# Foster City Elementary School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

### 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/. |

## 2025-26 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** | Leah Pason |
| **Email Address** | lpason@smfcsd.net |
| **School Website** | https://foster-city.smfcsd.net/ |
| **Grade Span** | K-5 |
| **County-District-School (CDS) Code** | 41690396044895 |

## 2025-26 District Contact Information

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

## 2025-26 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

### 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 116 |
| **Grade 1** | 69 |
| **Grade 2** | 100 |
| **Grade 3** | 114 |
| **Grade 4** | 114 |
| **Grade 5** | 111 |
| **Total Enrollment** | 624 |

### 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 47 |
| **Male** | 53 |
| **American Indian or Alaska Native** | 0.5 |
| **Asian** | 57.2 |
| **Black or African American** | 0.5 |
| **Filipino** | 2.7 |
| **Hispanic or Latino** | 9.6 |
| **Native Hawaiian or Pacific Islander** | 1.1 |
| **Two or More Races** | 9 |
| **White** | 17.1 |
| **English Learners** | 16.5 |
| **Homeless** | 0.3 |
| **Socioeconomically Disadvantaged** | 12 |
| **Students with Disabilities** | 9.9 |

## 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.

## 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 | 94.74 | 471.9 | 89.04 | 234405.2 | 84 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 5.3 | 1.01 | 4853 | 1.74 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0 | 0 | 9.2 | 1.75 | 12001.5 | 4.3 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0 | 0 | 18.7 | 3.53 | 11953.1 | 4.28 |
| **Unknown/Incomplete/NA** | 2 | 5.26 | 24.8 | 4.68 | 15831.9 | 5.67 |
| **Total Teaching Positions** | 38 | 100 | 530 | 100 | 279044.8 | 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.

## 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 | 93.94 | 429.3 | 85.43 | 231142.4 | 83.24 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 6 | 1.19 | 5566.4 | 2 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 1 | 3.03 | 23.3 | 4.64 | 14938.3 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0 | 0 | 12.2 | 2.43 | 11746.9 | 4.23 |
| **Unknown/Incomplete/NA** | 1 | 3.03 | 31.6 | 6.3 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 33 | 100 | 502.5 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

## 2023-24 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)** | 30 | 93.75 | 443.4 | 86.1 | 230039.4 | 100 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 8 | 1.55 | 6213.8 | 2.23 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 0 | 0 | 16.7 | 3.25 | 16855 | 6.04 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 0 | 0 | 28.9 | 5.62 | 12112.8 | 4.34 |
| **Unknown/Incomplete/NA** | 2 | 6.25 | 17.8 | 3.47 | 13705.8 | 4.91 |
| **Total Teaching Positions** | 32 | 100 | 515 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Permits and Waivers** | 0.00 | 0 | 0 |
| **Misassignments** | 0.00 | 1 | 0 |
| **Vacant Positions** | 0.00 | 0 | 0 |
| **Total Teachers Without Credentials and Misassignments** | 0.00 | 1 | 0 |

## Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Credentialed Teachers Authorized on a Permit or Waiver** | 0.00 | 0 | 0 |
| **Local Assignment Options** | 0.00 | 0 | 0 |
| **Total Out-of-Field Teachers** | 0.00 | 0 | 0 |

## Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 2.8 | 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 | 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.

## 2025-26 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.

SMFCSD also implemented a supplemental phonemic awareness program, Heggerty in our TK-2 classrooms and Preventing Academic Failure (PAF) for reading in K-2. Additionally, Teachers' Curriculum Institute, Social Studies Alive! for Elementary Social Studies was approved by the School Board as an instructional materials resources as we plan for elementary instructional materials adoption to be piloted and adopted in 2027-28. Our Montessori schools (North Shoreview & Parkside) implement Units of Study for ELA and Montessori Core Curriculum materials per a Waiver approved by the school Board (2021).

| | |
|---|---|
| **Year and month in which the data were collected** | January 2026 |

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| **Reading/Language Arts** | The following textbooks and materials were adopted as indicated below:<br>Transitional Kindergarten, Three Cheers for Pre-K, SAVVAS Learning Co. LLC, 2011, (SMFC Board Adopted 2025)<br>English Language Arts/English Language Development:<br>Grades K-5, Benchmark Advance and Benchmark Adelante (Fiesta Gardens only), California Edition, 2017<br>Grades 6-8, ELA , SAVVAS Learning Co., LLC, 2025 (SMFC Board Adopted 2024)<br>Grades 6-8 ELD, iLit SAVVAS Learning Co., LLC, 2025 (SMFC Board Adopted 2024) | 0 |
| **Mathematics** | The following textbooks and materials were adopted as indicated below:<br>Pearson, OWL Reading: Opening the World of Learning, 2011, Gr. TK | 0 |

