



[SARC Home](#) » Fair Oaks Ranch Community

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Julie McBride, Principal

- Principal, Fair Oaks Ranch Community



About Our School

We are on a mission at Fair Oaks Ranch Community School. Every single day, we are working on building positive relationships with our students. We know the importance of academics, but we also know that we need to meet every child's social emotional needs. We want every student to feel connected to other students and to the adults at school, and we are implementing Capturing Kids Hearts to support our mission. The process is so simple! Every morning, teachers are at the door meeting and greeting their students. We want to ensure that students start their day off with that quick check in with their teacher – a positive beginning to their day. Classes work together to build a social contract– an agreement of behavior. Students and teachers work together to determine how they want to be treated by each other in the class, and then the entire class signs the social contract. Each day, the teacher leads “good things” to set a positive tone for the class, and emphasize celebrating each other's happiness. Classes are also focused on giving each other affirmations – positive statements to uplift and encourage each other. We want every student and staff member to know they are a part of the Falcon family. Our academic focus each year is to provide each child with new challenges that will result in a rewarding school experience. Academic emphasis on the California State Standards in the area of reading, writing, and math are a priority. We will also be continuing our work with the Next Generation Science Standards in our

classrooms, and in our state of the art science lab. Instruction in social studies, fine arts, technology and physical education complete our program, providing each student an opportunity to develop skills in their area of interest. The importance placed on high expectations permeate the classrooms empowering our students to "Soar Above the Rest"!

Contact

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

Phone: 661-299-1790

Email: jmcbride@sssd.k12.ca.us

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Superintendent	Catherine Kawaguchi
Email Address	ckawaguchi@sssd.k12.ca.us
Website	http://www.sssd.k12.ca.us
School Contact Information (School Year 2020–2021)	
School Name	Fair Oaks Ranch Community
Street	26933 North Silverbell Ln.
City, State, Zip	Santa Clarita, Ca, 91387-3802
Phone Number	661-299-1790

Principal Julie McBride, Principal

Email Address jmcbride@sssd.k12.ca.us

**County-District-School
(CDS) Code** 19650456120513

Last updated: 1/19/2021

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

We as a community, have a vision where every Fair Oaks Ranch scholar is recognized for his or her individuality, supported to achieve personal success, fortified to become an active responsible learner, and productive citizen of the global community. Fair Oaks Ranch Community School is the most diverse school in the Sulphur Springs Union School District. Students attending this school come from homes in which 19 different languages are spoken.

At Fair Oaks Ranch, our goal is to increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichment in place to foster student success. By the end of the 2020-2021 school year, 100% of students will show personal growth in Language Arts and Math, as measured in each grade level.

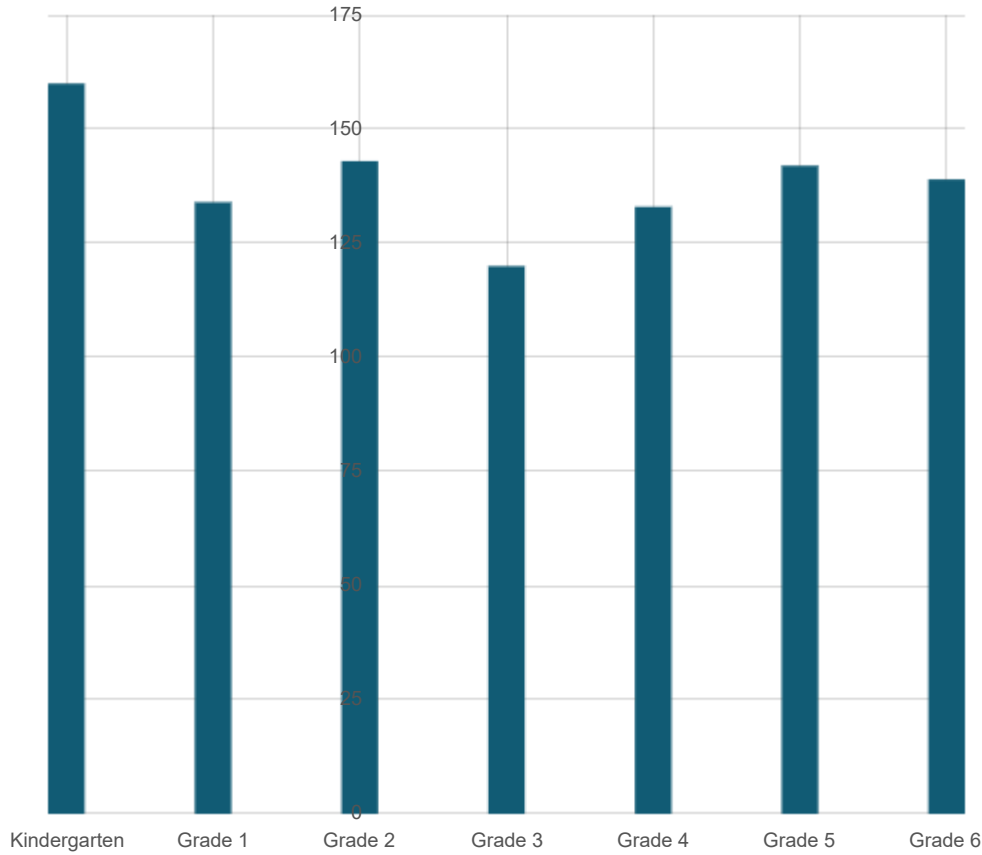
At Fair Oaks Ranch, we use data from both State and local assessments to modify student instruction and improve student achievement. The teachers and administrators monitor student progress on curriculum embedded assessments, and formative assessments regularly to determine next steps for instruction. Based on the data analysis, students are placed in the needed intervention and/or enrichment programs.

