

Gold Ridge Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the 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 website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Gold Ridge Elementary School
Street	735 Halidon Way
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-9140
Principal	Wendy Sol
Email Address	wsol@fcusd.org
School Website	https://gre.fcusd.org
Grade Span	K-5
County-District-School (CDS) Code	3467330611568

2024-25 District Contact Information	
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Erik Swanson
Email Address	eswanson@fcusd.org
District Website	https://fcusd.org

2024-25 School Description and Mission Statement
School Vision and Mission: Vision: Our vision is to empower young minds, encourage creativity, and cultivate a sense of belonging so that each student can reach their full potential and become a confident, compassionate, and curious lifelong learner. Mission: At Gold Ridge Elementary, we are dedicated to fostering a culturally responsive and inclusive learning environment

2024-25 School Description and Mission Statement

where every student is valued, celebrated, and empowered. Our mission is to inspire a sense of belonging, equity, and excellence by promoting a deep appreciation for diversity, nurturing a love of learning, and preparing our students to become informed and participating global citizens.

Gold Ridge Elementary (GRE) is a Pre-K – 5th grade school located in the Broadstone neighborhood of Folsom. Kemp Park and wetland marshes, ponds, and creeks are within easy walking distance of the school. The campus houses 25 classrooms, a library, a Student Care Center, and both Special Education, Supported Transitional Kindergarten (TK) and Inclusion preschool programs. Our multi-purpose building includes a stage and a serving kitchen; gym facilities are shared with the Folsom Parks and Recreation Department.

As of California Longitudinal Pupil Achievement Data System (CALPADS) 2024, our student enrollment was 506 students. We have a racially and culturally diverse student population representative of California. Our students speak approximately 32 different home languages, and language minority students represent 14 percent of our school population.

Our teachers and staff are committed to high academic expectations with individualized support to help all students master content standards. To complement our academic emphasis, we believe all students benefit from a rich variety of experiences in Music, Physical Education, Technology, and the Arts. Our teachers partner with parent volunteers and community groups to extend learning through programs such as Eagles Art (a docent led Visual Arts program), 3E Science (parent supported hands-on Next Generation Science Standards (NGSS) hands-on activities), PC Pals (provided by Intel Corporation volunteers), and a variety of after school clubs. Our commitment to the Visual and Performing Arts is displayed at grade-level music, theater performances, and school clubs like the Drama Club.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	85
Grade 2	81
Grade 3	97
Grade 4	86
Grade 5	73
Total Enrollment	535

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
Asian	26.4
Black or African American	3.4
Filipino	2.1
Hispanic or Latino	16.8
Native Hawaiian or Pacific Islander	0.4
Two or More Races	12.7
White	38.3
English Learners	16.6
Foster Youth	0.2
Homeless	0.9
Socioeconomically Disadvantaged	23.7
Students with Disabilities	14.2

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.50	95.26	820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	0.85	11.60	1.24	12115.80	4.41
Unknown/Incomplete/NA	1.00	3.89	88.40	9.48	18854.30	6.86
Total Teaching Positions	25.70	100.00	933.60	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.20	94.39	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	12.70	1.30	11953.10	4.28
Unknown/Incomplete/NA	1.50	5.61	62.20	6.31	15831.90	5.67
Total Teaching Positions	26.70	100.00	985.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.30	95.52	907.90	90.94	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	12.40	1.24	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	0.55	16.80	1.69	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	19.50	1.95	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.93	41.70	4.18	14303.80	5.15
Total Teaching Positions	25.40	100.00	998.40	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.20	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.20	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 15, 2024, and determine that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	2023 August
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2021	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

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

School Facility Conditions and Planned Improvements

Gold Ridge Elementary has 25 classrooms, a multipurpose room, and an administration building. The school was built in 1998. Portable buildings were added in 2003.

The principal works daily with the custodial staff of three full-time employees to ensure that the school is maintained in a clean and safe manner. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

District maintenance staff ensures that the work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service, and the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Partial modernization was performed during the summer months of June and July 2024. Exterior security fencing, new lighting and controls in classrooms, new sink countertops for new ADA sink and bubblers in all classrooms, landscaping and irrigation upgrades, new signage, new garden boxes, additional office door leading to interior of campus, ADA restroom upgrades, ADA pathway of travel upgrade, new fire alarm heat sensors, new walk-off carpet at sink locations, repair, sealcoat and stripe all asphalt locations, new seat wall at the office quad area.

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/departments/maintenance-operations/covid-19-info-cleaning-standards>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2024/2025 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 17, 2024

Year and month of the most recent FIT report

2024 October

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			C Wing RR maintenance needs to be contacted for exhaust fan replacement.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	64	61	58	58	46	47
Mathematics (grades 3-8 and 11)	59	60	48	49	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	269	262	97.40	2.60	61.45
Female	144	140	97.22	2.78	65.71
Male	125	122	97.60	2.40	56.56
American Indian or Alaska Native	0	0	0	0	0
Asian	67	64	95.52	4.48	73.44
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	48	100.00	0.00	62.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	30	93.75	6.25	43.33
White	104	102	98.08	1.92	60.78
English Learners	30	28	93.33	6.67	39.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	63	95.45	4.55	49.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	45	93.75	6.25	22.22

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	269	264	98.14	1.86	59.85
Female	144	141	97.92	2.08	56.74
Male	125	123	98.40	1.60	63.41
American Indian or Alaska Native	0	0	0	0	0
Asian	67	66	98.51	1.49	80.30
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	48	48	100.00	0.00	47.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	30	93.75	6.25	53.33
White	104	102	98.08	1.92	54.90
English Learners	30	30	100.00	0.00	33.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	66	64	96.97	3.03	40.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	45	93.75	6.25	22.22

