

Fair Oaks Ranch Community

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.



Alan Reinstein, Interim Principal

Principal, Fair Oaks Ranch Community

About Our School

Any visitor can talk with a Fair Oaks Ranch student, and he or she will tell them, "at this school our students **Soar above the rest!**" They would indeed be accurate! Our school has a rich tradition of collaboration and commitment to learning, with families and school staff working together as a team for the benefit of our diverse student population.

At Fair Oaks Ranch, we continue to foster success through the use of "Scholarly Behaviors," which maximize our students' potential. The California Standards are taught with fidelity in TK through 6th grade. A wide variety of instructional strategies are used, and technology such as Smartboards, iPads, and Robotics are incorporated into daily lessons. Some teachers have embraced the "Google Classroom" model, in which students work collaboratively on lessons and assignments. Our English Learner students receive both designated and integrated instruction in the classroom through the use of the California ELD Standards and research-based instructional methods. Student progress is constantly reviewed to make sure students are making progress, and a variety of intervention strategies are provided to students who need them. Our behavioral expectations are grounded in the Character Counts Pillars of Respect, Responsibility, Citizenship, Trustworthiness, Fairness, and Caring, and our students exhibit those pillars on a daily basis.

We have one of the most dedicated and talented group of staff members! They 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 California Standards and Next Generation Science Standards. They have also embraced the use of technology in the classroom. 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 highly qualified teachers, devoted classified staff, and talented support staff continues to be dedicated to help students become competent, self-motivated, life-long learners.

Parents inquire if they can be a part of the school and their children's learning experience. At Fair Oaks Ranch, the answer is always, "Of course...we need you!" We believe that parents are partners with the school, and we truly do appreciate our parent community and the many hours they dedicate to Fair Oaks Ranch, including such activities as volunteering as Room Parents in their children's classrooms, and helping out at school events. The arts are also extremely important, and at Fair Oaks Ranch, the Fair Oaks Ranch PTA has been instrumental in providing additional funding for weekly art, music, movement and drama enrichment through the Cultivating Creative Minds non-profit organization.

We also have a fine before/after school band and chorus program, with several dedicated musicians instructing students in a wide variety of instruments and vocal styles. Through a partnership with College of the Canyons, students participate in various drama/dance sessions during school. Twice a year, students are given the opportunity to participate in the Stagecraft program, which culminates in a play that is performed for parents. Open communication is extremely important for our school to operate successfully.

We are always happy to talk with parents regarding any questions or concerns they may have.

Respectfully,

Alan Reinstein, Interim 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: areinstein@sssd.k12.ca.us

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Catherine Kawaguchi
E-mail Address	ckawaguchi@sssd.k12.ca.us
Web Site	http://www.sssd.k12.ca.us

School Contact Information (School Year 2016-17)	
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	Alan Reinstein, Interim Principal
E-mail Address	areinstein@sssd.k12.ca.us
County-District-School (CDS) Code	19650456120513

Last updated: 1/31/2017

School Description and Mission Statement (School Year 2016-17)

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 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 dedicated to meeting all students' varied learning needs. Staff provide a thoughtful and well-articulated curriculum. Utilizing a collaborative model (Professional Learning Community – PLC) teachers work together as a team. Teachers tailor, plan, and implement effective technology integrated across the curriculum to provide all students with varied learning experiences and challenges from the district curriculum at a level that matches their needs, readiness, and potential.

