



FOULKS RANCH ELEMENTARY

6211 Laguna Park Dr
Elk Grove, CA 95758
(916) 684-8177

Board of Education
Jeanette J. Amavisca
Pollyanna Cooper-LeVangie
Priscilla S. Cox
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William H. Lugg, Jr.
Chet Madison, Sr.
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Hours of Operation

Our office is open from 7:30 a.m. to 4:00 p.m. Monday through Friday. The office staff can assist parents with registering and enrolling their children and can give information about programs at the school.

School Highlights and Awards

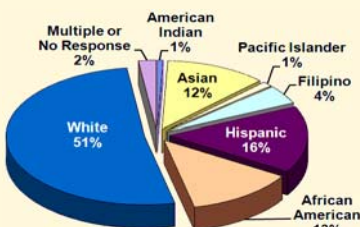
- No Child Left Behind, US Department of Education, Blue Ribbon School, 2004
- California Department of Education Distinguished School, 2002
- Sacramento County National History Day School of the Year, 2008
- Project Citizen National Superior Ranking, 2008
- SPARK Showcase School

Student Demographics

| | School | District |
|---------------------|--------|----------|
| Enrollment | 1,024 | 61,573 |
| English Learners | 71 | 10,241 |
| Languages Spoken | 12 | 72 |
| Students of Poverty | 231 | 29,915 |
| GATE | 36 | 3,784 |

SOURCE: Enrollment: 2008 CBEDS, California Dept. of Education; Students of Poverty and GATE: October 2008, EGUSD; English Learners and Languages Spoken: March 2008, EGUSD

Population by Ethnicity



SOURCE: 2008 CBEDS, California Dept. of Education

Introduction from the Board

Thank you for your interest and commitment to your child's education, and your continuing partnership in teaching and learning. In order to best serve our community, we have created this condensed version of the full School Accountability Report Card (SARC) with the mission of presenting information about each of our schools in a clear, parent friendly format. If you are interested in viewing the full SARC report for your child's school, you will find it at the district website: www.egusd.net.

A Message From the Principal

Foulks Ranch Elementary
A Community of Lifelong Learners!

In September 2004, Foulks Ranch Elementary School became a National Blue Ribbon School. This prestigious honor came from the U.S. Department of Education in recognition of the sustained success of our school under the No Child Left Behind Act. Five years later, we still feel we meet all the criteria that brought us Blue Ribbon status in 2004. Our tradition of excellence is evident through all of our doors.

Our staff is committed to meeting the learning needs of every child. We are committed to our school mission. The Foulks Ranch Elementary community - consisting of students, staff, and families - has the shared responsibility to: infuse essential skills necessary for each student to experience academic and social success; provide a safe and nurturing environment that fosters responsible citizenship; and model and develop respect for diversity, while recognizing commonality.

We welcome parents as partners in their child's learning adventure. Parent involvement is an essential component of our school. This support is given, recognized, and appreciated in many different ways. Some parents help plan the programs and policies, while others serve as classroom and library volunteers, plan family activities, or work as art docents. Parents also support student success by providing space, time, and encouragement for daily homework and by sending a clear message that education and regular school attendance are important to the family.

Our district's mission is to provide a learning community that challenges ALL students to realize their greatest potential. We are committed to a region-wide effort that supports our district's mission, from our Pre-K classes through 12th grade. The administrators of the Laguna Creek Region recognize that it takes all of us to work together.

Our success in implementing our district's mission is seen in the progress our children make each year. We continue to focus on meeting the individual needs of each child. Our staff continues to work with parents to ensure each child's opportunity for success.

Mary Beth Kropp, Principal
Foulks Ranch Elementary

Parental Involvement

Our school has an active PTO that raised over \$50,000 last year. We start the school year with Back to School Night, held the Thursday before school begins in July. All parents are invited to meet their child's teacher and our PTO Board. We actively recruit parents to support our Art Docent Program that brings art education into each classroom. Open House in the Spring helps us showcase some of our student art and opens the classrooms up for tours. We invite parents to parent, teacher, and student conferences throughout the year as needed. Parents are always welcome to volunteer in their child's classroom to support the academic program. Parents can also become involved by joining the PTO or the School Site Council. Parent support is essential to our success. To learn more about volunteering, visit our website or call the school office.

Teacher Credentials and Misassignments

| Teacher Credentials | | 2007-2008 |
|--------------------------|--|-----------|
| Total Number of Teachers | | 53 |
| Total Full Credentials | | 51 |

SOURCE: 2007-2008 CBEDS, California Dept. of Education

| Teacher Misassignments and Vacancies | | 2008-2009 |
|---|--|-----------|
| Misassignments of Teachers of English Learners | | 0 |
| Misassignments Due to Subject Matter Competency | | 0 |
| Teacher Vacancies | | 0 |

SOURCE: 2008-2009, EGUSD

In the 2008-2009 school year, over 99 percent of the district's teachers held full teaching credentials. In addition to being fully credentialed, if a class is 20 percent or more English Learners (EL), the teacher should hold a supplementary authorization to instruct students in learning English or they are considered misassigned. Our district is working to remedy these misassignments by providing training opportunities for teachers to earn these authorizations and providing ongoing professional development in strategies to help EL students.

