

Foster City 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	Foster City Elementary School
Street	461 Beach Park Blvd
City, State, Zip	Foster City, CA 94404
Phone Number	(650) 312-7522
Principal	Amanda Goll
Email Address	agoll@smfcsd.net
School Website	https://foster-city.smfcsd.net/
Grade Span	K-5
County-District-School (CDS) Code	41690396044895

2024-25 District Contact Information

District Name	San Mateo-Foster City School District
Phone Number	(650) 312-7700
Superintendent	Diego R. Ochoa
Email Address	diegochoa@smfcsd.net
District Website	www.smfcsd.net

2024-25 School Description and Mission Statement

The Foster City School community of students, staff, and families collaborates to foster social-emotional well-being, academic achievement, and equity for all learners. With high expectations and a commitment to inclusivity, teachers and staff believe every student can succeed through standards-based instruction and differentiated teaching practices. Individuality is valued as students engage in a supportive environment that promotes responsibility, empathy, and a sense of belonging. Together, families and staff empower students to grow into compassionate, confident, and lifelong learners

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	106
Grade 1	102
Grade 2	114
Grade 3	123
Grade 4	106
Grade 5	128
Total Enrollment	679

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	0.6
Asian	53.6
Black or African American	0.7
Filipino	3.4
Hispanic or Latino	9
Native Hawaiian or Pacific Islander	0.9
Two or More Races	9.4
White	19.4
English Learners	18.1
Homeless	0.1
Socioeconomically Disadvantaged	12.4
Students with Disabilities	7.1

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)	36.00	94.74	469.60	88.13	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.30	0.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	7.80	1.47	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	25.50	4.79	12115.80	4.41
Unknown/Incomplete/NA	2.00	5.26	27.50	5.17	18854.30	6.86
Total Teaching Positions	38.00	100.00	532.80	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)	36.00	94.74	471.90	89.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.30	1.01	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.20	1.75	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	18.70	3.53	11953.10	4.28
Unknown/Incomplete/NA	2.00	5.26	24.80	4.68	15831.90	5.67
Total Teaching Positions	38.00	100.00	530.00	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)	31.00	93.94	429.30	85.43	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	1.19	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.03	23.30	4.64	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.20	2.43	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.03	31.60	6.30	14303.80	5.15
Total Teaching Positions	33.00	100.00	502.50	100.00	277698.00	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.

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 Misassignments	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	2.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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

Quality, Currency, Availability of Textbooks and Instructional Materials

The San Mateo-Foster City School District's highest priority is to work together to ensure that every student has access to the California core curriculum through appropriate instructional materials. 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 California 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.

In addition, SMFCSD implemented a supplemental phonemic awareness program, Heggerty in our TK-2 classrooms and Preventing Academic Failure (PAF) for reading in K-2.

Year and month in which the data were collected

January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The following textbooks and materials were adopted as indicated below: Transitional Kindergarten, Pearson, OWL Reading: Opening the World of Learning, 2011 English Language Arts/English Language Development: Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017 (SMFC Board Adopted Grades 6-8, ELA , SAVVAS Learning Co., LLC, 2025 (SMFC Board Adopted 2024) Grades 6-8 ELD, iLit SAVVAS Learning Co., LLC, 2025 (SMFC Board Adopted 2024)	Yes	0
Mathematics	The following textbooks and materials were adopted as indicated below: Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK Grades K-5 Zearn Mathematics, Ureka Math, 2016 (SMFC Board Adopted in 2020)	Yes	0

	Grades 6-8 Math Nation, Illustrative Math, 2013 (SMFC Board Adopted in 2020)		
Science	The following textbooks and materials were adopted as indicated below: Grades K-5, Twig (2019) (SMFC Board Adopted February 2020) Grades 6-8, OpenSciEd and Carolina Biological Supply Kendall Hunt (2021) (SMFC Board Adopted in 2022)	Yes	0
History-Social Science	The following textbooks and materials were adopted as indicated below: Grades K-5, Harcourt School Publishers, Reflections: California Series (2007) Grade 6-8 TCI-Teacher's Curriculum Institute, (2019) (SMFC Board Adopted, 2019)	Yes	0
Foreign Language	The following textbooks and materials were adopted by the District in 2003 for Grades 6-8: Spanish, Glencoe/McGraw Hill, Como Te Va French, Glencoe/McGraw Hill, Bon Voyage	Yes	0
Health	The following textbooks and materials were adopted by the District as indicated below: Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015) Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016) Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015)	Yes	0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

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

School Facility Conditions and Planned Improvements

The San Mateo-Foster City School District makes great efforts to ensure that all schools have environments that are clean, safe, and functional. The District's Maintenance staff ensures that the repairs necessary to keep schools in good repair and working order are completed in a timely manner, while the Operations staff ensures that the schools are kept clean. A work order process through a program called "Akita Box" is used to ensure efficient service; emergency repairs are given the highest priority. In addition to responding to emergency repairs in a timely manner, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools, based on enrollment, are staffed with at least one day and one night custodians to provide a clean and hazard-free environment. All of our comprehensive Middle Schools and Foster City Elementary now have two-day custodians and multiple night custodians based on their enrollment. Some of the larger schools, particularly the middle schools, are staffed with one-day custodians and two or three-night custodians. Principals, Assistant Principals and District's Maintenance staff work with the custodians to develop cleaning schedules to ensure clean and safe schools. The custodial staff follows the District's cleaning standards. In addition, the District uses a facility survey instrument developed by the State of California's Office of Public School Construction to evaluate the conditions of each school's facility. This evaluation is completed annually for each site. The inspections below were performed during the month of January 2023 to determine the school facilities' repair status.