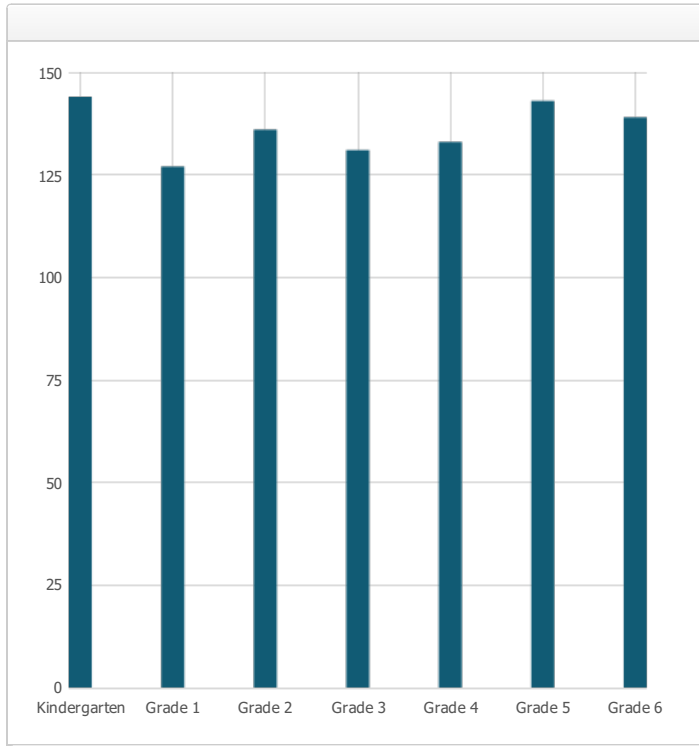
School Description: Fair Oaks Ranch Community School, Sulphur Springs School District's eighth school, opened its doors on August 5, 2002. Located in the Pardee Homes development of Fair Oaks Ranch, the school was funded through a partnership between the developer and the district. Fair Oaks Ranch Community School has eight permanent buildings with a capacity for 750 students, with a current enrollment of 987 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 our school 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 Union 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 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 have 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 TK-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 a sound system. The fully equipped Computer Lab includes 35 computers, SmartBoard, and sound system. The school Science Lab is also built as a smart classroom with sound system, SmartBoard and laptop. These Smart Classrooms are used daily by students and regularly 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 Union School 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 the student per book ratio in the Library. 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 celebrations of success and student achievement throughout the year. 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: 1/31/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	144
Grade 1	127
Grade 2	136
Grade 3	131
Grade 4	133
Grade 5	143
Grade 6	139
Total Enrollment	953



Last updated: 1/31/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	8.2 %
American Indian or Alaska Native	0.0 %
Asian	9.1 %
Filipino	8.8 %
Hispanic or Latino	39.5 %
Native Hawaiian or Pacific Islander	0.4 %
White	25.5 %
Two or More Races	8.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	40.4 %
English Learners	15.4 %
Students with Disabilities	8.6 %
Foster Youth	0.3 %