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	50.50	47.95	45.75	45.67	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	73	97.33	2.67	47.95
Female	39	37	94.87	5.13	54.05
Male	36	36	100.00	0.00	41.67
American Indian or Alaska Native	0	0	0	0	0
Asian	15	14	93.33	6.67	57.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	32	96.97	3.03	40.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	19	95.00	5.00	47.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	11.76

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement
Parents are engaged in a wide variety of leadership and volunteer activities that enrich and support learning. Our Parent Teacher Organization (PTO) sponsors community events such as our Back-to-School Kick-Off and Winter Wonderland, funds assemblies, and organizes enrichment activities such as Science Fair and our parent docent Science Technology Engineering and Math (STEM) program 3E Science and Eagles Art. We also have a parent led Garden Grow program that educates students from seed to market. Approximately 200 parents sign up each year to work as Science and Art docents, volunteer in classrooms, and chaperone field trips. We maintain a robust website that receives thousands of visits monthly that we use to communicate with and engage our community about instruction, intervention, and supplemental learning opportunities. Parents serve on the English Language Advisory Committee (ELAC), School Site Council, and PTO committees, and as classroom and school wide volunteers. Our School Site Council (SSC) consists of equal numbers of staff and parents who meet on a regular basis to review programs and priorities and advise the principal.

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	575	566	47	8.3
Female	280	274	21	7.7
Male	295	292	26	8.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	161	156	9	5.8
Black or African American	20	20	3	15.0
Filipino	11	11	1	9.1
Hispanic or Latino	101	99	14	14.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	69	68	9	13.2
White	211	210	11	5.2
English Learners	99	95	11	11.6
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	153	147	23	15.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	90	90	14	15.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.36	0.18	2.26	4.04	3.48	3.31	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.02	0.03	0.04	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.26	0.00
Female	1.43	0.00
Male	3.05	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.24	0.00
Black or African American	5.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.80	0.00
White	2.37	0.00
English Learners	2.02	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.92	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.44	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Gold Ridge is a safe and clean facility. There were twenty (20) student accidents reported at our school in the 2023-2024 school year. The restrooms and the cafeteria are cleaned daily. Classrooms are cleaned every third day. Any safety hazard that is reported is reviewed immediately and resolved. Emergency plans have been developed in the event a threatening

2024-25 School Safety Plan

situation should arise.

Gold Ridge has identified three overarching rules to support positive behavior at school: be safe, be respectful, and be responsible. The school rules are published in the Student/Parent Handbook and reviewed with students each trimester through a broad-based Positive Behavior Intervention and Support (PBIS) program. Gold Ridge PBIS includes a S.O.A.R. (Self-aware, On-task, Achievement, Respect) ticket program with monthly and weekly reinforcement activities, grade level behavior videos, special assemblies, and classroom-based instruction. Yard Supervisors, physical education teachers and the administrative team present guidelines for safety using playground equipment and rules for games.

Gold Ridge addresses safety in multiple other ways as well. We maintain a close alliance with the Folsom Fire Department and with the Folsom Police Department. The safety team consists of the principal, the department chairs/designees, the Physical Education (PE) specialist, the head custodian, and the front office staff. Each member has a radio for communication during drills and if an unexpected emergency were to occur. The team meets monthly to review safety procedures and plan emergency drills. Additionally, campus supervisors are trained on campus rules, and crisis and safety protocols.

The Comprehensive School Safety Plan was Last Reviewed with School Site Council: November 13, 2024.
Date Last Reviewed with Staff: November 7, 2024
Date of Last Review/Update: November 13, 2024

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	35		3	1
1	30	4		1
2	37		4	1
3	30	4		1
4	39		6	1
5	35	1	6	1
Other	12	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	37		3	1
1	31	3	1	1
2	31	1	3	1
3	37		4	1
4	58		3	2
5	69	1	2	2
Other	15	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	35	1	3	1
1	33	1	3	1
2	39		3	1
3	38		4	1
4	40		5	2
5	30	3		2
Other	16	4	2	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.6
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,451	\$2,625	\$6,826	\$95,033
District	N/A	N/A	\$9,707.61	\$87,886
Percent Difference - School Site and District	N/A	N/A	-34.9	7.8
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-44.8	-2.8

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, Gold Ridge receives supplemental state and federal funding through various categorical and support programs, including Title II: Supporting Effective Instruction, Title III: English Learners and Immigrant Student Program, Title IV: Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds for English Learners and Low-Income Students, and the Expanded Learning Opportunity Program. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2023-2024 school year SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,849	\$59,551
Mid-Range Teacher Salary	\$80,232	\$93,855
Highest Teacher Salary	\$115,230	\$120,219
Average Principal Salary (Elementary)	\$145,508	\$151,525
Average Principal Salary (Middle)	\$154,898	\$158,215
Average Principal Salary (High)	\$163,025	\$171,087
Superintendent Salary	\$349,440	\$300,043
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Folsom Cordova Unified School District provided staff with three professional development days this school year. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff works collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

Professional development is focused on supporting students master essential standards through collaborative work in Professional Learning Communities. Teachers have or will soon receive training in Behavior Rtl, the 15 Day Challenge with Maria Nielsen, Response to Instruction (Rtl), Renaissance, Lexia Core 5, enVision math, Benchmark for ELA, LETRS (Language Essentials for Teachers of Reading and Spelling), and Second Step.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3