Fair Oaks Ranch Community

Marie Stump, Principal

📍 Principal, Fair Oaks Ranch Community

About Our School

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 standards based instruction and assessment, and share in the responsibility of their learning.

**Spanish version of the School Accountability Report Card will be available at:
http://www.sssd.k12.ca.us/fairoaks/annual_SARC_report_card/

Contact

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91387

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View Larger Map
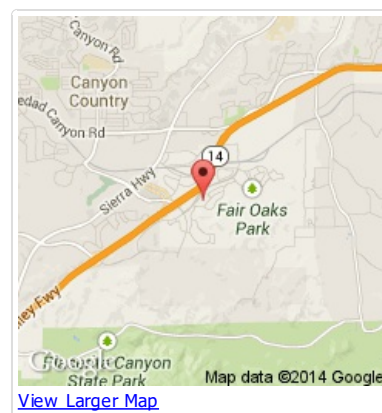
Data and Access

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page.
- For additional information about the school, parents 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page.

About This School

Contact Information (School Year 2012-13)

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
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	Robert
Superintendent Last Name	Nolet
E-mail Address	bnolet@sssd.k12.ca.us

Last updated: 12/9/2013

School Description and Mission Statement (School Year 2012-13)

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 to 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'soutside 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 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 staffand 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 permeate the classrooms empowering our students to "Soar Above the Rest".

Last updated: 12/9/2013

Opportunities for Parental Involvement (School Year 2012-13)

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 Fair• Red Ribbon Week• GATE Night. Principal for A Day• Individual teacher or Principal conferences upon request

Last updated: 12/9/2013

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	65%	67%	65%	N/A
All Students at the School	66%	65%	66%	N/A
Male	61%	64%	67%	N/A
Female	72%	67%	65%	N/A
Black or African American	53%	54%	73%	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	88%	88%	100%	N/A
Filipino	74%	72%	N/A	N/A
Hispanic or Latino	54%	50%	53%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	73%	75%	72%	N/A
Two or More Races	83%	86%	64%	N/A
Socioeconomically Disadvantaged	50%	48%	51%	N/A
English Learners	50%	47%	31%	N/A
Students with Disabilities	30%	40%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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: 12/10/2013

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page.

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.4%	25.6%	33.3%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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: 12/10/2013

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.
The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	8	7	7
Similar Schools	5	4	4

Last updated: 12/10/2013

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	0	4	-4
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	9	1	-15
Native Hawaiian or Pacific Islander			
White	1	1	9
Two or More Races			
Socioeconomically Disadvantaged	5	-6	-4
English Learners	6	22	0
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.

Last updated: 12/10/2013

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	637	851	3,847	847	4,655,989	790
Black or African American	69	769	269	810	296,463	708
American Indian or Alaska Native	0		13	857	30,394	743
Asian	56	953	183	942	406,527	906
Filipino	35	903	80	917	121,054	867
Hispanic or Latino	232	789	1,727	798	2,438,951	744
Native Hawaiian or Pacific Islander	6		18	882	25,351	774
White	157	893	1,346	890	1,200,127	853
Two or More Races	82	924	211	907	125,025	824
Socioeconomically Disadvantaged	225	774	1,813	793	2,774,640	743
English Learners	161	816	1,144	792	1,482,316	721
Students with Disabilities	56	699	454	708	527,476	615

Last updated: 12/10/2013

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

• Participation rate on the state's standards-based assessments in ELA and mathematics
• Percent proficient on the state's standards-based assessments in ELA and mathematics
• API as an additional indicator
• Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page.

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 API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Last updated: 12/10/2013

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page .

| 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	44.4%

Note: Cells shaded in black or with N/A values do not require data.