Last updated: 1/31/2017

A. Conditions of Learning

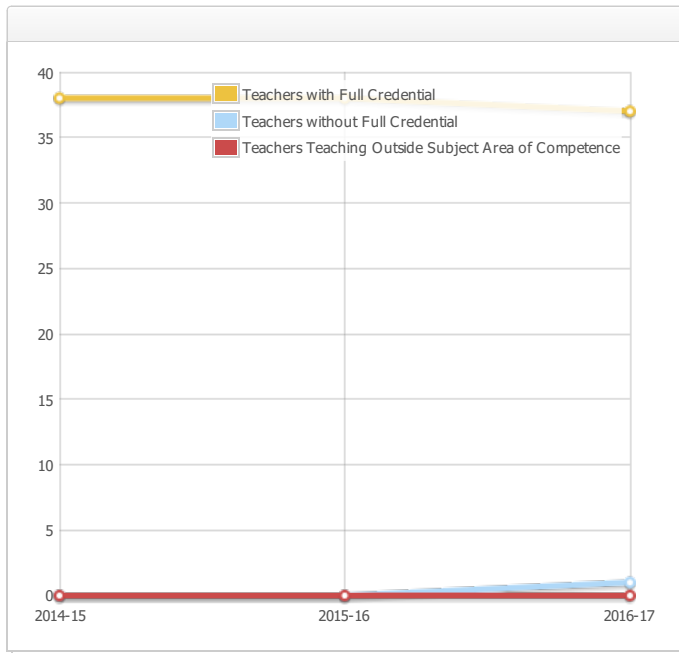
State Priority: Basic

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

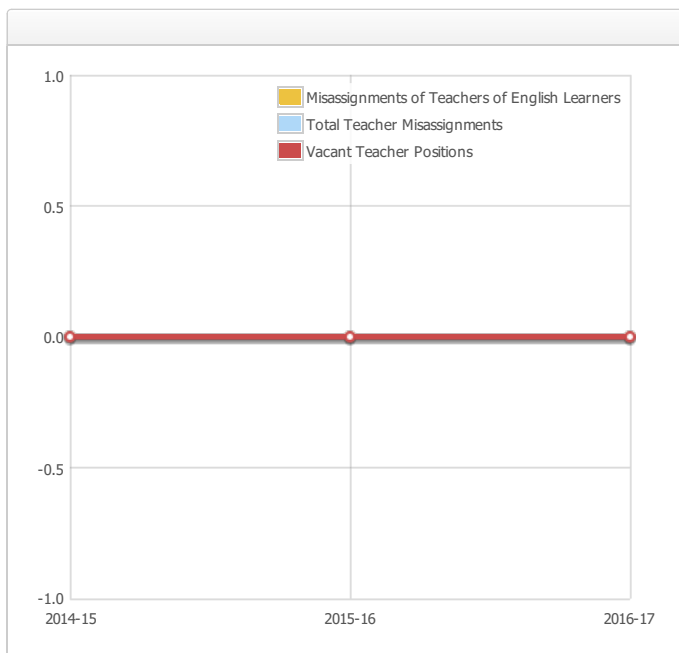
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	38	38	37	252
Without Full Credential	0	0	1	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/31/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

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.

Last updated: 1/31/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

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	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions	Yes	0.0 %
Science	Pearson California Science	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California	Yes	0.0 %
Foreign Language			0.0 %
Health	Harcourt	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music Davis Publications, Adventures in Art	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2017

School Facility Conditions and Planned Improvements

Fair Oaks Ranch School has 33 permanent classrooms, 3 portable classrooms, Computer Lab, Science Lab, Library, and a Multipurpose room. The 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, custodial, maintenance, and staff are vigilant in monitoring for strangers or unusual situations. School supervision begins at 8:25am every morning. Yard supervisors provide outside supervision before and during school hours. There is no supervision after student dismissal at 3:15pm(2:15pm on Tuesdays).

There are two playgrounds. One playground is dedicated for TK and kindergarten students. A second playground is for grade 1-6 students. Both 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 on a regular basis.

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 in October 2016.

Last updated: 1/31/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

Overall Rating	Exemplary
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Last updated: 1/31/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	63.0%	66.0%	55.0%	60.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	55.0%	57.0%	47.0%	48.0%	33.0%	37.0%

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.

