

# Executive Summary School Accountability Report Card, 2010–11

## For Foscett Ranch Elementary

<b>Address:</b>	1561 Joiner Pkwy., Lincoln, CA, 95648-2969	<b>Phone:</b>	(916) 434-5255
<b>Principal:</b>	Kelly Castillo, Principal	<b>Grade Span:</b>	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

## About This School

Foscett Ranch Elementary School, located in the Western Placer Unified School District, opened its doors in 2005. Twenty-eight classrooms, a state of the art science and computer lab, a library and a multi-purpose room including a stage for performances are housed on sixteen acres. The facility was designed in conjunction with the city of Lincoln and includes a joint use park and Multipurpose that allows the community to use the facilities beyond the regular school hours.

## Student Enrollment

Group	Enrollment
Number of students	545
Black or African American	2.6%
American Indian or Alaska Native	0.9%
Asian	2.8%
Filipino	1.8%
Hispanic or Latino	16.7%
Native Hawaiian or Pacific Islander	1.3%
White	67.9%

Two or More Races	6.1%
Socioeconomically Disadvantaged	20.0%
English Learners	4.4%
Students with Disabilities	9.9%

## Teachers

Indicator	Teachers
Teachers with full credential	30
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

## Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	67.4%
Mathematics	73.5%
Science	76%
History-Social Science	N/A

\*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

## Academic Progress\*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	870
Statewide Rank (from 2010 Base API Report)	8

Met All 2011 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 14 of 17
2011–12 Program Improvement Status (PI Year)	N/A

\*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Facilities

### Summary of Most Recent Site Inspection

The campus and grounds are in very good condition with no immediate repairs needed.

### Repairs Needed

None needed beyond daily maintenance and cleaning.

### Corrective Actions Taken or Planned

Preventative maintenance program will be implemented for chillers and boiler, 2012-2013.

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	N/A
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
-------	--

School Site	\$6,935
District	\$6,361
State	\$5,455

## School Completion

Indicator	Result
Graduation Rate (if applicable)	N/A

## Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

# School Accountability Report Card

## Reported Using Data from the 2010–11 School Year

*Published During 2011–12*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

## 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

## Internet Access

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

# II. About This School

## Contact Information (School Year 2011–12)

School		District	
School Name	Foskett Ranch Elementary	District Name	Western Placer Unified
Street	1561 Joiner Pkwy.	Phone Number	(916) 645-6350
City, State, Zip	Lincoln, CA, 95648-2969	Web Site	www.wpusd.k12.ca.us
Phone Number	(916) 434-5255	Superintendent	Scott Leaman
Principal	Kelly Castillo, Principal	E-mail Address	sleaman@wpusd.k12.ca.us
E-mail Address	kcastillo@wpusd.k12.ca.us	CDS Code	31669510108514

## School Description and Mission Statement (School Year 2010–11)

At Foskett Ranch Elementary School our focus is to promote and support academic, personal and social achievement.

Foskett Ranch opened its doors to 360 students in August 2005 and has grown to over 550 Pre-school through 5<sup>th</sup> 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 were established 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.

### Opportunities for Parental Involvement (School Year 2010–11)

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, after-school enrichment clubs and Santa Shop. Parent volunteers also play a vital role on our Site-Based Leadership Team, an advisory committee that helps with the school improvement plan. Our Watch D.O.G.S (Dads of Great Students) Program promotes that active participation of fathers and father figures in various activities on campus and in the classroom.

### Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	95	Grade 8	0
Grade 1	113	Ungraded Elementary	0
Grade 2	98	Grade 9	0
Grade 3	82	Grade 10	0
Grade 4	81	Grade 11	0
Grade 5	76	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	545

### Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	2.6%
American Indian or Alaska Native	0.9%
Asian	2.8%
Filipino	1.8%
Hispanic or Latino	16.7%



<b>Mathematics</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Science</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### III. School Climate

#### School Safety Plan (School Year 2010–11)

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

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
<b>Suspensions</b>	.002	.007	.003	8.7	12.4	
<b>Expulsions</b>	0	0	0	.5	.3	

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

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2011–12)

The campus and grounds are in good condition and in need of no immediate repairs. Two new drinking fountains are to be installed in the summer of 2012.