Last updated: 12/10/2013

School Climate

## Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	123
Grade 1	144
Grade 2	134
Grade 3	133
Grade 4	123
Grade 5	129
Grade 6	151
Total Enrollment	937
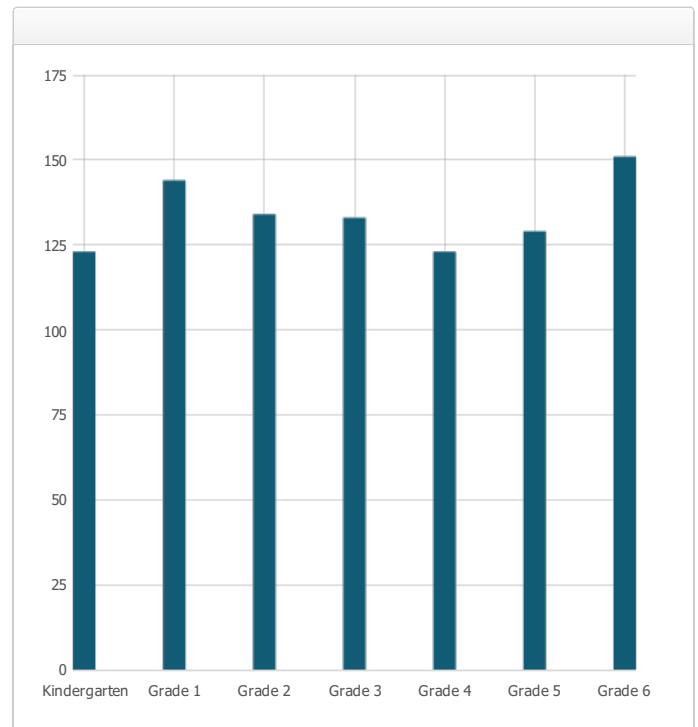
Last updated: 12/10/2013

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	10.2
American Indian or Alaska Native	0.1
Asian	9.4
Filipino	6.0
Hispanic or Latino	37.1
Native Hawaiian or Pacific Islander	1.1
White	24.8
Two or More Races	11.3
Socioeconomically Disadvantaged	35.0
English Learners	27.3
Students with Disabilities	6.5
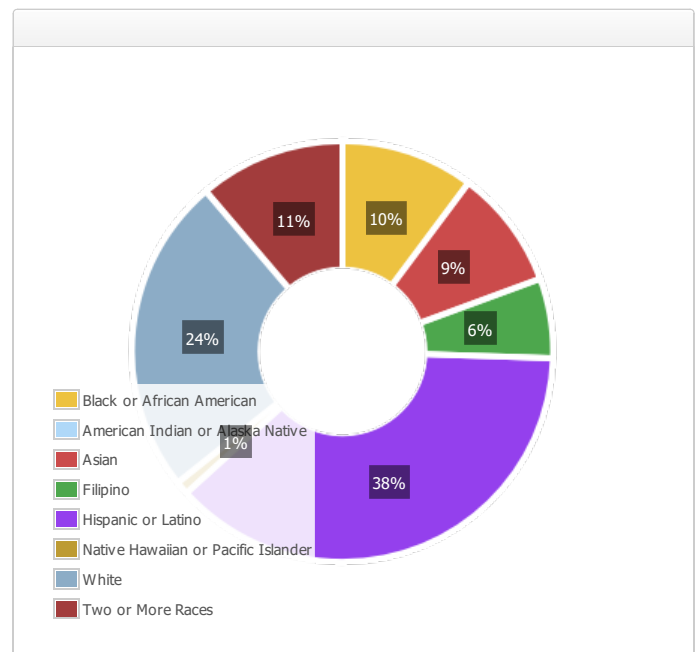
Last updated: 12/10/2013

Average Class Size and Class Size Distribution (Elementary)

| | 2010-11 | | | | 2011-12 | | | | 2012-13 | | | |
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | 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	22.0	5			21.2	6			21.0	3	3	
1	20.9	7			22.0	4	2		18.0	2	6	
2	24.8	1	4		23.8	2	4		19.0	3	4	
3	25.6	1	4		24.2	1	4		22.0	2	4	
4	29.5		6		31.2		5		25.0	1	4	
5	26.6	1	4		26.2	1	5		22.0	2	4	
6	27.8	1	3		34.0			4	25.0	1	5	
Other												

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

Last updated: 12/10/2013

School Safety Plan (School Year 2012-13)