The site utilizes research-based educational practices to support students in gaining grade level proficiency, as demonstrated on district and state assessments. Teachers and administrators receive professional development in instructional areas needed to support the California State Standards. Additionally, the district provides supplemental materials to support the standards and has adopted curriculum to support the new standards. Teachers collaborate on a regular basis for lesson development, data analysis, and monitoring student placement in instructional programs.

At Fair Oaks Ranch, we continue to foster our student's social emotional growth through the implementation of Capturing Kids' Hearts, which promotes positive relationships throughout our campus. We provide a technology rich environment at Fair Oaks Ranch. A wide variety of instructional strategies are used, and technology such as Smartboards, iPads, and Chromebooks are incorporated throughout the school day. Many teachers have embraced the use of Google classroom and SeeSaw, in which students work collaboratively on lessons and assignments. The importance placed on high expectations permeate the classrooms empowering our students to "Soar Above the Rest"!

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
Number of Students	160	134	143	120	133	142	139	971



Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or L
	7.60 %	0.30 %	7.60 %	11.00 %	43.70 %
◀ ▶					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	
	36.60 %	10.60 %	10.20 %	%	
◀ ▶					

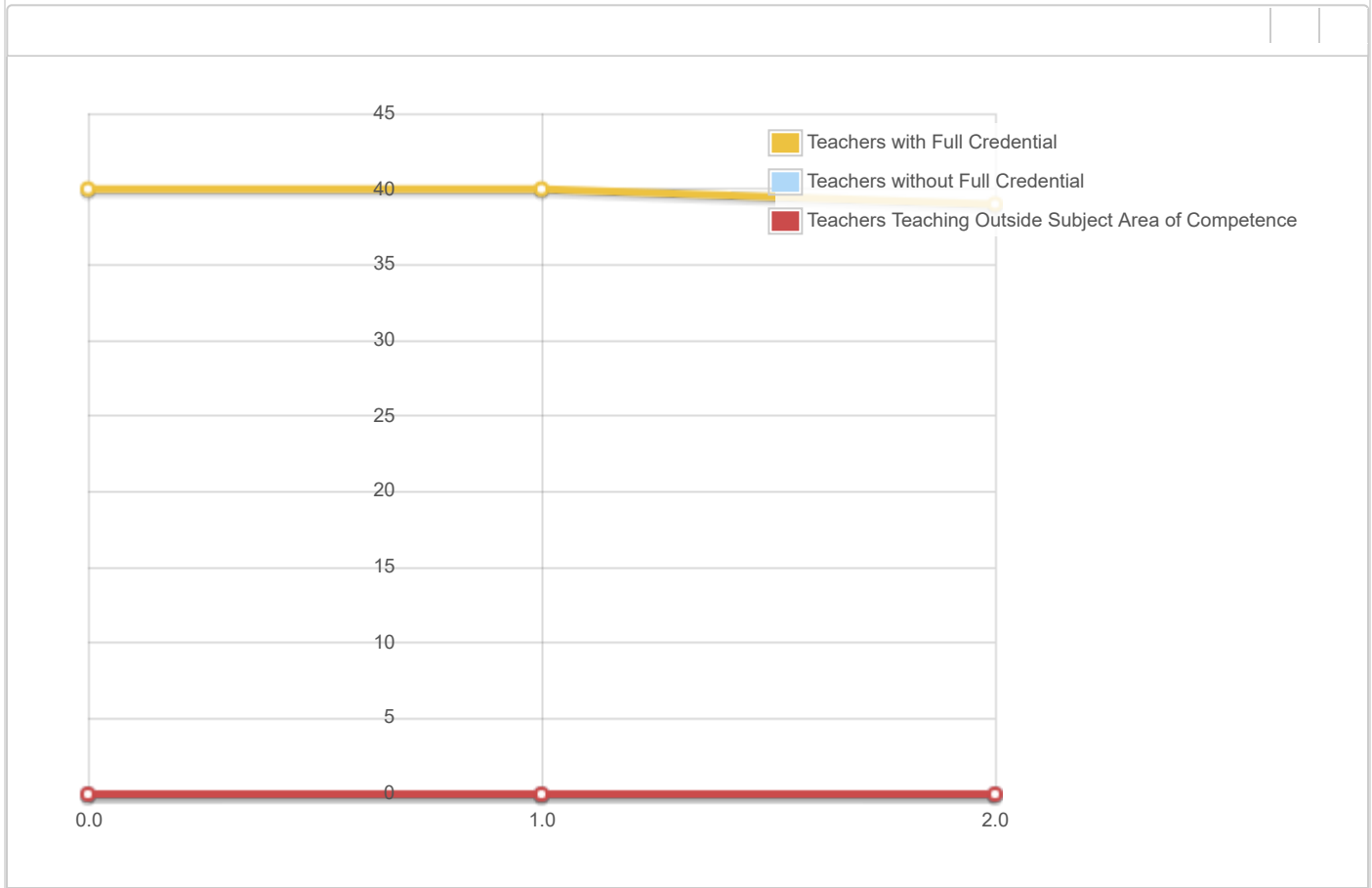
State Priority: Basic

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

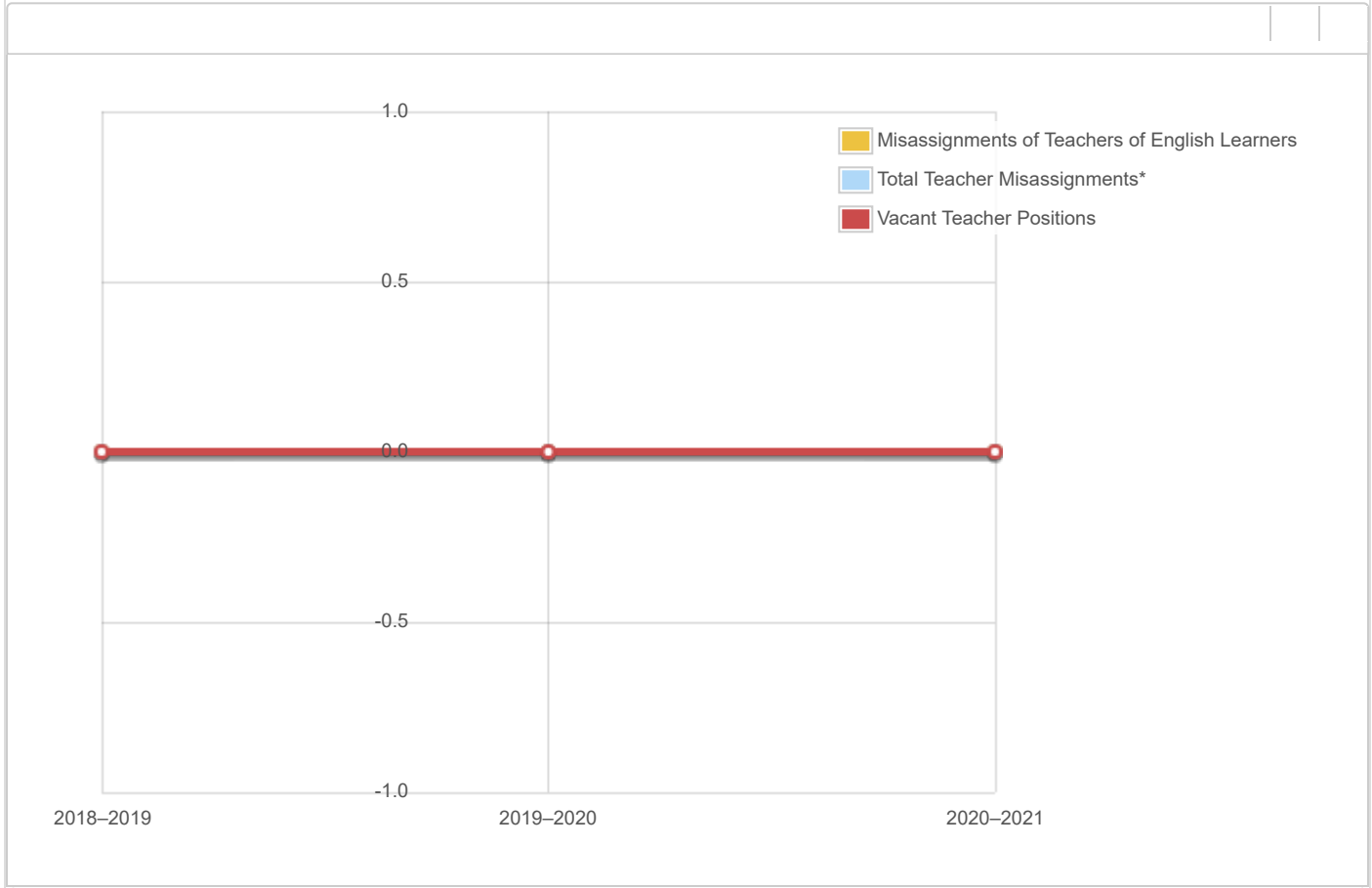
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	40	40	39	248
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/21/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
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: 1/21/2021

