California 2006	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	Harcourt 1996	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music 1990 Davis Publications, Adventures in Art 1990	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		0.0 %

Last updated: 1/7/2016

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. All bathrooms and eating areas are cleaned on a daily basis. Classrooms are vacuumed daily. Both custodial and maintenance assure the campus itself is clean and all systems are working to create a safe and operational environment for work and learning. Students view school as their home away from home and respect it as such.

Students are taught to take pride in their school by picking up their own trash and keeping their own classroom space clean and organized. Students are encouraged to keep the school clean by their participation in the school's Character Counts program.

Students are kept safe several ways while on school property. All doors are kept locked except the front entrance that is constantly monitored by staff. Next, both custodial, maintenance, and staff are vigilant in monitoring for strangers or unusual situations. 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 (2:15 on Tuesdays).

Two playgrounds — one for kindergarten students and one for grade 1-6 students — have play equipment appropriate for the age levels served. These include tetherball, handball, and basketball courts, as well as swings, climbing equipment, and playing fields. Equipment is inspected and well maintained.

The Fair Oaks Ranch Community School Safety Plan is updated with revised employee assignments and safety maps each fall. The Safety Plan procedures are reviewed with the faculty and staff each fall. During the school year, monthly emergency drills are held to ensure students and staff members understand and can quickly follow all emergency procedures. Fire drills, disaster drills, and lockdown drills are all practiced and evaluated each school year. A process for accounting for all students and employees is practiced during each drill. The School Safety Plan was last reviewed, updated, and discussed with the school faculty August 2015.

Last updated: 1/3/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: December 2015

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

Year and month in which data were collected: December 2015

Overall Rating	Good
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Last updated: 1/3/2016

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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	63.0%	55.0%	44.0%
Mathematics (grades 3-8 and 11)	55.0%	46.0%	33.0%