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
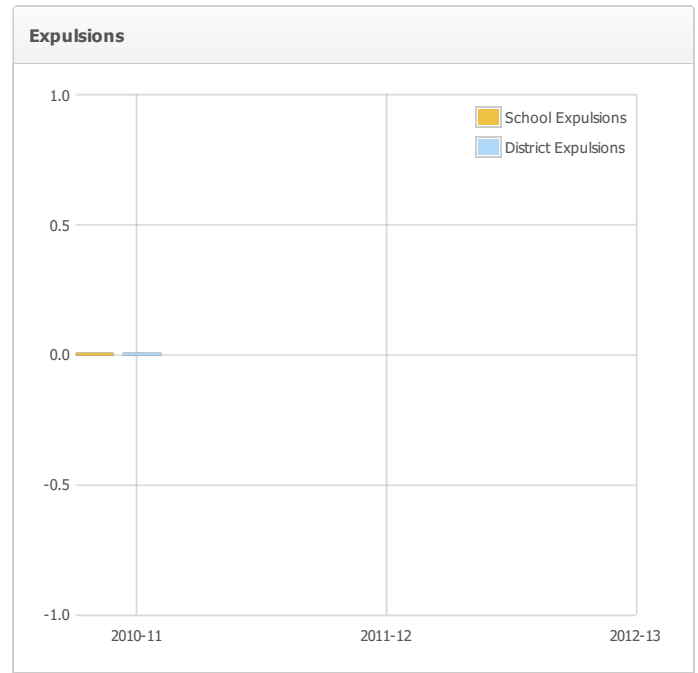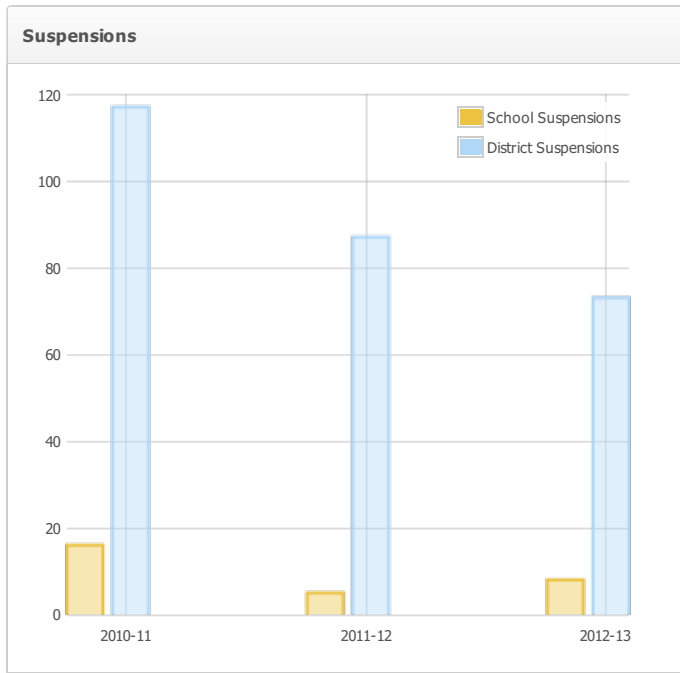
-Anti Bullying program

- Project Friendship

Last Reviewed: 8/12

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	16.00	5.00	8.00	117.00	87.00	73.00
Expulsions						

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Suspensions

Expulsions

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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 2012-2013 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: 1/30/2014

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	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		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Equipment is inspected regularly and work orders are submitted for repairs.

