

Foskett Ranch 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 | Foskett Ranch Elementary School |
| Street | 1561 Joiner Parkway |
| City, State, Zip | Lincoln, CA, 95648 |
| Phone Number | 916-434-5255 |
| Principal | Gina Pasquini |
| Email Address | gpasquini@wpusd.org |
| School Website | http://fres.wpusd.org/ |
| Grade Span | preK-5 |
| County-District-School (CDS) Code | 31-66951-0000000 |

2024-25 District Contact Information

| | |
|-------------------------|--|
| District Name | Western Placer Unified School District |
| Phone Number | (916) 645-6350 |
| Superintendent | Kerry Callahan |
| Email Address | kcallahan@wpusd.org |
| District Website | www.wpusd.org |

2024-25 School Description and Mission Statement

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 in August 2005 and currently educates about 450 preschool through 5th grade students. In addition to quality instruction based on high standards for achievement, our focus has been to build positive school and

2024-25 School Description and Mission Statement

community relations. Staff and parents organize family nights, festivals, and events to honor various achievements. Since the 2008-2009 school year we have continued our journey towards developing our school as a Professional Learning Community (PLC), a group that continually collaborates to seek 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, and 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 this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 103 |
| Grade 1 | 66 |
| Grade 2 | 51 |
| Grade 3 | 71 |
| Grade 4 | 55 |
| Grade 5 | 70 |
| Total Enrollment | 416 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 47.1 |
| Male | 52.9 |
| American Indian or Alaska Native | 0.7 |
| Asian | 4.8 |
| Black or African American | 3.4 |
| Filipino | 2.9 |
| Hispanic or Latino | 25 |
| Two or More Races | 11.1 |
| White | 51.7 |
| English Learners | 9.1 |
| Homeless | 1.7 |
| Socioeconomically Disadvantaged | 24.5 |
| Students with Disabilities | 17.3 |

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) | 14.30 | 87.73 | 332.80 | 75.58 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 2.00 | 12.27 | 6.60 | 1.51 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 6.70 | 1.53 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 81.90 | 18.61 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 12.20 | 2.77 | 18854.30 | 6.86 |
| Total Teaching Positions | 16.30 | 100.00 | 440.30 | 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) | 16.10 | 94.15 | 363.00 | 79.27 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 1.00 | 5.85 | 3.10 | 0.69 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 8.80 | 1.94 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 68.00 | 14.85 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 14.80 | 3.25 | 15831.90 | 5.67 |
| Total Teaching Positions | 17.10 | 100.00 | 458.00 | 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) | 18.10 | 94.76 | 368.30 | 78.80 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 3.20 | 0.70 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 5.24 | 12.70 | 2.72 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 63.80 | 13.66 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 19.20 | 4.11 | 14303.80 | 5.15 |
| Total Teaching Positions | 19.10 | 100.00 | 467.40 | 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 | 1 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 0.00 | 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 | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 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 | 3.8 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 5.80 | 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

Year and month in which the data were collected August 2024

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|--|-----------------------------|--|
| Reading/Language Arts | English/Language Arts, including the English language development component of an adopted program-(Adoption cycle 2015-2023) * K – 3 Benchmark Education Company Benchmark Advance (Adopted 2017) * 4 – 5 WPUSD English Language Arts Curriculum Maps and Anchor Texts; Curriculum Associates Ready Common Core Reading and Writing (Adopted 2017) | Yes | 0 |
| Mathematics | Mathematics – (Adoption Cycle 2014 - 2023) TK McGraw Hill My Math (Adopted 2014) McGraw Hill Reveal Math (Adopted 2023) | Yes | 0 |
| Science | o K – 5 Mystery Science (Adopted 2022) | Yes | 0 |
| History-Social Science | History-Social Science – (Adoption Cycle 2005 – 2007) K – 5 Pearson Scott Foresman History/Social Science for California (Adopted 2007) Note: To align with the new History-Social Science Framework (2016), WPUSD continues to transition to materials better aligned with the new framework and provides supplementary curriculum. K-5 teachers will pilot materials during the 2024-2025 school year (after the science adoption is completed). | Yes | 0 |
| Foreign Language | N/A | | N/A |
| Health | N/A | | 0 |
| Visual and Performing Arts | N/A | | 0 |

| | | | |
|---|-----|-----|-----|
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | N/A |
|---|-----|-----|-----|

