



Foskett Ranch Elementary School

1561 Joiner Parkway • Lincoln, CA 95648 • 916-434-5255 • Grades K-5

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Western Placer Unified School District

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District Governing Board

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Kris Wyatt
Damian Armitage
Paul Long

District Administration

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Educational Services**
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**Director, Supplemental Programs
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**Director, Maintenance and
Operations**

School Description

Foskett Ranch. . . a place where Falcons soar!

At Foskett Ranch Elementary School students learn essential skills and knowledge to successfully progress towards college and career readiness.

Foskett Ranch opened its doors to 360 students in August 2005 and has grown to approximately 500 Pre-school through 5th grade students. In addition to quality instruction based on high standards for achievement, our focus has been to build positive school and community relations. Staff and parents organize family nights, festivals, and events to honor various achievements. During the 2008-2009 school year we continued our journey towards developing our school into a Professional Learning Community (PLC), a group that continually seeks answers to the questions- What do we want our students to know? How will we know they have achieved the objectives? What will we do when students do not achieve the objectives? What will we do when students advance beyond the objectives? This results-based, student-centered process focuses our instruction, intervention, professional development and plays a major role in our success. In 2010, we received state recognition as a California Distinguished School. The positive energy, collaborative spirit and devotion of adults on campus towards student achievement make Foskett Ranch a wonderful place to learn and grow.

About the SARC

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	81
Grade 1	78
Grade 2	82
Grade 3	70
Grade 4	94
Grade 5	64
Total Enrollment	469

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0
Asian	2.8
Filipino	1.3
Hispanic or Latino	16.6
Native Hawaiian or Pacific Islander	0.2
White	72.1
Two or More Races	4.7
Socioeconomically Disadvantaged	15.1
English Learners	5.5
Students with Disabilities	13.6
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Foskett Ranch Elementary School	14-15	15-16	16-17
With Full Credential	26	25	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Western Placer Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	340
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Foskett Ranch Elementary	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0%	1.0%
Districtwide		
All Schools	99.0%	1.0%
High-Poverty Schools	99.0%	1.0%
Low-Poverty Schools	99.0%	1.0%

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

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

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	English/Language Arts, including the English language development component of an adopted program – (Adoption Cycle 2008 – 2010) K – 5 Houghton Mifflin Reading Language Arts (Adopted 2002); K-5 Medallions (Adopted 2010); (State Waiver 2010) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Mathematics – (Adoption Cycle 2014 - 2022) TK McGraw Hill My Math (Adopted 2014) K – 5 Pearson Envisions (Adopted 2014) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Science – (Adoption Cycle 2006 – 2008) K – 5 Delta Science/FOSS (Adopted 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History-Social Science – (Adoption Cycle 2005 – 2007) K – 5 Pearson Scott Foresman History/Social Science for California (Adopted 2007) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The campus and grounds are in good repair. A leak in the roof over the staff break room was repaired in 2015

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 1/14/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. The HVAC system is operable. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces		X		Classroom 104: Crack in wall below window Classroom 105: Classroom 205: Water on floor against wall classroom 207: Wall crack under window, Roof leak- 207A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/14/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical		X		Classroom 102: Electrical sensor not working half of the lights not working Classroom 204: Bank of lights out Classroom 209: Bank of lights out, Roof leak - 209A Classroom 305: Two light fixtures not working Electrical room across 306: Electrical pannel blocked with furniture
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Science: Fill holes in tile where soap dispensers were removed, Stained ceiling tile
Safety: Fire Safety, Hazardous Materials	X			classroom 303: cleaning products under the sink Classroom 307: No fire extinguisher Classroom 308: No fire extinguisher
Structural: Structural Damage, Roofs	X			Classroom 107: Rain gutters dripping at seams classroom 207: Wall crack under window, Roof leak- 207A Classroom 208: Roof leak-208A Classroom 209: Bank of lights out, Roof leak - 209A Science: Fill holes in tile where soap dispensers were removed, Stained ceiling tile
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground: Sidewalk 203-210 tripping hazzard Pteschool 402: Gate dragging on concrete hard to open
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	50	44	48	53	44	48
Math	42	39	36	37	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	70	79	67	68	67	62	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.9	29	41.9

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	65	64	98.5	67.2
Male	42	41	97.6	73.2
Female	23	23	100.0	56.5
White	47	46	97.9	67.4
Socioeconomically Disadvantaged	12	12	100.0	50.0