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

Last updated: 1/3/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	134	134	100.0%	19.0%	22.0%	26.0%	33.0%
Male	134	62	46.3%	21.0%	19.0%	27.0%	32.0%
Female	134	72	53.7%	18.0%	24.0%	25.0%	33.0%
Black or African American	134	7	5.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	134	11	8.2%	18.0%	0.0%	18.0%	64.0%
Filipino	134	16	11.9%	6.0%	25.0%	38.0%	31.0%
Hispanic or Latino	134	54	40.3%	26.0%	24.0%	22.0%	28.0%
Native Hawaiian or Pacific Islander	134	2	1.5%	--	--	--	--
White	134	32	23.9%	19.0%	16.0%	28.0%	38.0%
Two or More Races	134	12	9.0%	0.0%	33.0%	25.0%	42.0%
Socioeconomically Disadvantaged	134	59	44.0%	34.0%	27.0%	19.0%	20.0%
English Learners	134	22	16.4%	59.0%	23.0%	18.0%	0.0%
Students with Disabilities	134	9	6.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	133	133	100.0%	18.0%	22.0%	26.0%	35.0%
Male	133	65	48.9%	15.0%	22.0%	32.0%	31.0%
Female	133	68	51.1%	21.0%	22.0%	19.0%	38.0%
Black or African American	133	10	7.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	133	12	9.0%	0.0%	17.0%	42.0%	42.0%
Filipino	133	9	6.8%	--	--	--	--
Hispanic or Latino	133	43	32.3%	30.0%	33.0%	12.0%	26.0%
Native Hawaiian or Pacific Islander	133	1	0.8%	--	--	--	--
White	133	49	36.8%	6.0%	16.0%	31.0%	47.0%
Two or More Races	133	9	6.8%	--	--	--	--
Socioeconomically Disadvantaged	133	52	39.1%	31.0%	29.0%	19.0%	21.0%
English Learners	133	9	6.8%	--	--	--	--
Students with Disabilities	133	12	9.0%	58.0%	25.0%	8.0%	8.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	136	132	97.1%	17.0%	16.0%	26.0%	41.0%
Male	136	64	47.1%	25.0%	19.0%	22.0%	34.0%
Female	136	68	50.0%	10.0%	13.0%	29.0%	47.0%
Black or African American	136	12	8.8%	33.0%	8.0%	42.0%	17.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	136	8	5.9%	--	--	--	--
Filipino	136	8	5.9%	--	--	--	--
Hispanic or Latino	136	51	37.5%	25.0%	20.0%	25.0%	29.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	136	25	18.4%	20.0%	0.0%	24.0%	56.0%
Two or More Races	136	28	20.6%	4.0%	21.0%	18.0%	57.0%
Socioeconomically Disadvantaged	136	51	37.5%	31.0%	22.0%	25.0%	22.0%
English Learners	136	7	5.1%	--	--	--	--
Students with Disabilities	136	15	11.0%	80.0%	7.0%	7.0%	7.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	124	124	100.0%	7.0%	25.0%	41.0%	27.0%
Male	124	60	48.4%	8.0%	25.0%	47.0%	20.0%
Female	124	64	51.6%	6.0%	25.0%	36.0%	33.0%
Black or African American	124	15	12.1%	20.0%	47.0%	27.0%	7.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	124	6	4.8%	--	--	--	--
Filipino	124	5	4.0%	--	--	--	--
Hispanic or Latino	124	59	47.6%	8.0%	31.0%	44.0%	17.0%
Native Hawaiian or Pacific Islander	124	2	1.6%	--	--	--	--
White	124	23	18.5%	0.0%	17.0%	43.0%	39.0%
Two or More Races	124	14	11.3%	0.0%	0.0%	50.0%	50.0%
Socioeconomically Disadvantaged	124	48	38.7%	13.0%	31.0%	44.0%	13.0%
English Learners	124	2	1.6%	--	--	--	--
Students with Disabilities	124	12	9.7%	42.0%	42.0%	17.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	134	134	100.0%	16.0%	25.0%	37.0%	22.0%
Male	134	62	46.3%	19.0%	19.0%	37.0%	24.0%
Female	134	72	53.7%	13.0%	31.0%	38.0%	19.0%
Black or African American	134	7	5.2%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	134	11	8.2%	9.0%	0.0%	36.0%	55.0%
Filipino	134	16	11.9%	13.0%	19.0%	50.0%	19.0%
Hispanic or Latino	134	54	40.3%	24.0%	30.0%	28.0%	19.0%
Native Hawaiian or Pacific Islander	134	2	1.5%	--	--	--	--
White	134	32	23.9%	13.0%	19.0%	50.0%	19.0%
Two or More Races	134	12	9.0%	0.0%	33.0%	42.0%	25.0%
Socioeconomically Disadvantaged	134	59	44.0%	25.0%	39.0%	27.0%	8.0%
English Learners	134	22	16.4%	45.0%	18.0%	32.0%	5.0%
Students with Disabilities	134	9	6.7%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	133	133	100.0%	17.0%	26.0%	32.0%	25.0%
Male	133	65	48.9%	14.0%	26.0%	26.0%	34.0%
Female	133	68	51.1%	19.0%	26.0%	38.0%	16.0%
Black or African American	133	10	7.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	133	12	9.0%	0.0%	17.0%	33.0%	50.0%
Filipino	133	9	6.8%	--	--	--	--
Hispanic or Latino	133	43	32.3%	35.0%	35.0%	23.0%	7.0%
Native Hawaiian or Pacific Islander	133	1	0.8%	--	--	--	--
White	133	49	36.8%	6.0%	16.0%	41.0%	37.0%
Two or More Races	133	9	6.8%	--	--	--	--
Socioeconomically Disadvantaged	133	52	39.1%	33.0%	33.0%	23.0%	12.0%
English Learners	133	9	6.8%	--	--	--	--
Students with Disabilities	133	12	9.0%	50.0%	25.0%	17.0%	8.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	136	134	98.5%	23.0%	23.0%	17.0%	37.0%
Male	136	65	47.8%	22.0%	26.0%	12.0%	40.0%
Female	136	69	50.7%	25.0%	20.0%	22.0%	33.0%
Black or African American	136	12	8.8%	33.0%	42.0%	8.0%	17.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	136	8	5.9%	--	--	--	--
Filipino	136	9	6.6%	--	--	--	--
Hispanic or Latino	136	52	38.2%	38.0%	27.0%	15.0%	19.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	136	25	18.4%	12.0%	20.0%	20.0%	48.0%
Two or More Races	136	28	20.6%	7.0%	18.0%	18.0%	57.0%
Socioeconomically Disadvantaged	136	52	38.2%	38.0%	27.0%	17.0%	17.0%
English Learners	136	9	6.6%	--	--	--	--
Students with Disabilities	136	15	11.0%	73.0%	7.0%	13.0%	7.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	124	124	100.0%	24.0%	27.0%	23.0%	26.0%
Male	124	60	48.4%	20.0%	30.0%	22.0%	28.0%
Female	124	64	51.6%	28.0%	23.0%	25.0%	23.0%
Black or African American	124	15	12.1%	53.0%	27.0%	20.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	124	6	4.8%	--	--	--	--
Filipino	124	5	4.0%	--	--	--	--
Hispanic or Latino	124	59	47.6%	31.0%	36.0%	15.0%	19.0%
Native Hawaiian or Pacific Islander	124	2	1.6%	--	--	--	--
White	124	23	18.5%	9.0%	22.0%	30.0%	39.0%
Two or More Races	124	14	11.3%	0.0%	14.0%	43.0%	43.0%
Socioeconomically Disadvantaged	124	48	38.7%	38.0%	33.0%	13.0%	17.0%
English Learners	124	2	1.6%	--	--	--	--
Students with Disabilities	124	12	9.7%	67.0%	17.0%	17.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/12/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	66.0%	70.0%	74.0%	64.0%	76.0%	76.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/12/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	76.0%
All Students at the School	74.0%
Male	74.0%
Female	76.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	60.0%
Native Hawaiian or Pacific Islander	--
White	87.0%
Two or More Races	89.0%
Socioeconomically Disadvantaged	60.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/12/2016