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

Year and month in which the data were collected: October 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance	Yes	0.00 %
Mathematics	Houghton Mifflin California Math Expressions	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Houghton Mifflin California Science (Kindergarten-2nd Grade) Pearson California Science (3rd - 6th grade)	Yes	0.00 %
History-Social Science	Pearson History-Social Science for California)Kindergarten-5th Grade) Harcourt Reflections Ancient Civilizations (6th grade)	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	Harcourt		0.00 %
Visual and Performing Arts	McGraw Hill, Share the Music Davis Publication, Adventures in Art		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: 1/21/2021

School Facility Conditions and Planned Improvements

Fair Oaks Ranch opened in 2002 with eight permanent buildings, six relocatable classrooms, and an on campus child care facility. The school also has a multipurpose room, a library, and an administration building. The school playground area has two baseball diamonds with back stops, a 1/4 mile track, soccer field, play structures, an endurance course, handball courts, basketball courts, a covered outside eating area, and a standard blacktop game area.

Our LEA takes great efforts to ensure that all schools are clean, safe, and functional. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Overall, Fair Oaks Ranch Community School is in excellent good condition. There are no safety hazards on campus, and the grounds, buildings, and restrooms are in good condition. The addition of fencing in the 2017-2018 school year, has continued to support the safety of our students and staff on campus.

Last updated: 1/21/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: May 2020

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: May 2020

Overall Rating	Exemplary
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Last updated: 1/21/2021

State Priority: Pupil Achievement

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

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

**CAASPP Test Results in ELA and Mathematics for All Students
 Grades Three through Eight and Grade Eleven
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	57.0%	N/A	60.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	51.0%	N/A	50.0%	N/A	39%	N/A

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

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

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/21/2021

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

Last updated: 1/21/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

Last updated: 1/21/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	39	N/A	40	N/A	30	N/A

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

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

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

Last updated: 1/21/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

Last updated: 1/21/2021

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 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/25/2021

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020–2021)

Parents inquire if they can be 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 appreciate our parent community and the hours they dedicate to Fair Oaks Ranch, including such activities as volunteering in their child's classroom (when allowable by Department of Public Health Orders), and helping out at school events. Parents are full partners in their child's education. We encourage parents to serve on advisory committees to assist in the education of their own children, and in the development of community awareness and involvement. Fair Oaks Ranch parents can get involved with PTA, or in any of our other advisory groups. We have School Site Council meetings (online for the 2020-21 school year) on the third Wednesday of each month, and regular ELAC (English Language Advisory Committee) meetings throughout the school year. In addition, we have regular Online Coffee with the Principal meetings to discuss strategies to use at home to support children's academic achievement, such as reading with their children, working with math, literacy training, etc. If parents are interested in getting involved with PTA, ELAC, School Site Council or volunteering, they should contact Julie McBride, principal at Fair Oaks Ranch, at 661-299-1790.