Last updated: 1/31/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	136	135	99.3%	57.8%
Male	78	77	98.7%	55.8%
Female	58	58	100.0%	60.3%
Black or African American	12	12	100.0%	66.7%
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.0%	85.7%
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.0%	42.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	32	97.0%	59.4%
Two or More Races	11	11	100.0%	54.6%
Socioeconomically Disadvantaged	56	56	100.0%	44.6%
English Learners	25	25	100.0%	24.0%
Students with Disabilities	12	12	100.0%	25.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	136	134	98.5%	67.9%
Male	64	62	96.9%	71.0%
Female	72	72	100.0%	65.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.0%	75.0%
Filipino	15	15	100.0%	80.0%
Hispanic or Latino	57	55	96.5%	50.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	29	100.0%	82.8%
Two or More Races	14	14	100.0%	85.7%
Socioeconomically Disadvantaged	61	60	98.4%	46.7%
English Learners	17	16	94.1%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	141	140	99.3%	75.0%
Male	69	68	98.6%	76.5%
Female	72	72	100.0%	73.6%
Black or African American	15	15	100.0%	53.3%
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.0%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	50	50	100.0%	62.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	47	100.0%	91.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	59	59	100.0%	62.7%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.0%	21.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	141	141	100.0%	65.3%
Male	67	67	100.0%	58.2%
Female	74	74	100.0%	71.6%
Black or African American	12	12	100.0%	50.0%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.0%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	80.8%
Two or More Races	28	28	100.0%	82.1%
Socioeconomically Disadvantaged	50	50	100.0%	42.0%
English Learners	--	--	--	--
Students with Disabilities	16	16	100.0%	6.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	136	135	99.3%	61.5%
Male	78	77	98.7%	61.0%
Female	58	58	100.0%	62.1%
Black or African American	12	12	100.0%	58.3%
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.0%	78.6%
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.0%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	32	97.0%	65.6%
Two or More Races	11	11	100.0%	63.6%
Socioeconomically Disadvantaged	56	56	100.0%	53.6%
English Learners	25	25	100.0%	40.0%
Students with Disabilities	12	12	100.0%	25.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	136	134	98.5%	58.2%
Male	64	62	96.9%	64.5%
Female	72	72	100.0%	52.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	12	100.0%	83.3%
Filipino	15	15	100.0%	53.3%
Hispanic or Latino	57	55	96.5%	47.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	29	29	100.0%	72.4%
Two or More Races	14	14	100.0%	71.4%
Socioeconomically Disadvantaged	61	60	98.4%	43.3%
English Learners	17	16	94.1%	18.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	141	140	99.3%	59.3%
Male	69	68	98.6%	70.6%
Female	72	72	100.0%	48.6%
Black or African American	15	15	100.0%	40.0%
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.0%	100.0%
Filipino	--	--	--	--
Hispanic or Latino	50	50	100.0%	38.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	47	100.0%	80.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	59	59	100.0%	42.4%
English Learners	--	--	--	--
Students with Disabilities	14	14	100.0%	21.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	141	141	100.0%	48.9%
Male	67	67	100.0%	47.8%
Female	74	74	100.0%	50.0%
Black or African American	12	12	100.0%	33.3%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	56	100.0%	28.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	61.5%
Two or More Races	28	28	100.0%	75.0%
Socioeconomically Disadvantaged	50	50	100.0%	18.0%
English Learners	--	--	--	--
Students with Disabilities	16	16	100.0%	6.3%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/31/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	70.0%	74.0%	74.0%	76.0%	76.0%	71.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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: 1/31/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	142	141	99.3%	73.8%
Male	70	69	98.6%	76.8%
Female	72	72	100.0%	70.8%
Black or African American	15	15	100.0%	46.7%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	11	11	100.0%	81.8%
Filipino	--	--	--	--
Hispanic or Latino	51	51	100.0%	64.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	47	47	100.0%	91.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	60	100.0%	61.7%
English Learners	--	--	--	--
Students with Disabilities	15	15	100.0%	53.3%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/31/2017

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.0%	28.8%	35.3%

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: 1/31/2017

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 (School Year 2016-17)

Parent support and involvement is a hallmark of the Sulphur Springs Union School 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: 1/31/2017