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.2%	18.9%	44.7%

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: 1/12/2016

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 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
- Monthly Spirit Award Assemblies and Accelerated Reading Celebration of Learning and Achievement
- Parent/Teacher Conferences
- Back To School Night
- Open House
- Parent Teacher Association (PTA) and PTA-sponsored events
- Family Dance
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- 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: 1/3/2016

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

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

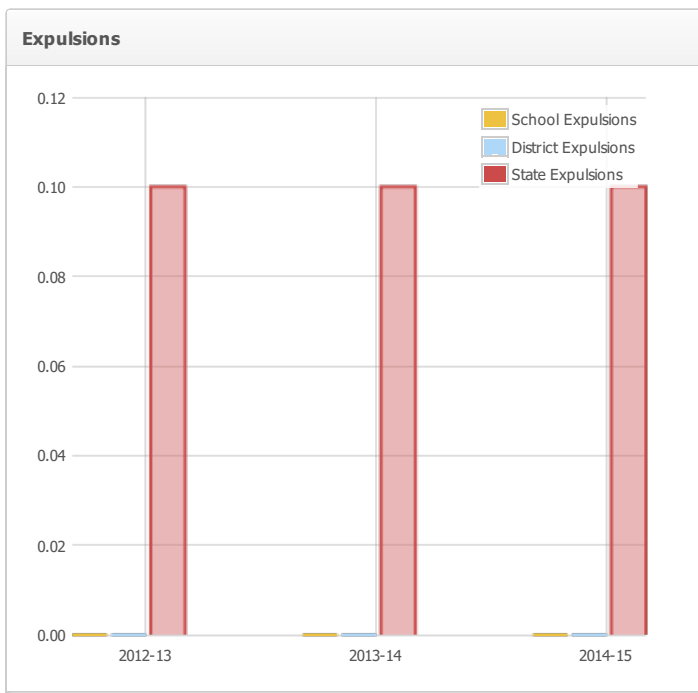
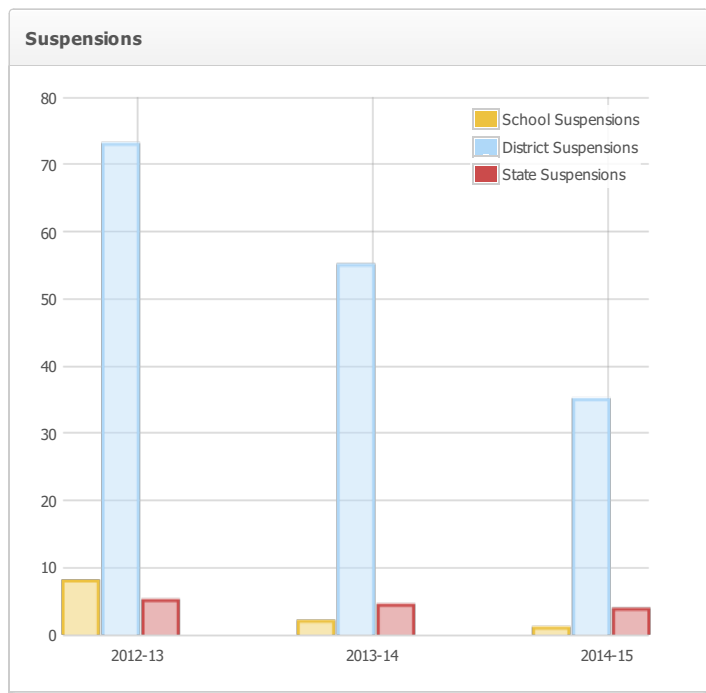
State Priority: School Climate