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report 07/2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Gas systems and pipes appear safe, functional, and free of leaks. There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. The HVAC system is operable. Sewer line stoppage is not evident. 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 | Admin Office 1,920 sq ft Interior touch up paint needed K-2 1,240 sq ft Interior touch up paint needed Art Room 1,075 Touch up paint needed Science 1,092 sq ft Stained ceiling tile Library 2,232 Interior touch up paint needed Media Lab 1,092 sq ft: Stained ceiling tile Classroom 306 896 sq ft: Carpet stained Classroom 305 896 sq ft: Interior touch up paint needed Classroom 304 896 sq ft: Interior touch up paint needed Classroom 303 896 sq ft: Cracked floor tile, Interior touch up paint needed Classroom 302 896 sq ft : Carpet stain MPR 4,698 sq ft: Touch up paint needed Several cracked floor tiles Classroom 104 896 sq ft: Wall touch up needed Classroom 106 896 sq ft: Interior touch up paint needed Classroom 101 896 sq ft: Carpet stained, Interior touch up paint needed Classroom 204 896 sq ft: Interior touch up paint needed Classroom 207 896 sq ft: Several cracked floor tiles Classroom 209 896 sq ft: Interior touch up paint needed Classroom 210 896 sq ft: Several cracked floor tiles Interior systems appear to be clean, safe, and functional. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident. There is no evidence of a major pest or vermin infestation. |
| Electrical | X | | | There is no evidence that any portion of the school has a power failure. There are no exposed electrical |

School Facility Conditions and Planned Improvements

| | | | |
|---|---|---|---|
| | | | wires. Electrical equipment is properly covered and secured from pupil access. Lighting appears to be adequate and working properly, including exterior lights. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional, and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended. |
| Safety: Fire Safety, Hazardous Materials | | X | Classroom 307 840 sq ft: Exterior trim paint needed Classroom 306: Exterior touch up paint needed on door Classroom 302: Exterior trim paint touch up needed on door MPR 4,698 sq ft: Exterior paint needed Classroom 401 1,140 sq ft: Exterior touch up paint needed Classroom 402 960 sq ft: Exterior touch up paint needed The fire equipment and emergency systems appear to be functioning properly. The fire sprinklers appear to be in working order (e.g. there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exits signs function as designed, exits are unobstructed. there does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). |
| Structural: Structural Damage, Roofs | X | | K1 1,240 sq ft Roof leak evident Kitchen 1,140 sq ft: Roof leak evident Classroom 107 896 sq ft: Rain gutters need repaired There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, means, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure, and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. Roof systems appear to be functioning properly. |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | Classroom 105 896 sq ft: Several uneven walkway planters Classroom 203 896 sq ft: Several uneven planter areas near walkway Playground: Crack fill, slurry, and restriping needed The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk. |

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) | 51 | 48 | 55 | 53 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 41 | 38 | 42 | 42 | 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 | 201 | 200 | 99.50 | 0.50 | 47.50 |
| Female | 93 | 93 | 100.00 | 0.00 | 52.69 |
| Male | 108 | 107 | 99.07 | 0.93 | 42.99 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 42 | 41 | 97.62 | 2.38 | 48.78 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 24 | 24 | 100.00 | 0.00 | 54.17 |
| White | 111 | 111 | 100.00 | 0.00 | 45.95 |
| English Learners | 12 | 12 | 100.00 | 0.00 | 25.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 50 | 50 | 100.00 | 0.00 | 42.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 41 | 40 | 97.56 | 2.44 | 17.50 |

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 | 201 | 200 | 99.50 | 0.50 | 37.50 |
| Female | 93 | 93 | 100.00 | 0.00 | 36.56 |
| Male | 108 | 107 | 99.07 | 0.93 | 38.32 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 42 | 41 | 97.62 | 2.38 | 26.83 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 24 | 24 | 100.00 | 0.00 | 45.83 |
| White | 111 | 111 | 100.00 | 0.00 | 37.84 |
| English Learners | 12 | 12 | 100.00 | 0.00 | 16.67 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 50 | 50 | 100.00 | 0.00 | 26.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 41 | 40 | 97.56 | 2.44 | 15.00 |

