Fiddyment Farm Elementary
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	Fiddyment Farm Elementary
Street	4001 Brick Mason Circle
City, State, Zip	Roseville, CA 95747
Phone Number	916-771-1880
Principal	Ryan Poulsen
Email Address	rpoulsen@rcsdk8.org
School Website	www.rcsdk8.org
Grade Span	K-5
County-District-School (CDS) Code	3166910-0127639

2024-25 District Contact Information

District Name	Roseville City School District
Phone Number	917-771-1600
Superintendent	Derk Garcia
Email Address	
District Website	www.rcsdk8.org

2024-25 School Description and Mission Statement

Fiddyment Farm Elementary School opened its doors on August 19, 2013. We are a K-5 elementary school in West Roseville, CA. Since opening we have grown to nearly 650 students. All of our classes are taught by fully credentialed teachers with an average of 15 years experience. Our classrooms all have the latest technology, including 70 inch televisions and apple TVs for projection, Chromebooks that utilize Google Suite, and handheld devices for students to utilize while maximizing their academic growth and personal development. Each grade level works together in Professional Learning teams to develop Common Core essential standards based lessons that are designed to reach all learners. Intervention and enrichment are a part of the curriculum in each grade level.

2024-25 School Description and Mission Statement

Mission Statement:
We at Fiddyment Farm are committed to maximizing student learning in a collaborative, respectful, and safe environment to ensure all students become a positive F.O.R.C.E. in society.
F Focused
O Organized
R Respectful
C Compassionate
E Encouraging

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	88
Grade 1	103
Grade 2	107
Grade 3	117
Grade 4	108
Grade 5	120
Total Enrollment	643

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3
Male	53.7
American Indian or Alaska Native	0.3
Asian	12.9
Black or African American	3
Filipino	10.7
Hispanic or Latino	18.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	12.3
White	41.7
English Learners	10.1
Foster Youth	0.8
Socioeconomically Disadvantaged	56.8
Students with Disabilities	14.9

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.

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)	24.00	96.01	476.80	94.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	5.40	1.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	11.50	2.27	12115.80	4.41
Unknown/Incomplete/NA	1.00	3.99	11.00	2.18	18854.30	6.86
Total Teaching Positions	25.00	100.00	506.80	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)	29.00	95.90	517.10	93.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.18	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.30	0.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	16.30	2.96	11953.10	4.28
Unknown/Incomplete/NA	1.20	4.06	14.40	2.61	15831.90	5.67
Total Teaching Positions	30.20	100.00	553.30	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)	29.00	95.52	510.70	93.72	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.18	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.50	1.20	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.29	15.30	2.81	11746.90	4.23
Unknown/Incomplete/NA	0.30	1.18	11.30	2.08	14303.80	5.15
Total Teaching Positions	30.30	100.00	544.90	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	1

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	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)	0.00	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

Roseville City Elementary held a public hearing on September 12, 2024, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment 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.

Year and month in which the data were collected	August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark 2024	Yes	0
Mathematics	Houghton Mifflin - Expressions 2015	Yes	0
Science	Discovery Education 2020	Yes	0
History-Social Science	Pearson Scott Foresman 2007	Yes	0

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

School Facility Conditions and Planned Improvements

General
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. The results of this survey are available at the Maintenance Office.

Maintenance and Repairs:
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 annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground backboards, replaces bark on playgrounds and landscaping, and services HVAC units.

School Facility Repair Status:
Overall Summary of School Facilities Repair Status –Exemplary
The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, playground equipment, and hazardous materials. In all areas this school passed inspection.

Cleaning Process and Schedule:
The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:
The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.
District

Year and month of the most recent FIT report	12/2024

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			
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 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)	54	55	57	56	46	47
Mathematics (grades 3-8 and 11)	49	53	49	49	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	352	347	98.58	1.42	55.04
Female	162	161	99.38	0.62	63.35
Male	190	186	97.89	2.11	47.85
American Indian or Alaska Native	--	--	--	--	--
Asian	39	38	97.44	2.56	76.32
Black or African American	12	12	100.00	0.00	16.67
Filipino	44	44	100.00	0.00	72.73
Hispanic or Latino	62	62	100.00	0.00	43.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	35	34	97.14	2.86	64.71
White	159	156	98.11	1.89	50.00
English Learners	28	25	89.29	10.71	20.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	209	204	97.61	2.39	48.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	66	97.06	2.94	28.79

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	352	348	98.86	1.14	52.87
Female	162	162	100.00	0.00	52.47
Male	190	186	97.89	2.11	53.23
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	64.10
Black or African American	12	12	100.00	0.00	8.33
Filipino	44	44	100.00	0.00	59.09
Hispanic or Latino	62	62	100.00	0.00	32.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	35	34	97.14	2.86	61.76
White	159	156	98.11	1.89	58.33
English Learners	28	27	96.43	3.57	40.74
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	209	206	98.56	1.44	47.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	68	65	95.59	4.41	29.23

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)	41.44	39.20	44.26	43.48	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	39.20
Female	68	68	100.00	0.00	41.18
Male	57	57	100.00	0.00	36.84
American Indian or Alaska Native	0	0	0	0	0
Asian	17	17	100.00	0.00	64.71
Black or African American	--	--	--	--	--
Filipino	18	18	100.00	0.00	33.33
Hispanic or Latino	25	25	100.00	0.00	28.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	53	100.00	0.00	37.74
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	71	71	100.00	0.00	30.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	24	100.00	0.00	12.50

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	97	100	98	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

We are fortunate to have hard-working, dedicated parents and teachers who make up our Parent Teacher Club (PTC.) The PTC at Fiddyment Farm works tirelessly to provide and coordinate programs and activities to make our students' lives full and encourage a positive connection to school. Our PTC strives at planning and sustaining community events such as the annual Harvest Festival, and School Carnival, after-school enrichment classes, Skate Nights, and other inclusive family events. The PTC also does a wonderful job organizing our school Book Fair, which brings in funds to support our school library with new and current books for our students to choose from. The PTC meets 5-7 times per year in our MPR at 6:30 pm.