#### School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			



<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
<b>Overall Rating</b>		X			

Note: Cells shaded in black do not require data.

## V. Teachers

### Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	26	27	30	324
Without Full Credential	1	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	3	1

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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

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	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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	.2	
Speech/Language/Hearing Specialist	1.4	
Resource Specialist (non-teaching)	0	

Other	0	
-------	---	--

Note: Cells shaded in black 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

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

Year and month in which data were collected: \_\_\_\_\_

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Legacy of Literature 2003; Reading Mastery & Corrective Reading 2002; Medallions 2010	YES	0%
Mathematics	Harcourt School Publishers CA HSP Math 2009	YES	0%
Science	FOSS Science 2008	YES	0%
History-Social Science	Scott Foresmann: History Social Science for CA 2006	YES	0%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
-------	------------------------------	--	---	------------------------

School Site	\$9,494	\$2,549	\$6,935	\$61,260
District			\$6,361	\$65,415
Percent Difference – School Site and District			9%	-6%
State			\$5,455	\$66,511
Percent Difference – School Site and State			27%	-8%

Note: Cells shaded in black do not require data.

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

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010–11)

Homework club is an afterschool program that allows students in grades 3-5 the opportunity to work with certificated staff to receive assistance with homework completion. After school tutoring, taught by teachers, allows identified students the opportunity to participate in additional direct instruction in English Language Arts. The Western Placer Enrichment Programs (WPEP) provides an opportunity for students to participate in afterschool enrichment classes such as newspaper club, 3-D art, performing arts, science and chess. During grade level differentiation time, students at risk of retention receive intensive Language Arts intervention by certificated and classified staff. Students that qualify for Special Education receive services as outlined in their Individualized Education Plans (IEP).

### Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,352	\$41,284
Mid-Range Teacher Salary	\$65,153	\$65,173

<b>Highest Teacher Salary</b>	\$85,676	\$83,460
<b>Average Principal Salary (Elementary)</b>	\$101,519	\$102,834
<b>Average Principal Salary (Middle)</b>	\$105,021	\$108,953
<b>Average Principal Salary (High)</b>	\$102,218	\$118,384
<b>Superintendent Salary</b>	\$158,442	\$179,397
<b>Percent of Budget for Teacher Salaries</b>	41.40%	40.00%
<b>Percent of Budget for Administrative Salaries</b>	5.55%	6.00%

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

## IX. Student Performance

### Standardized Testing and Reporting Program

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

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

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

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

## Standardized Testing and Reporting 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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	65.0	63.0	67.4	62.4	62.9	64.4	50.0	54.0	56.2
Mathematics	70.0	72.1	73.5	63.7	64.3	64.3	46.0	56.4	58.4
Science	67.0	82.0	76.0	53.0	N/A	69.0	50.0	55.0	58.0
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	64.3%	64.4%	61%	46%
All Students at the School	67.4%	73.5%	76%	N/A
Male	61%	68%	70%	N/A
Female	70%	77%	80%	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	51.7%	69%	57%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A

White	72.2%	75.5%	78%	N/A
Two or More Races	77.3%	81.8%	86%	N/A
Socioeconomically Disadvantaged	49.3%	59.4%	57%	N/A
English Learners	38.5%	30.8%	N/A	N/A
Students with Disabilities	54.3%	60.9%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	N/A	N/A	N/A	86	82	86	80	80	77
Mathematics	N/A	N/A	N/A	86	85	86	81	81	77

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.