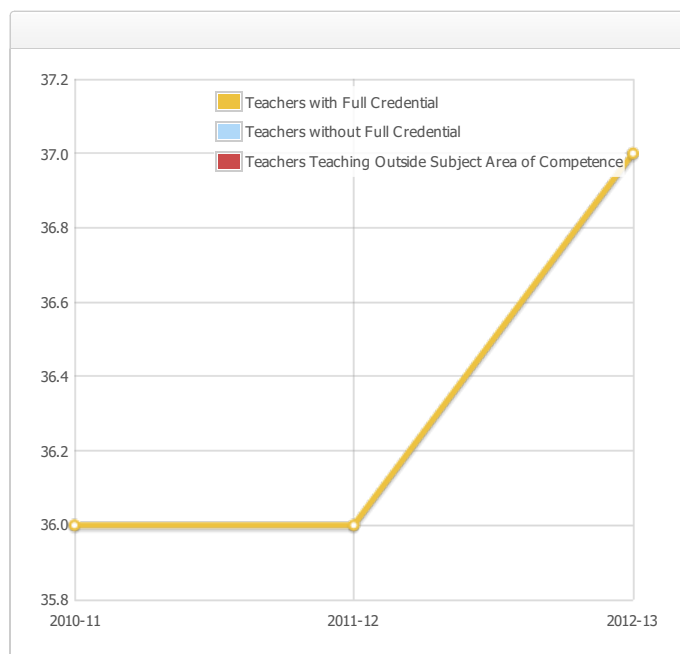## Overall Facility Rate (School Year 2012-13)

Overall Rating	Exemplary

Last updated: 12/10/2013

Teachers

Teacher Credentials

Teachers		School			District
	2010-11	2011-12	2012-13	2012-13	
With Full Credential	36	36	37	246	
Without Full Credential				2	
Teachers Teaching Outside Subject Area of Competence (with full credential)					

Last updated: 12/10/2013

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners			
Total Teacher Misassignments*			
Vacant Teacher Positions			
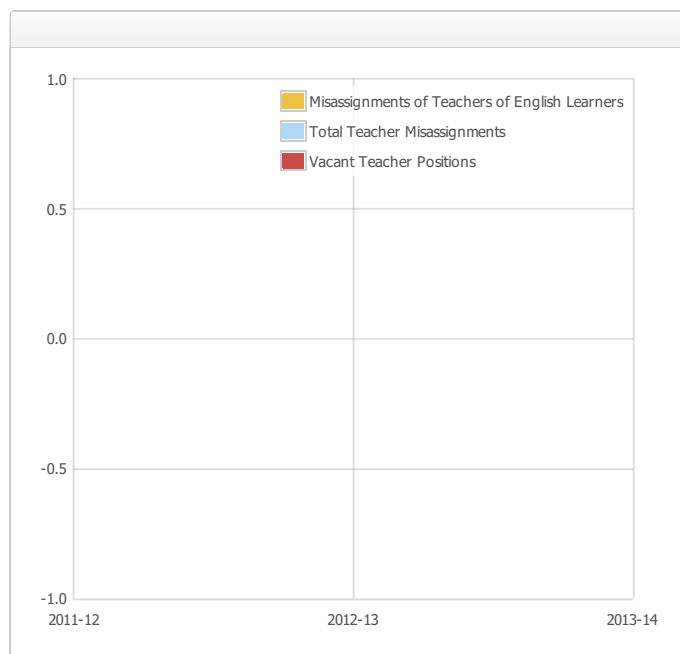
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 12/10/2013

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page.

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	
All Schools in District	100	
High-Poverty Schools in District	100	
Low-Poverty Schools in District	100	

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: 12/10/2013

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

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)	1.0	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 shaded in black or 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: 12/10/2013

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Reading Language (K-6) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	No	0.0
Mathematics	Pearson enVision Math (K-6)	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) Harcourt History-Social Studies (6) ***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: 1/30/2014

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$4,640	$610	$4,030	$69,711
District	N/A	N/A	$8,253	$76,105
Percent Difference – School Site and District	N/A	N/A	48.00%	9.00%
State	N/A	N/A	$5,537	$70,193
Percent Difference – School Site and State	N/A	N/A	28.00%	1.00%

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site.

Last updated: 1/22/2014

## Types of Services Funded (Fiscal Year 2012-13)

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 ("Frontloading," "Kaplan" training, SB 472, monthly fluency and comprehension PD, curriculum committees, ELD-ELA Standards Map training, English in a Flash, NCI training, AB 430 for administrators, 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: 12/10/2013

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,634	$41,451
Mid-Range Teacher Salary	$63,210	$67,655
Highest Teacher Salary	$83,938	$85,989
Average Principal Salary (Elementary)	$98,651	$108,589
Average Principal Salary (Middle)	$00	$111,643
Average Principal Salary (High)	$00	$110,257
Superintendent Salary	$160,123	$182,548
Percent of Budget for Teacher Salaries	40.0%	42.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page.

