Foskett Ranch Elementary School

1561 Joiner Parkway • Lincoln, CA 95648 • 916-434-5255 • Grades K-5
Kelly Castillo, Principal
kcastillo@wpusd.org
fres.wpusd.org

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Western Placer Unified School District

600 6th Street, Suite 400
Lincoln, CA 95648
(916) 645-6350
www.wpusd.org

District Governing Board

Paul Carras

Brian Haley

Kris Wyatt

Damian Armitage

Paul Long

District Administration

Scott Leaman
Superintendent

Kerry Callahan
Deputy Superintendent, Educational Services

Audrey Kilpatrick
Assistant Superintendent, Business

Gabe Simon
Assistant Superintendent, Human Resources

Susan Watkins
Director, Special Education

Kathleen Leehane
Director, Supplemental Programs and Accountability

Scott Pickett
Director, Educational Services

Christina Lawson
Director, Food Services

Carrie Carlson
Director, of Business Services

Stan Brandl
Director, Maintenance and Operations

Tsugufumi Furuyama
Director, Technology

Mike Adell
Director, Facilities

Mark Derossett
Director, Transportation

School Description

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 to 360 students in August 2005 and has grown to 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 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, 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 the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	74
Grade 1	68
Grade 2	69
Grade 3	67
Grade 4	59
Grade 5	76
Total Enrollment	413

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.5
Asian	2.2
Filipino	1.7
Hispanic or Latino	26.4
Native Hawaiian or Pacific Islander	0.5
White	62
Two or More Races	3.4
Socioeconomically Disadvantaged	17.9
English Learners	4.6
Students with Disabilities	12.1

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

Teacher Credentials for Foskett Ranch	17-18	18-19	19-20
With Full Credential	28	28	21
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Western Placer Unified	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Foskett Ranch Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials
Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Mathematics – (Adoption Cycle 2014 - 2022) TK McGraw Hill My Math (Adopted 2014) K – 5 Pearson Envisions (Adopted 2014) K – 5 Curriculum Associates Ready Common Core Math (Supplement 2019) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Science – (Adoption Cycle 2006 – 2008) K – 5 Delta Science/FOSS (Adopted 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	History-Social Science – (Adoption Cycle 2005 – 2007) K – 5 Pearson Scott Foresman History/Social Science for California (Adopted 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/7/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	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	Good	Classroom 104: Crack in wall below window
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. There is no evidence of a major pest or vermin infestation.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. There are no exposed electrical 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	Good	Science: Fill holes in tile where soap dispensers were removed, Stained ceiling tile
Safety: Fire Safety, Hazardous Materials	Good	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 exit 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	Good	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, beams, 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. Office: Ceiling tile stained along with roof leak. Classroom 107: Rain gutters dripping at seams.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	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 Rating	**Good**	

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, which 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); and

- 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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	61	61	55	57	50	50
Math	49	55	43	45	38	39

Note: Percentages are not calculated 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.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	22.4	22.4	13.2

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	200	199	99.50	61.31
Male	104	103	99.04	53.40
Female	96	96	100.00	69.79
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	53	100.00	43.40
Native Hawaiian or Pacific Islander	--	--	--	--
White	124	123	99.19	69.92
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.00	36.84
English Learners	16	16	100.00	25.00
Students with Disabilities	29	29	100.00	31.03

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	200	199	99.50	54.77
Male	104	103	99.04	51.46
Female	96	96	100.00	58.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	53	100.00	43.40
Native Hawaiian or Pacific Islander	--	--	--	--
White	124	123	99.19	61.79
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	38	100.00	31.58
English Learners	16	16	100.00	37.50
Students with Disabilities	29	29	100.00	24.14

Note: 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.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Foskett Ranch parents are actively involved. Parents assist teachers daily in the classroom with small group instruction, art presentations and projects, preparing lessons, chaperoning field trips and at class social events. Our Parent Teacher Organization (PTO) enhances the school's instructional program. Parents and staff on this committee organize and host activities and events such as fundraisers, family nights held each trimester, book fairs, 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.

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.

School Safety Plan
Foskett Ranch has on file a Safe Schools Plan (SSP) incorporating elements of Board Policy, the School Plan for Student Achievement, the Family Handbook, and the Site Crisis Management Plan. The SSP addresses a wide range of safety issues such as student discipline, safe entry and exit to campus, physical plant safety, and crisis intervention. The SSP is reviewed annually and updated as necessary by the School Site Council.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.2	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.4	1.9	2.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.9375
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	

*   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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	105	1	3	2	16	3	1		19	2	2	
1	25		3		23		3		22		3	
2	22	1	2		23	1	2		23		3	
3	24		3		21		3		22	1	2	
4	23		3		30		2		25		2	
5	23	1	3		47	1	3	2	92	1	3	2
Other**	8	1										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	11	12	19

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 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. This year, three grade levels work with an outside consultant to participate in a deep study of the state math frameworks and the standards to design lessons and units that address the rigor of the math frameworks.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,893	$49,084
Mid-Range Teacher Salary	$71,003	$76,091
Highest Teacher Salary	$93,595	$95,728
Average Principal Salary (ES)	$108,151	$118,990
Average Principal Salary (MS)	$115,051	$125,674
Average Principal Salary (HS)	$127,942	$137,589
Superintendent Salary	$189,844	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	35%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$13,086	$4,397	$8,690	$88,769
District	N/A	N/A	$7,778	$82,323.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	11.1	7.5
School Site/ State	14.6	12.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 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 Accelerated Reader program.

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).

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.