Last updated: 1/25/2021

State Priority: Pupil Engagement

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Rate	Suspensions	Expulsions
School 2017–2018	1.50%	0.00%
School 2018–2019	1.80%	0.00%
District 2017–2018	1.10%	0.00%
District 2018–2019	1.00%	0.00%
District 2018–2019	3.50%	0.10%
District 2018–2019	3.50%	0.10%

State 2017–2018

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	1.80%	0.00%
District 2019–2020	1.00%	0.00%
District 2019–2020	--	--

State 2019–2020

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of

suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/21/2021

School Safety Plan (School Year 2020–2021)

Safety is a top priority at Fair Oaks Ranch Community School. Each year, our safety committee, site council, and staff, review and update our comprehensive safety plan. In the 2019-20 school year, our safety committee reviewed and updated our comprehensive safety plan in February 2020. Our school leadership team and staff reviewed, and provided input to the safety plan, and the comprehensive safety plan that was approved by our School Site Council on February 20th, 2020. We provided an opportunity for the community to review our safety plan on February 28th, 2020. In the 2020-2021 school year, our safety committee will review and update our comprehensive safety plan in February 2021. Our school leadership team and staff reviewed, and provided input to the safety plan, and the comprehensive safety plan will be reviewed by our School Site Council on February 18th, 2021. We will provide an opportunity for the community to review our safety plan on February 19th, 2021. Within our comprehensive safety plan, we focus on promoting a positive school climate where consistent expectations for students and staff are reinforced on a daily basis. We are also focusing on providing a safe school environment for our students and staff, with an emphasis on a closed campus, and improved parents drop off and pick up procedures. Finally, we focus on emergency preparedness with an emphasis on ensuring that our staff and students are prepared for any and all emergency situations.

Last updated: 1/25/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	26.00	26.00	25.00	25.00	33.00	33.00	29.00	15.00
Number of Classes * 1-20	7	4	5	5	1	1	1	2
Number of Classes * 21-32					3	3	2	

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

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

**Number of Classes *
33+**

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

** "Other" category is for multi-grade level classes.

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

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	25.00	26.00	30.00	26.00	31.00	34.00	33.00	14.00
Number of Classes * 1-20								4
Number of Classes * 21-32	6	5	4	4	4	4	1	1
			1				1	

**Number of Classes *
33+**

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

** "Other" category is for multi-grade level classes.

Last updated: 1/21/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

*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: 1/21/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00

	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.30
Speech/Language/Hearing Specialist	1.40
Resource Specialist (non-teaching)	1.00
Other	0.00

*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: 1/21/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5965.80	\$959.10	\$5006.70	\$75897.93
District	N/A	N/A	\$5590.71	\$76145.00
Percent Difference – School Site and District	N/A	N/A	-10.45%	-0.32%
State	N/A	N/A	\$7750.12	\$84183.00
Percent Difference – School Site and State	N/A	N/A	-35.00%	-10.00%

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

Last updated: 1/21/2021

Types of Services Funded (Fiscal Year 2019–2020)

A combination of state and federal funding is used to cover all aspects of our instructional program.

Title I funds are used for (at least partially):

- Professional development

- provide TOSAs that support instruction
- using SIPPS as a Tier II reading intervention for students

The District uses Title II funds to support professional development which will enhance early learning strategies. TOSAs are provided to support instruction through professional development and coaching opportunities.