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			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	8.0	2.0	1.0	73.0	55.0	35.0	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/10/2016

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

The Fair Oaks Ranch Community School Safety Plan is updated with revised employee assignments and safety maps each fall. The Safety Plan procedures are reviewed with the faculty and staff each fall. During the school year, monthly emergency drills are held to ensure students and staff members understand and can quickly follow all emergency procedures. Fire drills, disaster drills, and lockdown drills are all practiced and evaluated each school year. A process for accounting for all students and employees is practiced during each drill. The School Safety Plan was last reviewed, updated, and discussed with the school faculty August 2015 and SSC September 2015.

Last updated: 1/3/2016

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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate		N/A	
Met Graduation Rate	N/A	N/A	

Last updated: 1/8/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	33.0%

Note: Cells with NA values do not require data.

Last updated: 1/8/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	3	3		22.0	6		22.0		6		
1	19.0	1	6		22.0	6		22.0		6		
2	25.0	1	4		23.0	1	5	26.0		4		
3	25.0	1	5		25.0	1	5	26.0		5		
4	31.0		4		32.0		4	32.0		4		
5	31.0		4		31.0		4	29.0	1	3	1	
6	26.0	1	5		31.0		4	31.0		4		
Other					13.0	1		25.0		1		

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

Last updated: 1/13/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor

Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		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: 1/13/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6245.4	\$631.4	\$5614.0	\$69028.4
District	N/A	N/A	\$6027.0	\$71674.0
Percent Difference – School Site and District	N/A	N/A	6.9%	3.7%
State	N/A	N/A	\$5348.0	\$72993.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/13/2016

Types of Services Funded (Fiscal Year 2014-15)

- Gifted and Talented Education (GATE)

- Title II, Part A - Teacher Quality & Class Size Reduction

- Title III, Part A - Limited English Proficient (LEP)