Please look for current updates and information on the following resources:

Facebook: RCSD Fiddyment Farm (school) and Fiddyment Farm PTC

School website: https://fiddymentfarm.rcsdk8.org/

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	681	672	59	8.8
Female	315	311	26	8.4
Male	366	361	33	9.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	94	89	7	7.9
Black or African American	20	20	2	10.0
Filipino	70	70	4	5.7
Hispanic or Latino	128	128	18	14.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	83	81	6	7.4
White	282	280	19	6.8
English Learners	75	74	4	5.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	391	387	43	11.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	126	125	14	11.2

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
0.14	0.82	1.03	1.45	1.68	2.51	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	0.02	0.01	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.03	0.00
Female	0.32	0.00
Male	1.64	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	10.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.06	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.59	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

Evacuation, Shelter, Hold, Secure and Lockdown drills are practiced on a regular basis at Fiddyment Farm Elementary School. Staff and students are updated on safety practices periodically throughout each school year and when events warrant.

2024-25 School Safety Plan

Fiddyment Farm School participates in the California Safe Schools Assessment Program. The Roseville City School District has developed a Crisis Response Plan that outlines the procedures to be followed in the event of an emergency affecting the school site. The plan includes procedures for coordinating resources to respond to any emergency including natural disasters, environmental health issues, accidents, or intruders. Staff have been assigned roles and trained to work efficiently with each other and with other public service officers to ensure the safety of students and staff.

Fiddyment Farm School uses the Raptor Incident Management program for drills and emergency events to utilize a district wide consistent digital student and staff accountability system to help streamline the emergency processes and reunification procedures.

Fiddyment Farm School has a Comprehensive School Safety Plan (CSSP) which is updated annually by the Safety Committee and approved by the School Safety Committee. Our safety plan will be analyzed, updated and presented for approval before February 1 of each calendar year.

Fiddyment Farm School utilizes the Raptor Visitor Management System, which scans the identification of all visitors on campus through a database, to screen for anyone with a criminal background or custody concern, and creates a safer and more efficient visitor check in method.

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	22	1	29	
1	23	7	23	5
2	21	6	28	
3	16	13	21	
4	21	7	28	
5	26	2	28	
Other	24		8	

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	21	7	29	
1	21	13	23	5
2	21	12	28	
3	18	13	28	
4	24	13	21	
5	22	14	21	
Other	17	1	1	

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	22		28	
1	24	14	16	5
2	18	13	28	
3	17	20	28	
4	22	6	28	
5	24	7	28	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.9
Resource Specialist (non-teaching)	
Other	1.5

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	$13,821	$4,778	$9,043	$133,487
District	N/A	N/A	$9,098	$97,790
Percent Difference - School Site and District	N/A	N/A	-0.6	30.9
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	-17.4	32.3

Fiscal Year 2023-24 Types of Services Funded

The majority of the school's funding goes directly back into the classes by way of professional development for teachers to enhance instruction, assessments tools and time for collaboration to ensure all students are meeting essential standards.

Time is also spent developing intervention for our struggling students and improving enrichment opportunities for students who perform above the expected standards. Funding also goes toward adding hands on materials and updated technology into our student's daily learning. The school community believes strongly that helping students make connections to school creates a better learning environment for all and an increase in academic achievement.

The staff is dedicated to maintaining our sense of community by involving all students in annual events (i.e. Starstruck Dance Show, School Musical, and Student Choir School Ensemble.) Staff also reaches out to each individual student by sending a postcard home during the year. The students and staff gather bi-weekly to celebrate citizenship and honor those who have demonstrated our FORCE characteristics in our interactive SING program. In each class, teachers implement the Second Step Social Skills curriculum to help all students navigate through social and emotional situations.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,032	$58,553
Mid-Range Teacher Salary	$99,594	$93,924
Highest Teacher Salary	$115,955	$119,489
Average Principal Salary (Elementary)	$135,935	$149,898
Average Principal Salary (Middle)	$158,377	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$265,000	$270,432
Percent of Budget for Teacher Salaries	41%	32%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

In alignment with the Roseville City School District board goals, the Professional Development Advisory Committee (PDAC) plan was developed to create a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers that align with this plan during four professional development days. In addition, the school sites are provided three additional professional development days to focus on school site goals.

The priorities for Fiddyment Farm are strengthening our tiered academic support with a stronger focus on direct instruction along with improving our RTI (Response to Intervention) model, strengthening our tiered behavior support with our PBIS (Positive Behavior Intervention Supports) program, writing, and EL instruction. These priorities were determined by staff and approved by SSC based on data, collaborative professional input and alignment with site and district goals.

Fiddyment Farm staff is focused on implementing the California state standards using our ELA and Math curriculums. New and improved assessment methods and models are being integrated into our classrooms for a more diagnostic understanding of individual student need. Staff uses data to make instructional decisions in an effort to advance student achievement.

Staff participates in district provided workshops, works collaboratively in grade level teams each week, attends local and statewide conferences all to broaden the understanding, rigor and implementation of our practice. Our school is led by a teacher driven leadership team with a focus on ensuring each and every child receives the curriculum, instruction, intervention, enrichment and support they need to become a positive FORCE in society.

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	7	7	7