Recent efforts to address non-routine needs include the passage by the voters of Measure X in 2015--a \$142 million dollar bond. Under Phase I of Measure X, Abbott and Borel Middle Schools have new classrooms (completed in late summer 2020)

School Facility Conditions and Planned Improvements

and new gyms/locker rooms (completed in Summer 2021). Bayside Academy has a new gym and locker rooms, which was completed in October 2020. The fourth Phase I project is the addition of a new school, Beach Park Elementary, in Foster City, completed in Spring 2021. Measure X Phase II construction began last year for new multipurpose buildings at George Hall and Sunnybrae Elementary Schools and new science and drama buildings at Bowditch Middle School. The final project of Measure X is the swapping of Fiesta Gardens and College Park campuses and the expansion of Fiesta Gardens to 8th grade with 7 new classrooms, a gym, and satellite administration space.

In July 2020, the Board of Trustees adopted the Facilities Master Plan for the New Decade. The Plan includes facility upgrades to provide a healthy environment for staff and students especially needed with the new realities of increased heat, wildfires and the pandemic; needed new facilities at some sites; and infrastructure improvements such as plumbing and electrical systems. The voters approved a bond measure, Measure T in November 2020 authorizing \$409 million to implement the Immediate Priorities identified in the Facilities Master Plan for the New Decade. The first round of Measure T projects include new Multi-Purpose Rooms at four elementary schools, HVAC addition or replacement at 18 schools, grass replaced with synthetic turf at all schools, paving maintenance, and new drinking fountains with water bottle fillers district-wide.

Year and month of the most recent FIT report

January 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Some permanent classrooms - flooring remodel; Phase 1 done Summer 2024
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restroom Modernization in 2025 Rooms 3-4 for Prek
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Solar Completed 2024;

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)	76	74	55	55	46	47
Mathematics (grades 3-8 and 11)	79	80	51	50	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	359	355	98.89	1.11	74.37
Female	162	158	97.53	2.47	79.75
Male	197	197	100.00	0.00	70.05
American Indian or Alaska Native	--	--	--	--	--
Asian	180	179	99.44	0.56	84.36
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	50.00
Hispanic or Latino	28	28	100.00	0.00	35.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	45	97.83	2.17	66.67
White	83	82	98.80	1.20	73.17
English Learners	43	42	97.67	2.33	33.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	14	14	100.00	0.00	50.00
Socioeconomically Disadvantaged	52	51	98.08	1.92	54.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	27	90.00	10.00	40.74

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	359	355	98.89	1.11	79.72
Female	162	159	98.15	1.85	78.62
Male	197	196	99.49	0.51	80.61
American Indian or Alaska Native	--	--	--	--	--
Asian	180	178	98.89	1.11	88.20
Black or African American	--	--	--	--	--
Filipino	16	16	100.00	0.00	68.75
Hispanic or Latino	28	28	100.00	0.00	42.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	45	97.83	2.17	82.22
White	83	83	100.00	0.00	75.90
English Learners	43	42	97.67	2.33	57.14
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	14	14	100.00	0.00	71.43
Socioeconomically Disadvantaged	52	51	98.08	1.92	64.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	27	90.00	10.00	55.56

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)	74.76	69.60	44.90	45.29	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	125	125	100.00	0.00	69.60
Female	58	58	100.00	0.00	67.24
Male	67	67	100.00	0.00	71.64
American Indian or Alaska Native	0	0	0	0	0
Asian	63	63	100.00	0.00	79.37
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	80.00
White	31	31	100.00	0.00	61.29
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.00	0.00	41.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	100%	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

Parent Involvement Contact:
Name - Katy Kendall
Email - katykendall2012@gmail.com
School Phone - 650-312-7522

Foster City School thrives on exceptional parental involvement, which enhances the school community through classroom support and PTA-sponsored events such as Science Nights, Scholastic Book Fairs, school dances, movie nights, talent shows, and Staff Appreciation Week. The PTA enriches students' experiences with structured play activities and fundraising efforts that directly benefit the library, classrooms, and school programs.