| | | |
|---|---|---|
| | Grades K-5 Zearn Mathematics, Ureka Math, 2016 (SMFC Board Adopted in 2020)<br>Grades 6-8 Math Nation, Illustrative Math, 2013 (SMFC Board Adopted in 2020) | |
| **Science** | The following textbooks and materials were adopted as indicated below:<br>Grades K-5, Twig (2019) (SMFC Board Adopted February 2020)<br>Grades 6-8, OpenSciEd and Carolina Biological Supply Kendall Hunt (2021) (SMFC Board Adopted in 2022) | 0 |
| **History-Social Science** | The following textbooks and materials were adopted as indicated below:<br>Grades K-5, TCI-Teacher's Curriculum Institute (2016) (SMFC Board Adopted for interim materials, 2025)<br>Grade 6-8 TCI-Teacher's Curriculum Institute, (2019) (SMFC Board Adopted, 2019) | 0 |
| **Foreign Language** | The following textbooks and materials were adopted by the District in 2003 for Grades 6-8:<br>Spanish, Glencoe/McGraw Hill, Como Te Va<br>French, Glencoe/McGraw Hill, Bon Voyage | 0 |
| **Health** | The following textbooks and materials were adopted by the District as indicated below:<br>Mendez Foundation: Too Good For Drugs, Grade 4, (2014) (SMFC Board Adopted, 2015)<br>Health Connected: Puberty Talk, Grades 5-6, (2014) (SMFC Board Adopted, 2016)<br>Health Connected: Teen Talk, Grades 7-8, (2014) (SMFC Board Adopted, 2015) | 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 every effort to ensure that all schools provide clean, safe, and functional environments. The District's Maintenance staff ensures that necessary repairs to keep schools in good 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, with emergency repairs given the highest priority. In addition to responding to emergency repairs promptly, the Maintenance Department schedules extra "preventive maintenance" days to catch up on routine repairs and enhancements.

Most District schools are staffed with at least one day and one night custodian to provide a clean and hazard-free environment, based on enrollment. 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 custodian and two or three night custodians. Principals, Assistant Principals, and the 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 January 2026 to determine the repair status of school facilities.

## School Facility Conditions and Planned Improvements

Recent efforts to address non-routine needs include the passage of Measure X (2015 $142M) and Measure T (2020 $409M). Under Measure X, Abbott and Borel Middle Schools have new classrooms and new gyms/locker rooms. Bayside Academy has a new gym and locker rooms, and a new school, Beach Park Elementary, opened in Foster City. Measure X Phase II was completed last year with new multipurpose buildings at George Hall & Sunnybrae Elementary Schools, and science and drama buildings at Bowditch MS. The final project of Measure X is the swapping of the 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, which began construction in Spring 2025.

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, as well as infrastructure improvements such as plumbing and electrical systems. Voters approved a bond measure, Measure T in 2020 to implement the Immediate Priorities identified in the 2020 Facilities Master Plan. Priority projects included new Multi-Purpose Rooms at four elementary schools, HVAC addition or replacement at 18 schools, replacement of grass with synthetic turf at all schools, paving maintenance, restroom modernization, and new drinking fountains with water bottle fillers district-wide. Last fall, 18 new classrooms opened at Bowditch MS, replacing outdated windowless rooms.

In Spring 2025, the District began updating the 2020 Facilities Master Plan. Even though progress has been made to facilities with two prior bonds, many classrooms have not been modernized in over 20 years. The 2026 Facilities Master Plan reflects over one billion dollars of need across the District and will go to the Board for review in January 2026. The Board is reviewing the possibility of pursuing another Bond in 2026.

| | |
|---|---|
| **Year and month of the most recent FIT report** | November 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 | | | |
| **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 | | |

## 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 Assessments 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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 74 | 73 | 55 | 52 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 80 | 76 | 50 | 49 | 35 | 37 |

### 2024-25 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** | 334 | 328 | 98.20 | 1.80 | 73.48 |
| **Female** | 153 | 150 | 98.04 | 1.96 | 73.33 |
| **Male** | 181 | 178 | 98.34 | 1.66 | 73.60 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 165 | 164 | 99.39 | 0.61 | 81.71 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 11 | 11 | 100.00 | 0.00 | 81.82 |
| **Hispanic or Latino** | 34 | 33 | 97.06 | 2.94 | 54.55 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | 44 | 41 | 93.18 | 6.82 | 65.85 |
| **White** | 77 | 77 | 100.00 | 0.00 | 68.83 |
| **English Learners** | 41 | 37 | 90.24 | 9.76 | 29.73 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 14 | 14 | 100.00 | 0.00 | 78.57 |
| **Socioeconomically Disadvantaged** | 43 | 41 | 95.35 | 4.65 | 51.22 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 39 | 35 | 89.74 | 10.26 | 25.71 |

## 2024-25 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** | 334 | 330 | 98.80 | 1.20 | 76.06 |
| **Female** | 153 | 151 | 98.69 | 1.31 | 73.51 |
| **Male** | 181 | 179 | 98.90 | 1.10 | 78.21 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 165 | 164 | 99.39 | 0.61 | 89.02 |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | 11 | 11 | 100.00 | 0.00 | 72.73 |
| **Hispanic or Latino** | 34 | 33 | 97.06 | 2.94 | 51.52 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | 44 | 43 | 97.73 | 2.27 | 62.79 |
| **White** | 77 | 77 | 100.00 | 0.00 | 67.53 |
| **English Learners** | 41 | 39 | 95.12 | 4.88 | 51.28 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 14 | 14 | 100.00 | 0.00 | 71.43 |
| **Socioeconomically Disadvantaged** | 43 | 42 | 97.67 | 2.33 | 57.14 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 39 | 35 | 89.74 | 10.26 | 28.57 |