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) | 61.11 | 35.29 | 36.03 | 33.43 | 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 | 70 | 70 | 100.00 | 0.00 | 34.29 |
| Female | 34 | 34 | 100.00 | 0.00 | 35.29 |
| Male | 36 | 36 | 100.00 | 0.00 | 33.33 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 13 | 13 | 100.00 | 0.00 | 23.08 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 43 | 43 | 100.00 | 0.00 | 34.88 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 20 | 20 | 100.00 | 0.00 | 35.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 16 | 16 | 100.00 | 0.00 | 12.50 |

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 | 96% | 93% | 96% | 94% | 96% |

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

Foskett Ranch parents are actively involved. In a typical year, 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, 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. The staff at Foskett Ranch has been thankful to be able to once again welcome parent and community volunteers on campus.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 444 | 439 | 85 | 19.4 |
| Female | 208 | 206 | 33 | 16.0 |
| Male | 236 | 233 | 52 | 22.3 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 21 | 21 | 3 | 14.3 |
| Black or African American | 14 | 14 | 4 | 28.6 |
| Filipino | 13 | 13 | 2 | 15.4 |
| Hispanic or Latino | 114 | 113 | 29 | 25.7 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 46 | 46 | 10 | 21.7 |
| White | 228 | 224 | 35 | 15.6 |
| English Learners | 45 | 43 | 3 | 7.0 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 132 | 130 | 37 | 28.5 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 98 | 95 | 31 | 32.6 |

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 |
| 0.26 | 1.16 | 0.9 | 3.12 | 2.47 | 2.01 | 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 | 0.17 | 0.12 | 0.04 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.90 | 0.00 |
| Female | 0.48 | 0.00 |
| Male | 1.27 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 7.14 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 1.32 | 0.00 |
| English Learners | 2.22 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.52 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.04 | 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

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

2024-25 School Safety Plan

annually and updated as necessary by the School Site Council. It can be found at <https://www.wpusd.org/our-district/accountability/safety-plans>

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 | 18 | 1 | 3 | |
| 1 | 18 | 3 | 6 | |
| 2 | 20 | 6 | | |
| 3 | 20 | 6 | 3 | |
| 4 | 26 | | 6 | |
| 5 | 25 | | 6 | |
| Other | 7 | 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 | 17 | 5 | 1 | |
| 1 | 18 | 3 | 6 | |
| 2 | 22 | | 9 | |
| 3 | 26 | | 6 | |
| 4 | 30 | | 6 | |
| 5 | 28 | | 6 | |
| Other | 9 | 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 | 26 | 1 | 2 | |
| 1 | 20 | 1 | 2 | |
| 2 | 24 | 1 | 2 | |
| 3 | 28 | | 2 | |
| 4 | 34 | | | 2 |
| 5 | 29 | | 2 | |
| Other | 10 | 6 | | |

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 | 1.4 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | 4 |

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 | \$16,778 | \$6,366 | \$10,412 | \$79,241 |
| District | N/A | N/A | \$10,270 | \$88,148 |
| Percent Difference - School Site and District | N/A | N/A | 1.4 | -10.6 |
| State | N/A | N/A | \$10,771 | \$94,694 |
| Percent Difference - School Site and State | N/A | N/A | -3.4 | -17.8 |

Fiscal Year 2023-24 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 or math 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 IReady program.

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 | \$54,259 | \$58,855 |
| Mid-Range Teacher Salary | \$92,257 | \$92,519 |
| Highest Teacher Salary | \$108,876 | \$114,665 |
| Average Principal Salary (Elementary) | \$129,656 | \$142,791 |
| Average Principal Salary (Middle) | \$134,787 | \$151,078 |
| Average Principal Salary (High) | \$148,891 | \$167,094 |
| Superintendent Salary | \$261,664 | \$281,086 |
| Percent of Budget for Teacher Salaries | 33% | 31% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

Professional Development

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, 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

Professional Development

assist schools to implement the English Language Development Standards (ELDS) 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.

The main areas of focus at Foskett Ranch for the 24-25 school year are math and Socio-Emotional Learning. Teachers are attending professional development for math instruction through IReady, Learning Solutions, and Placer County. They are also receiving ongoing professional development on PBIS.

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 | 12 | 12 | 12 |