In subjects with a shortage, a fully credentialed teacher is sometimes asked to teach outside of their subject matter competency area until an appropriately credentialed teacher can be hired. In these cases, teachers are counted as misassigned.

Vacancies are defined as a position to which a permanent teacher has not been assigned by the beginning of the course. Most vacancies in our district are in subject areas where qualified teachers are in shortage.

School Facility Conditions and Planned Improvement

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. Included is more specific information on the condition of the school. Our school has 38 classrooms, a multipurpose room, a library, two computer labs, and an administration building. The main campus was built in 1989.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or the district Facilities Department. The principal works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

There are no corrective actions necessary at this time.

School Facility Good Repair Status

Date of facilities inspection: 10/26/07

| Item Inspected | Repair Status | | | Repair Needed |
|--------------------------------------|---------------|------|------|---------------|
| | Good | Fair | Poor | |
| Gas Leaks | x | | | None |
| Mechanical Systems | x | | | None |
| Windows/Doors/Gates (int. and ext.) | x | | | None |
| Interior Walls, Floors, and Ceilings | x | | | None |
| Hazardous Materials (int. and ext.) | x | | | None |
| Structural Damage | x | | | None |
| Fire Safety | x | | | None |
| Electrical (interior and exterior) | x | | | None |
| Pest/Vermin Infestation | x | | | None |
| Drinking Fountains (int. and ext.) | x | | | None |
| Restrooms | x | | | None |
| Sewer | x | | | None |
| Playground/School Grounds | x | | | None |
| Roofs | x | | | None |
| Overall Cleanliness | x | | | None |

| | Exemplary | Good | Fair | Poor |
|-----------------|-----------|------|------|------|
| Overall Summary | | x | | |

SOURCE: 2008-2009, EGUSD

Class Size

In Elk Grove schools, our research shows that small class sizes lead to higher student engagement and academic achievement. It has been a top priority in our district to reduce class sizes over the last several years. We have reduced class size to 20 to 1 in Kindergarten through 3rd grade, and 26 to 1 in 4th through 6th grades. At the secondary level, certain core classes, such as Algebra I and 9th grade English, have reduced class sizes.

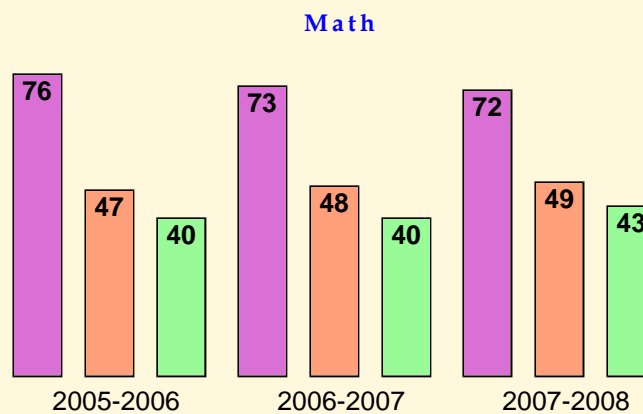
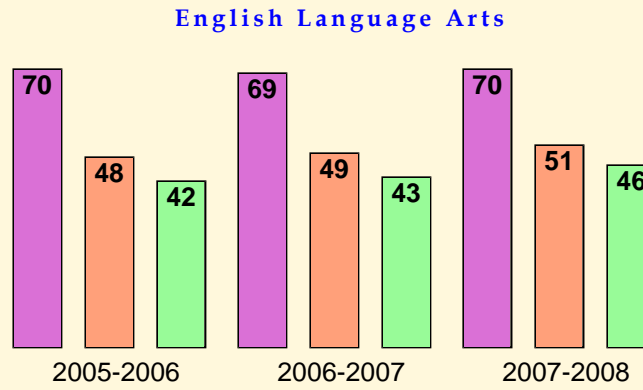
| School Average | |
|----------------|------|
| Kindergarten | 20.0 |
| Grade 1 | 20.0 |
| Grade 2 | 19.4 |
| Grade 3 | 19.6 |
| Grade 4 | 25.7 |
| Grade 5 | 26.0 |
| Grade 6 | 25.7 |

SOURCE: 2008 CBEDS, California Dept. of Education

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Students scoring at the Proficient or Advanced level meet state standards in that content area.