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

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

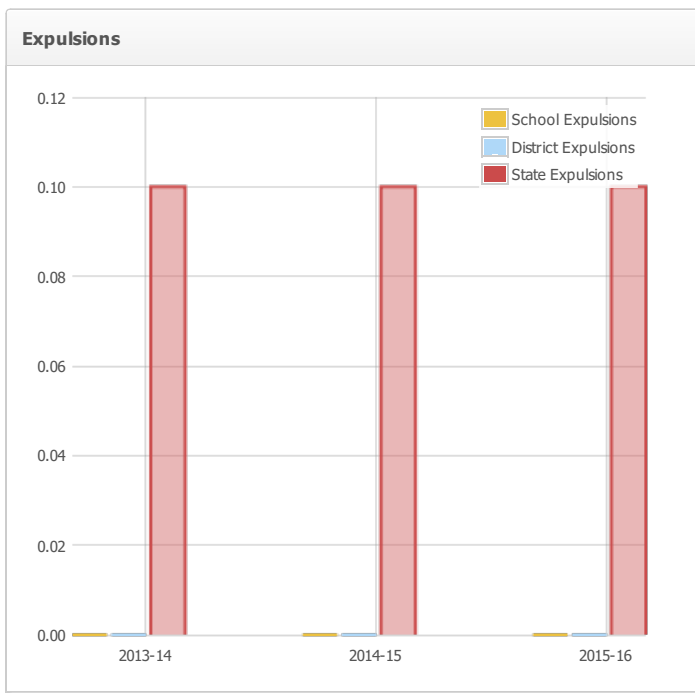
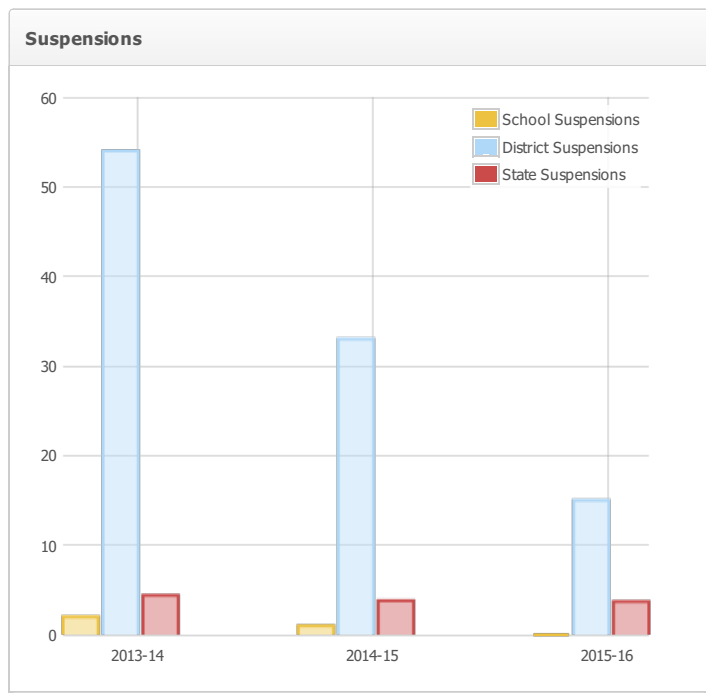
State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.0	1.0	0.0	54.0	33.0	15.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/31/2017

School Safety Plan (School Year 2016-17)

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. 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 during 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 and staff October 2016 and SSC in December 2016.

Last updated: 1/31/2017

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.

Federal Intervention Program (School Year 2016-17)

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	3
Percent of Schools Currently in Program Improvement	N/A	33.0%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	21.8	0	6	0	22.4	0	5	0	23.8	0	0	0
1	21.5	0	6	0	21.8	0	6	0	24.2	0	5	0
2	27.8	0	4	0	25.4	0	5	0	24.8	0	5	0
3	27.2	0	5	0	26.0	0	5	0	24.3	0	6	0
4	32.0	0	4	0	32.0	0	4	0	24.7	0	2	3
5	31.0	0	4	0	32.0	0	3	1	32.5	0	2	2
6	30.8	0	4	0	30.5	0	4	0	32.5	0	2	2
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

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)	0.9	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		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: 1/31/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5356.0	\$565.0	\$4790.0	\$69915.0
District	N/A	N/A	\$5057.0	\$72730.0
Percent Difference – School Site and District	--	--	-5.3%	-3.9%
State	N/A	N/A	\$5677.0	\$75137.0
Percent Difference – School Site and State	--	--	--	-4.0%

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

Last updated: 1/31/2017

Types of Services Funded (Fiscal Year 2015-16)

- Gifted and Talented Education (GATE)