* 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. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	71	69	97.2	47.8
	4	99	95	96.0	36.8
	5	65	64	98.5	51.6
Male	3	36	35	97.2	45.7
	4	53	50	94.3	36.0
	5	42	41	97.6	48.8
Female	3	35	34	97.1	50.0
	4	46	45	97.8	37.8
	5	23	23	100.0	56.5
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	15	15	100.0	40.0
	4	11	11	100.0	27.3
	5	--	--	--	--
Native Hawaiian or Pacific Islander	5	--	--	--	--
White	3	44	43	97.7	51.2
	4	79	75	94.9	40.0
	5	47	46	97.9	58.7
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	16	15	93.8	6.7
	4	16	16	100.0	25.0
	5	12	12	100.0	33.3
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	3	13	13	100.0	23.1
	4	13	12	92.3	16.7
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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. 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	71	70	98.6	48.6
	4	99	95	96.0	34.7
	5	65	64	98.5	35.9
Male	3	36	35	97.2	45.7
	4	53	50	94.3	46.0
	5	42	41	97.6	43.9
Female	3	35	35	100.0	51.4
	4	46	45	97.8	22.2
	5	23	23	100.0	21.7
Black or African American	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	15	15	100.0	60.0
	4	11	11	100.0	18.2
	5	--	--	--	--
Native Hawaiian or Pacific Islander	5	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	44	43	97.7	48.8
	4	79	75	94.9	37.3
	5	47	46	97.9	39.1
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	16	15	93.8	26.7
	4	16	16	100.0	25.0
	5	12	12	100.0	33.3
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	13	13	100.0	30.8
	4	13	12	92.3	16.7
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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. 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Foskett Ranch parents are actively involved. Parents assist teachers daily in the classroom with small group instruction, art presentations and projects, preparing lessons, chaperoning field trips and at class social events. Our Parent Teacher Organization (PTO) enhances the school's instructional program. Parents and staff on this committee organize and host activities and events such as fundraisers, family nights held each trimester, book fairs, and after-school enrichment clubs. Parent volunteers also play a vital role on our School Site Council (SSC), an advisory committee that helps with the school improvement plan.

State Priority: School Climate

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

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

School Safety Plan

Foskett Ranch has on file a Safe Schools Plan (SSP) incorporating elements of Board Policy, the Single Plan for Student Achievement, the Family Handbook, and the Site Crisis Management Plan. The SSP addresses a wide range of safety issues such as student discipline, safe entry and exit to campus, physical plant safety, and crisis intervention. The SSP is reviewed annually and updated as necessary by the School Site Council.

Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	0.5	0.2	0.8
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.7	3.2	2.8
Expulsions Rate	0.1	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	N/A
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	0
Nurse	.1
Speech/Language/Hearing Specialist	2
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	20	22	22	2			3	3	3			
1	25	25	25				3	3	3			
2	29	25	25				3	2	2			
3	30	27	27				3	4	4			
4	31	27	27				3	2	2			
5	28	26	26				3	4	4			
Other		8	8		2	2						

Professional Development provided for Teachers

At the district level many professional development opportunities are available for staff development including positive behavior support strategies, and strategies/techniques to address the needs of English learners and students with special needs, GATE certification, county workshops to study Common Core math, language arts, and Next Generation Science Standards (NGSS). Four district instructional coaches work individually and with grade levels to assist in the areas of English language arts, math and science. Two of the coaches also assist schools to implement the state's newly adopted English Language Development Standards (ELDS) and to gain an understanding of designated and integrated English Language Development to implement in the classroom. At the site level teachers collaborate in grade level teams to design English language arts units that align with literature, social studies, science, English language development, technology and the arts.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,075	\$43,821
Mid-Range Teacher Salary	\$67,596	\$69,131
Highest Teacher Salary	\$88,889	\$89,259
Average Principal Salary (ES)	\$99,522	\$108,566
Average Principal Salary (MS)	\$102,954	\$115,375
Average Principal Salary (HS)	\$114,512	\$125,650
Superintendent Salary	\$179,791	\$198,772
Percent of District Budget		
Teacher Salaries	41%	37%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Homework intervention club is an after school program that allows students in grades 3-5 the opportunity to work with certificated staff to receive assistance with homework completion. During grade level differentiation time, students working below grade level benchmarks in the area of English Language Arts receive intervention by certificated and classified staff. Students that qualify for Special Education receive services as outlined in their Individualized Education Plans (IEP). Students and teachers set individualized goals at each student's independent reading level, and daily independent reading is monitored through teacher/student conferences using the Accelerated Reader program.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10109	3393	6716	78299
District	♦	♦	6399	73186
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			5.0	7.0
Percent Difference: School Site/ State			18.3	9.5

* Cells with ♦ do not require data.