The school maintains strong communication with families through ParentSquare, newsletters, Coffee Connections, and other outreach efforts. Additionally, Foster City School benefits from active participation in the English Learner Advisory Council (ELAC) and the School Site Council (SSC). Together, the PTA, SSC, families, and staff form a dynamic network of support, fostering a collaborative and inclusive environment for all students.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	703	700	63	9.0
Female	327	325	32	9.8
Male	376	375	31	8.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	373	371	25	6.7
Black or African American	--	--	--	--
Filipino	25	25	3	12.0
Hispanic or Latino	63	63	10	15.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	65	65	7	10.8
White	140	140	14	10.0
English Learners	158	157	21	13.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	95	94	20	21.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	66	65	13	20.0

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
0.12	0	0.28	1.17	1.81	1.89	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	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.28	0.00
Female	0.31	0.00
Male	0.27	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.54	0.00
Black or African American	0.00	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	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.52	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

The San Mateo-Foster City District Handbook, updated each school year, contains the “Guiding Principles for All SMFCSD School Communities” aimed at creating a safe and caring school community where all students and families feel welcomed, valued and respected. These Guiding Principles (respect, responsibility, appreciation of differences, honesty, safety, and

2024-25 School Safety Plan

lifelong learning) communicate the expectations for behavior to students, parents, teachers, and administrators and are updated and reviewed annually. The principals were developed to be consistent with the State Education Code, policies of the San Mateo-Foster City School District Board of Trustees, and the School District's Strategic Plan.

Comprehensive School Safety Plans, developed individually for each school in conjunction with the San Mateo County Office of Education and City Services, include disaster preparedness and emergency procedures. The School Safety Plans provide role responsibility guidelines and processes required to address major emergencies. Each year, the District reviews all sites' Safety Plans to determine if all required components are included and to offer feedback and suggestions. Additionally, the CCSPs are reviewed and approved locally by the School Site Council prior to the SMFC Board of Trustees annual approval by March 1st annually.

California Education Code Section 32280 requires school fire evacuation as well as one practice lockdown drill. The District organizes two District-wide drills each year, using different scenarios to ensure the Big Five Safety Protocols (Shelter in Place, Secure Campus, Drop, Cover, and Hold On, Lockdown/Barricade and Evacuation) are in place, reviewed and practiced at each district location. Some practice drills will involve a District Command Center for communication with each school/program site and full emergency set-up. As a District collaborating with San Mateo County and the San Mateo County Office of Education, we participate yearly in Big Five training for staff. We also continue to build and expand our relationship with our first responders of the SM-FC Consolidated Police and Fire. Multiple opportunities for CPR, First Aid, and AED Training are provided annually for all district staff.

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	24	3	2	1
1	21	2	4	
2	21	2	3	
3	22		6	
4	20	3	2	
5	30		5	1
Other	10	2		

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	28	1	2	1
1	24		3	
2	21	3	3	
3	22	1	4	
4	26		5	
5	25	1	3	1
Other	18	2	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	23		3	
1	26		4	
2	23		5	
3	21	3	3	
4	27		4	
5	40		3	1
Other	8	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	679

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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	11967	2176	9792	108197
District	N/A	N/A	11803	\$96,707
Percent Difference - School Site and District	N/A	N/A	-18.6	11.2
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-9.5	11.6

Fiscal Year 2023-24 Types of Services Funded

Types of Services Funded (Fiscal Year 2017-2024)

The District funds a variety of items through the General Fund with funding from both the Local Control Funding Formula (LCFF) and a few Federal & State categorical programs. They are: Personnel salaries and benefits (i.e. certificated, classified, and administrators), Direct instruction (i.e. instructional aides, textbooks, other instructional materials), Instructional support (i.e. clerical, support staff, librarians, library aides), Pupil services (i.e. GATE, English Learners program, physical and mental health professionals, attendance clerks), Facilities (i.e. costs of repairs, replacement and upkeep of buildings), Maintenance and Operations (i.e. custodians, building trades technicians, grounds maintenance), Transportation, and Special Education (i.e. speech, occupational therapy, psychologists). In the 2023-2024 The District has added more positions to support students and families, including: mental health clinicians, more counselors and Community Service Specialists.

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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,660	\$58,553
Mid-Range Teacher Salary	\$93,771	\$93,924
Highest Teacher Salary	\$119,247	\$119,489
Average Principal Salary (Elementary)	\$175,640	\$149,898
Average Principal Salary (Middle)	\$177,306	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$291,500	\$270,432
Percent of Budget for Teacher Salaries	31.29	31.93
Percent of Budget for Administrative Salaries	6.14	5.62

Professional Development

Professional Development – 2022-23, 2023-24, 2024-25

The San Mateo-Foster City School District is committed to providing quality professional development opportunities for all staff. Training is available through optional days in the summer, three embedded professional development days during the school year, and other scheduled release times. Our primary focus for professional development is aligned to our District's Five Year Strategic Plan. The Strategic Plan was developed in collaboration with a variety of stakeholder groups, using current student academic, equity and wellness data to inform our professional learning needs.

Professional Development is differentiated by grade level spans and job roles in the areas of academics, student wellness and equity strategies. Throughout this school year, staff engage in a continuous content thread that is intended to give depth to professional development and not keep "adding new". Professional learning opportunities integrate content development and research-based instructional and assessment practices to meet the needs of all learners, specifically Multilingual Learners, Students with Disabilities and students from economically struggling families (SED).

In addition, beginning teachers receive professional development through our District-based Induction program. Veteran teachers can participate in a Peer Assistance Review (PAR) program for individual support.

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	3	3	3