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

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

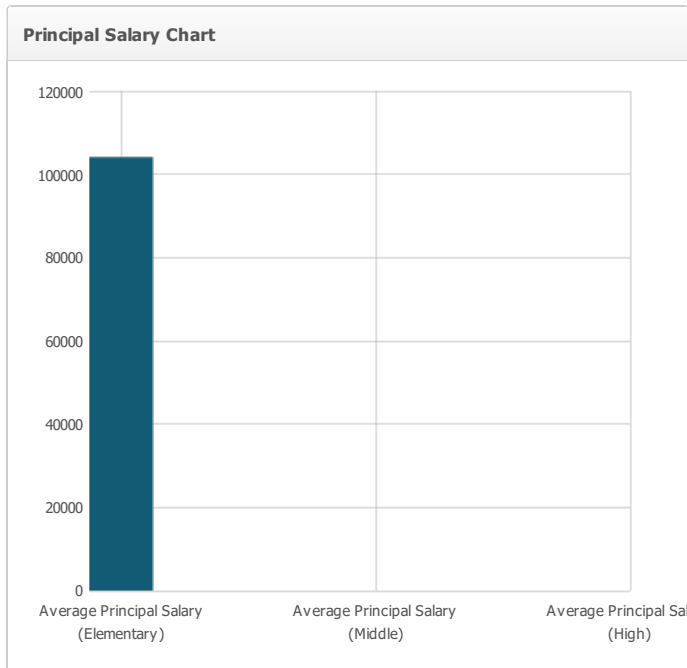
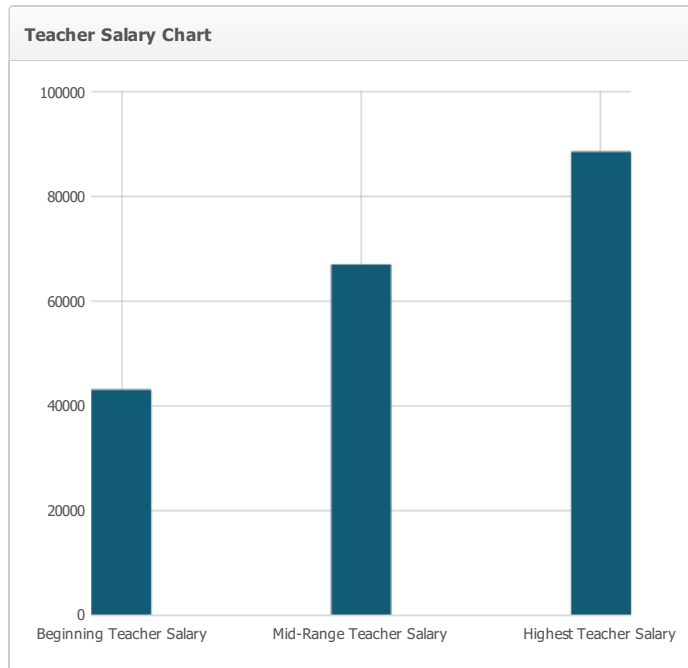
- LCFF Base and Concentration Grants

Last updated: 1/31/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,981	\$44,573
Mid-Range Teacher Salary	\$66,876	\$72,868
Highest Teacher Salary	\$88,426	\$92,972
Average Principal Salary (Elementary)	\$104,102	\$116,229
Average Principal Salary (Middle)	\$	\$119,596
Average Principal Salary (High)	\$	\$121,883
Superintendent Salary	\$161,724	\$201,784
Percent of Budget for Teacher Salaries	38.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/31/2017

Professional Development

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 Common Core Standards. Professional development can include training in specific subject areas such as: 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 mentor and support program for new teachers.

Based on California student achievement data there is a district and school focus on the instruction of English Learners. Teachers attend full day grade specific training in the area of English Language Development. These trainings are expanded on Professional Day Tuesdays at the school site focused on student specific needs. Teachers are able to collaborate with each other and design lessons to support their student needs.

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: 1/31/2017