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

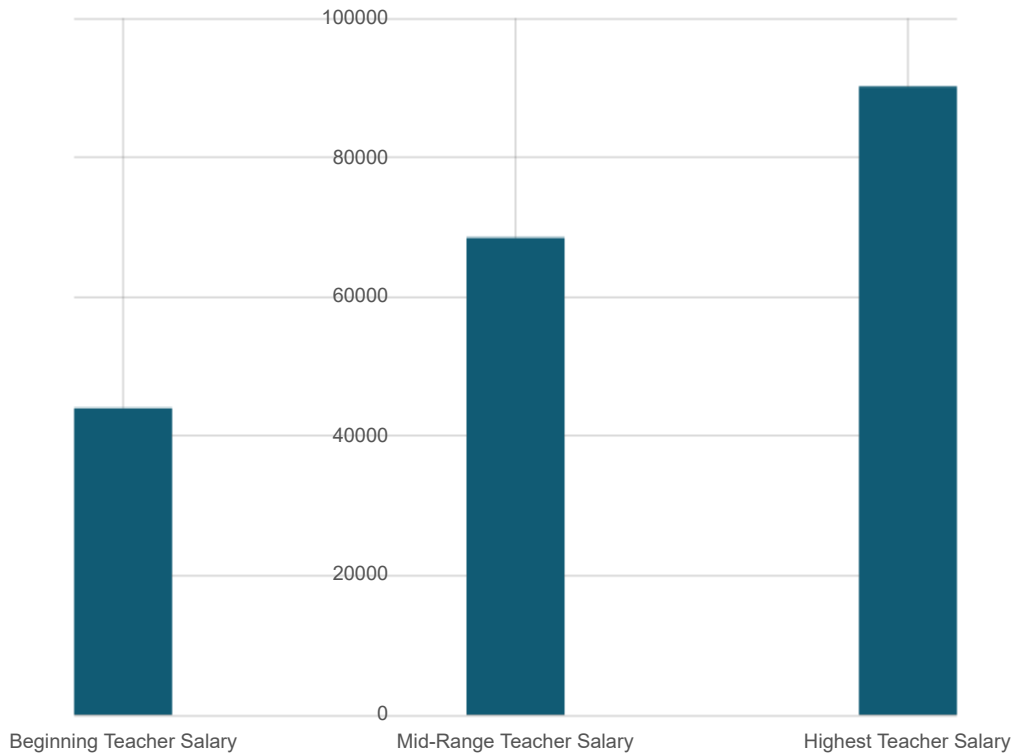
Last updated: 1/25/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

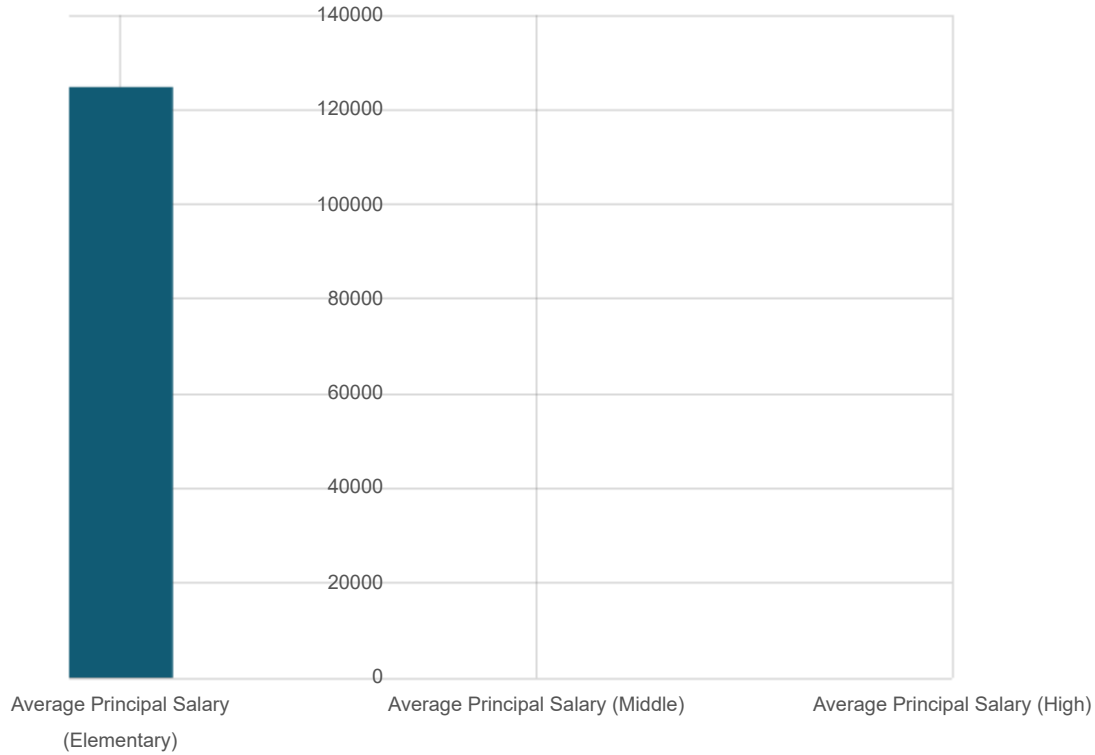
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,026	\$51,004
Mid-Range Teacher Salary	\$68,487	\$82,919
Highest Teacher Salary	\$90,195	\$104,604
Average Principal Salary (Elementary)	\$124,794	\$131,277
Average Principal Salary (Middle)	\$	\$136,163
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$185,895	\$230,860
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/21/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
 1430 N Street
 Sacramento, CA 95814