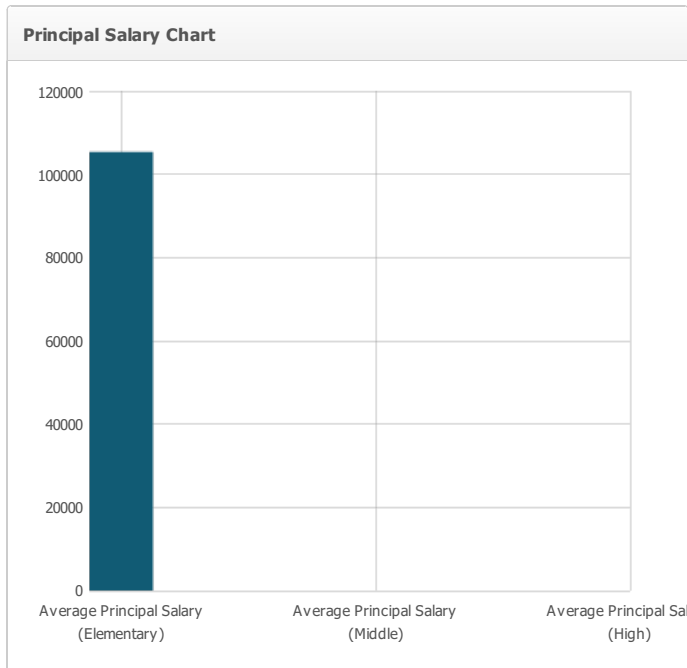
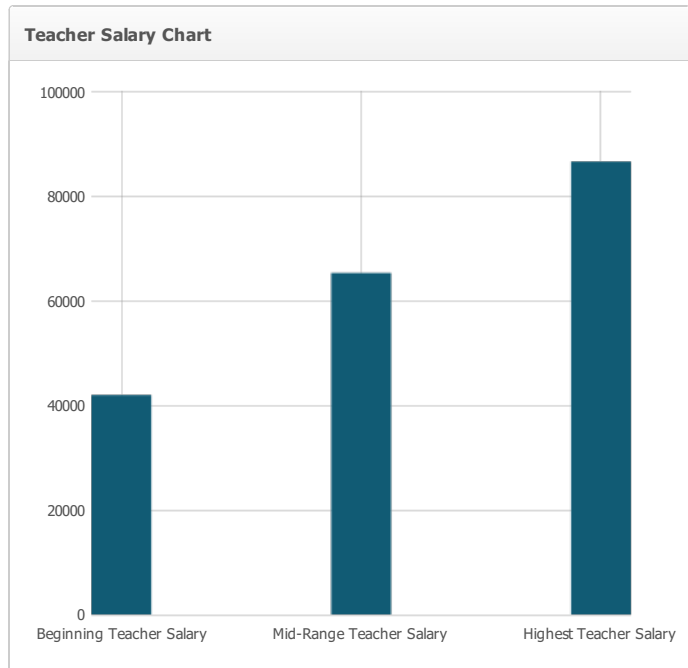
- School and Library Improvement Grant (SIG)

Last updated: 1/8/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,942	\$43,091
Mid-Range Teacher Salary	\$65,245	\$70,247
Highest Teacher Salary	\$86,533	\$89,152
Average Principal Salary (Elementary)	\$105,364	\$112,492
Average Principal Salary (Middle)	--	\$116,021
Average Principal Salary (High)	--	\$117,511
Superintendent Salary	\$161,724	\$192,072
Percent of Budget for Teacher Salaries	38.0%	41.0%
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/> .



Last updated: 1/13/2016

Professional Development – Most Recent Three Years

The Sulphur Springs Union School District is firmly committed to providing professional development for all teachers to support the successful progress for our students' academic and social development. Our continued professional development is based on data reflecting our students' academic and social needs.

The professional development offered is grade level or content specific, and addresses the current California State Standards. Professional development can include training in specific subject areas, general academics, social behavior, instructional use of technology, as well as job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program Beginning Teacher Support and Assessment (BTSA) for new teachers.

The district and site administrators also provide and attend workshops 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.

The Sulphur Springs Union School District and Fair Oaks Ranch Community School are committed to providing professional development activities to every educator to improve instruction and enhance student achievement. In addition to the calendared professional development days, the district and site also provides numerous professional development opportunities throughout the year, on early release Tuesdays, after school, and during winter and summer breaks. Every Tuesday students are released one hour early to provide teachers with site-based professional development opportunities that include site-based staff development, grade level collaborative planning, and student data analysis. Implementation of professional development is supported through: teacher-principal meetings, student performance data reporting, objective conferences, peer coaching, classroom observations, and consistent follow-up.

Last updated: 1/7/2016