Teacher Salary Chart

Principal Salary Chart
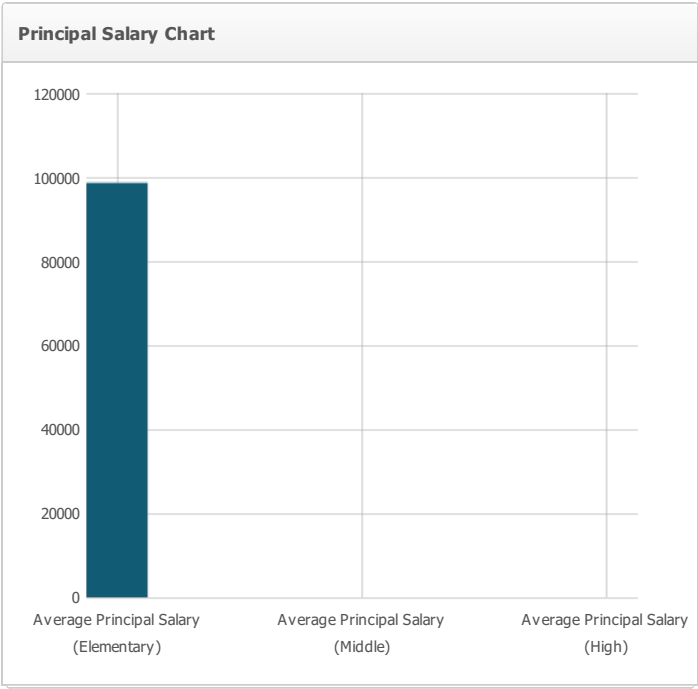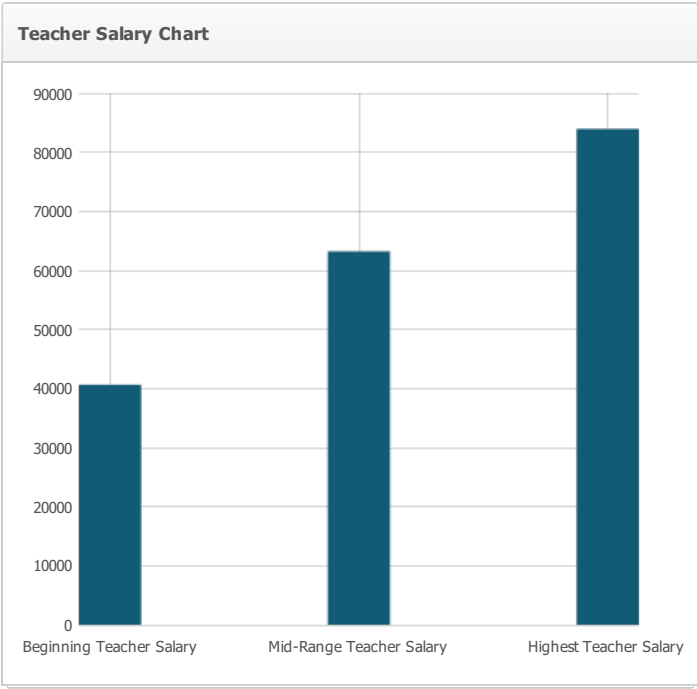
Last updated: 12/10/2013

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

* Specific high school courses
* Grades in specified courses and test scores
* Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page.

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Fair Oaks Ranch Staff Development for 2012-2013 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, English in a Flash,Brain Pop, Accelerated Math, Differentiated Training, Expository text reading, Thinking Maps, Writing Training, Comparing/sharing student writing to help practices on scoring Writing, 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. A major thrust has been on implementing and understanding the standards in the core curriculum; data from student assessment; adoption cycle; new programs; state and federal mandates; and other professional needs aimed at supporting all teachersfrom the brand new to the experienced. Both the district and the school sites provide opportunities for teachers to attend workshops and conferences off site in Writing and PLC. 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.

Last updated: 12/10/2013