Data reported are the percent of students scoring at the Proficient or Advanced levels.



| Legend | |
|----------|---|
| School | |
| District | |
| State | |

SOURCE: Spring 2008, California Dept. of Education

Academic Performance Index (API)

The Academic Performance Index is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet. Each year a school's API is required to increase a minimum of 5% until they meet the 800 target overall and for significant subgroups. Schools across the state are ranked into ten categories, from one (lowest) to ten (highest), which is referred to as their statewide rank. In addition, each school is compared to 100 statistically matched similar schools and ranked against this group. This ranking is also ranked into ten categories, from one to ten. These ranks are published when the Base API is released each March.

| | |
|----------------------|-----|
| Growth Score | 876 |
| Statewide Rank | 9 |
| Similar Schools Rank | 9 |

SOURCE: 2007-2008, California Dept. of Education

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups.

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. In the 2008-2009 school year, there are no Program Improvement schools in our district.

| | |
|------------------------|-----|
| Overall AYP Status Met | Yes |
| Program Improvement | N/A |

SOURCE: 2007-2008, California Dept. of Education

Professional Development

Our school and district offer a variety of professional learning opportunities for teachers, instructional aides, and non-instructional support staff. Our school staff meets every other week in grade level teams. Teachers use this time to meet and review student work, make determinations about students' strengths and weaknesses, and plan subsequent instruction to meet students' needs.

Our teachers also take part in a district math professional development program for teachers of grades 4-7 that is intended to increase students' conceptual understanding of mathematics. Additionally, special education teachers have numerous opportunities to learn how to best meet the needs of students with learning disabilities.

New teachers who have been teaching fewer than two years are supported by the district's beginning teacher program. They meet weekly with an experienced mentor to discuss their successes, challenges, and new ideas for their classrooms.

Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office clerks, and custodians may take classes that relate to their work such as learning new computer skills and learning to work more efficiently and in ergonomically correct ways.

School Safety Plan

Your child's safety is important to us at Foulks Ranch Elementary. We believe that nothing should get in the way of the academic achievement of our students. Our district is committed to providing a safe, secure environment for learning. Our staff reviewed and updated our School Safety Plan in August 2008. An "Emergency Handbook", outlining a plan of action for emergencies such as earthquakes, fires, floods, and chemical spills, is kept in the school office. Periodic school safety inspections are conducted by the County of Sacramento. The district's Police Services Department works closely with our school site to provide a safe and secure environment for all students.

Specialized Programs

At our school, we have highly qualified staff to assist students with special learning needs. Our Learning Center team works with our intervention team to support students on an Individualized Education Program (IEP) or not meeting grade level standards. Strong collaboration between the general education staff and the Learning Center staff ensure that all students have an opportunity to be successful in school. We support an Inclusion program for students who qualify. Our intervention team includes teachers that support English Learners in the classroom in small groups. Gifted and Talented students and students who choose to work on an accelerated contract in grades 4-6 can participate in the Foulks Ranch Accelerated Program (FRAP).

Average Salaries

Data reported are the district's average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409.

| Teachers | EGUSD 50,000+ ADA | State Average 20,000+ ADA |
|---------------------------------|-------------------|---------------------------|
| Beginning | \$40,047 | \$40,721 |
| Midrange | \$59,384 | \$65,190 |
| Highest | \$82,031 | \$84,151 |
| Principals | | |
| Elementary | \$109,155 | \$104,476 |
| Middle | \$109,139 | \$108,527 |
| High | \$120,324 | \$119,210 |
| District Superintendent | \$221,536 | \$210,769 |
| Share of budget used for | | |
| Teachers' salaries | 45.4% | 39.9% |
| Administrative salaries | 4.7% | 5.5% |

SOURCE: FY 2006-2007, California Dept. of Education

District Administration

Steven M. Ladd, Ed.D.
Superintendent
Xavier De La Torre, Ed.D.
Associate Superintendent,
Human Resources
Nancy Lucia
Associate Superintendent,
Education Services
Richard Odegaard
Associate Superintendent,
Finance & School Support
Christina Penna
Associate Superintendent,
Secondary Education
Robert Pierce
Associate Superintendent,
Facilities
L. Steven Winlock, Ed.D.
Associate Superintendent,
Elementary Education

Average Daily Attendance

| | Percent |
|----------|---------|
| School | 96.03% |
| District | 95.37% |

SOURCE: 2007-2008, EGUSD

Discipline

| | School | District |
|-------------|--------|----------|
| Suspensions | 44 | 12,551 |
| Expulsions | 0 | 224 |

SOURCE: 2007-2008, California Dept. of Education

Elk Grove Unified School District

This school is administered by the Elk Grove Unified School District, which covers over 320 square miles in southern Sacramento County.

| | |
|---------------------------|--------|
| Total Students (Oct 2008) | 61,573 |
| Elementary Schools | 39 |
| Middle Schools | 9 |
| High Schools | 9 |
| Alternative Schools | 4 |
| Charter Schools | 1 |
| Adult Education Schools | 1 |
| Special Education Schools | 1 |