## 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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 69.6 | 56.19 | 45.29 | 42.19 | 30.73 | 32.52 |

## 2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 106 | 105 | 99.06 | 0.94 | 56.19 |
| **Female** | 42 | 41 | 97.62 | 2.38 | 63.41 |
| **Male** | 64 | 64 | 100.00 | 0.00 | 51.56 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 54 | 54 | 100.00 | 0.00 | 64.81 |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | -- | -- | -- | -- | -- |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 14 | 13 | 92.86 | 7.14 | 53.85 |
| **White** | 24 | 24 | 100.00 | 0.00 | 45.83 |
| **English Learners** | 13 | 13 | 100.00 | 0.00 | 23.08 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | -- | -- | -- | -- | -- |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 13 | 12 | 92.31 | 7.69 | 25.00 |

# 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.

## 2024-25 California Physical Fitness Test Participation Rates

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** | 95 | 93 | 97 | 93 | 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.

### 2025-26 Opportunities for Parental Involvement

Parent Involvement Contact:
Name - Christine Loong
Email - cloong@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.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 641 | 633 | 49 | 7.7 |
| **Female** | 299 | 298 | 24 | 8.1 |
| **Male** | 342 | 335 | 25 | 7.5 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | 362 | 360 | 19 | 5.3 |
| **Black or African American** | -- | -- | -- | -- |
| **Filipino** | 17 | 17 | 1 | 5.9 |
| **Hispanic or Latino** | 69 | 64 | 9 | 14.1 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | 58 | 57 | 3 | 5.3 |
| **White** | 108 | 108 | 13 | 12.0 |
| **English Learners** | 109 | 109 | 20 | 18.3 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 83 | 80 | 19 | 23.8 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 71 | 70 | 10 | 14.3 |

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0.28 | 0.47 | 1.81 | 1.89 | 1.91 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.08 | 0.07 | 0.06 |

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 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| **All Students** | 0.47 | 0.00 |
| **Female** | 0.67 | 0.00 |
| **Male** | 0.29 | 0.00 |
| **Non-Binary** | 0.00 | 0.00 |
| **American Indian or Alaska Native** | 0.00 | 0.00 |
| **Asian** | 0.55 | 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** | 1.72 | 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** | 0.00 | 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.

## 2025-26 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 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.

## 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 | 0 | 3 | 0 |
| **2** | 21 | 3 | 3 | 0 |
| **3** | 22 | 1 | 4 | 0 |
| **4** | 26 | 0 | 5 | 0 |
| **5** | 25 | 1 | 3 | 1 |
| **6** | 0 | 0 | 0 | 0 |
| **Other** | 18 | 2 | 3 | 0 |

## 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 | 0 | 3 | 0 |
| **1** | 26 | 0 | 4 | 0 |
| **2** | 23 | 0 | 5 | 0 |
| **3** | 21 | 3 | 3 | 0 |
| **4** | 27 | 0 | 4 | 0 |
| **5** | 32 | 0 | 4 | 0 |
| **6** | 0 | 0 | 0 | 0 |
| **Other** | 8 | 2 | 0 | 0 |

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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** | 25 | | 3 | |
| **1** | 23 | | 3 | |
| **2** | 20 | 5 | | |
| **3** | 23 | | 5 | |
| **4** | 29 | | 4 | |
| **5** | 28 | | 4 | |
| **Other** | 16 | 2 | 1 | |

## 2024-25 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 |

## 2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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** | 12448 | 2651 | 9797 | 108293 |
| **District** | N/A | N/A | 12226 | $98,638 |
| **Percent Difference - School Site and District** | N/A | N/A | -22.1 | 9.3 |
| **State** | N/A | N/A | $11,146 | $101,700 |
| **Percent Difference - School Site and State** | N/A | N/A | -12.9 | 6.3 |

## Fiscal Year 2024-25 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 an families, including: mental health clinicians, more counselors and Community Service Specialists.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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** | $62,480 | $61,597 |
| **Mid-Range Teacher Salary** | $96,584 | $98,902 |
| **Highest Teacher Salary** | $122,824 | $126,340 |
| **Average Principal Salary (Elementary)** | $185,280 | $158,383 |
| **Average Principal Salary (Middle)** | $189,843 | $165,207 |
| **Average Principal Salary (High)** | | $162,237 |
| **Superintendent Salary** | $300,245 | $288,332 |
| **Percent of Budget for Teacher Salaries** | 30.64% | 31.29% |
| **Percent of Budget for Administrative Salaries** | 6.03% | 5.38% |

## Professional Development

Professional Development –2023-24, 2024-25, 2025-26

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 | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 3 | 3 | 3 |