### California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts	Mathematics
-------	-----------------------	-------------

	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	14%	86%	N/A	14%	86%	N/A
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	16%	84%	N/A	12%	88%	N/A
Female	13%	87%	N/A	17%	83%	N/A
Black or African American	N/A	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	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	24%	76%	N/A	22%	78%	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	11%	89%	N/A	12%	88%	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	26%	74%	N/A	23%	77%	N/A
English Learners	50%	50%	N/A	30%	70%	N/A
Students with Disabilities	67%	33%	N/A	28%	72%	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

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

### California Physical Fitness Test Results (School Year 2010–11)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards



5	76.4%	56.7%	33.5%
7	77.6%	57.2%	31.4%
9	87.1%	66.9%	4.62%

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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	8	8	8
Similar Schools	2	3	4

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School		-10	16
Black or African American			
American Indian or Alaska Native			

Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	26	-13	21
Two or More Races			
Socioeconomically Disadvantaged	48	8	-23
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	325	870	4,674	822	4,683,676	778
Black or African American	10		79	759	317,856	696
American Indian or Alaska Native	5		48	783	33,774	733
Asian	7		160	882	398,869	898
Filipino	5		136	887	123,245	859
Hispanic or Latino	58	813	1,303	769	2,406,749	729
Native Hawaiian or Pacific Islander	2		25	806	26,953	764

<b>White</b>	216	883	2,766	841	1,258,831	845
<b>Two or More Races</b>	22	915	147	858	76,766	836
<b>Socioeconomically Disadvantaged</b>	69	801	1,561	754	2,731,843	726
<b>English Learners</b>	13	730	692	712	1,521,844	707
<b>Students with Disabilities</b>	46	803	673	664	521,815	595

### Adequate Yearly Progress

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

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Made AYP Overall</b>	No	No
<b>Met Participation Rate - English-Language Arts</b>	Yes	Yes
<b>Met Participation Rate - Mathematics</b>	Yes	Yes
<b>Met Percent Proficient - English-Language Arts</b>	No	No
<b>Met Percent Proficient - Mathematics</b>	No	No
<b>Met API Criteria</b>	Yes	Yes
<b>Met Graduation Rate</b>	N/A	Yes

### Federal Intervention Program (School Year 2011–12)

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

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2011-2012
Year in Program Improvement	N/A	Year 1
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		23.1%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California’s Public Universities

#### University of California

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

For general admissions requirements, please visit the *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

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

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

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

by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page at <http://www.calstate.edu/admission/admission.shtml>*. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Dropout Rate (1-year)	N/A	N/A	N/A	4.1	6.7	4.1	4.9	5.7	4.6
Graduation Rate	N/A	N/A	N/A	82.53	86.35	85.68	80.21	78.59	80.44

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010–11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	N/A	N/A	N/D
Black or African American	N/A	N/A	N/D
American Indian or Alaska Native	N/A	N/A	N/D
Asian	N/A	N/A	N/D
Filipino	N/A	N/A	N/D
Hispanic or Latino	N/A	N/A	N/D
Native Hawaiian or Pacific Islander	N/A	N/A	N/D
White	N/A	N/A	N/D
Two or More Races	N/A	N/A	N/D
Socioeconomically Disadvantaged	N/A	N/A	N/D
English Learners	N/A	N/A	N/D
Students with Disabilities	N/A	N/A	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

### Career Technical Education Programs (School Year 2010–11)

N/A
-----

### Career Technical Education Participation (School Year 2010–11)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	83.2%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	31.7%

### Advanced Placement Courses (School Year 2010–11)

		Percent of Students In AP Courses
Computer Science		
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		
All courses		

Note: Cells shaded in black do not require data. \*Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

## Professional Development

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

Western Placer Unified School District provided three Staff Development Days each year for the last three years. One Staff Development Day was taken as a furlough day in 2011 – 2012. Additionally, many opportunities are available for staff development credit, both during the school day and after hours for Staff Development Buyback credit.

## Foskett Ranch Elementary

## School Accountability Report Card, 2010-2011

Western Placer Unified

*Provided by the Ed-Data Partnership*

For more information visit [www.ed-data.org](http://www.ed-data.org)