

Fiddymment Farm Elementary

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/fq/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.

2025-26 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	Jessica Connors
Email Address	jconnors@rcsdk8.org
School Website	www.rcsdk8.org
Grade Span	K-5
County-District-School (CDS) Code	3166910-0127639

2025-26 District Contact Information

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

2025-26 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 700 students. All of our classes are taught by fully credentialed teachers with an average of 15 years of 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.

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 Force for Good at school and in their community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	92
Grade 2	117
Grade 3	120
Grade 4	133
Grade 5	127
Total Enrollment	701

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	54.2
American Indian or Alaska Native	0.1
Asian	14.6
Black or African American	3.1
Filipino	8.4
Hispanic or Latino	19.1
Native Hawaiian or Pacific Islander	0.4
Two or More Races	13.7
White	40.5
English Learners	11.7
Foster Youth	0.1
Socioeconomically Disadvantaged	29
Students with Disabilities	16.8

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)	29	95.9	517.1	93.46	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.18	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	4.3	0.78	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	16.3	2.96	11953.1	4.28
Unknown/Incomplete/NA	1.2	4.06	14.4	2.61	15831.9	5.67
Total Teaching Positions	30.2	100	553.3	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)	29	95.52	510.7	93.72	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.18	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	6.5	1.2	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	3.29	15.3	2.81	11746.9	4.23
Unknown/Incomplete/NA	0.3	1.18	11.3	2.08	14303.8	5.15
Total Teaching Positions	30.3	100	544.9	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)	29.6	99.16	527.4	93.77	230039.4	100
Intern Credential Holders Properly Assigned	0.2	0.84	1.3	0.24	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.3	1.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.1	2.51	12112.8	4.34
Unknown/Incomplete/NA	0	0	12.2	2.18	13705.8	4.91
Total Teaching Positions	29.8	100	562.5	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	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	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	1	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	1	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	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	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

Roseville City Elementary held a public hearing on September 25, 2025, 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 2025

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	Benchmark Advance 2024	0
Mathematics	Houghton Mifflin - Harcourt Expressions 2015	0
Science	Discovery Education 2020	0
History-Social Science	TCI Social Studies Alive 2025	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

School Facility Conditions and Planned Improvements

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

12/2025

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			Dry rot on rooms 31 and 32
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 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)	55	56	56	58	47	48
Mathematics (grades 3-8 and 11)	53	53	49	51	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	382	376	98.43	1.57	56.38
Female	167	164	98.20	1.80	58.54
Male	215	212	98.60	1.40	54.72
American Indian or Alaska Native	--	--	--	--	--
Asian	46	46	100.00	0.00	73.91
Black or African American	11	11	100.00	0.00	27.27
Filipino	37	37	100.00	0.00	72.97
Hispanic or Latino	65	62	95.38	4.62	43.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	49	98.00	2.00	67.35
White	170	168	98.82	1.18	51.19
English Learners	33	32	96.97	3.03	9.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	80.00
Socioeconomically Disadvantaged	123	120	97.56	2.44	45.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	68	94.44	5.56	38.24

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	382	377	98.69	1.31	52.79
Female	167	165	98.80	1.20	46.67
Male	215	212	98.60	1.40	57.55
American Indian or Alaska Native	--	--	--	--	--
Asian	46	46	100.00	0.00	78.26
Black or African American	11	11	100.00	0.00	9.09
Filipino	37	37	100.00	0.00	64.86
Hispanic or Latino	65	63	96.92	3.08	36.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	49	98.00	2.00	57.14
White	170	168	98.82	1.18	51.19
English Learners	33	33	100.00	0.00	36.36
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	60.00
Socioeconomically Disadvantaged	123	120	97.56	2.44	43.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	68	94.44	5.56	33.82

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)	39.2	40.16	43.48	43.52	30.73	32.33

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	130	128	98.46	1.54	40.63
Female	63	63	100.00	0.00	42.86
Male	67	65	97.01	2.99	38.46
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	63.64
Black or African American	--	--	--	--	--
Filipino	15	15	100.00	0.00	33.33
Hispanic or Latino	24	23	95.83	4.17	39.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	11	91.67	8.33	54.55
White	60	60	100.00	0.00	36.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	40	39	97.50	2.50	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	18	90.00	10.00	27.78

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%	95%	99%	96%	99%

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

We are fortunate to have dedicated parents and teachers who make up the Fiddyment Farm Parent Teacher Club (PTC). The PTC works tirelessly to create programs and events that enrich our students' lives and strengthen their connection to school.

From planning community celebrations like the annual Harvest Festival and School Carnival to organizing after-school enrichment classes, Heritage Night, and other family-friendly activities, the PTC ensures there's something for everyone. They also coordinate our school's Book Fair, which raises funds to provide our library with new and engaging books for students to enjoy.

Parents are encouraged to get involved by volunteering in classrooms, helping during lunch, or supporting our farmers' market. These opportunities allow families to play an active role in our school community and help create meaningful experiences for our students.

The PTC meets 5–7 times per year in the MPR at 6:00 pm, and all parents are welcome to join and contribute.

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/>

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	732	720	56	7.8
Female	333	327	31	9.5
Male	399	393	25	6.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	107	104	4	3.8
Black or African American	26	23	1	4.3
Filipino	61	60	2	3.3
Hispanic or Latino	138	137	18	13.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	101	100	9	9.0
White	295	292	19	6.5
English Learners	90	89	9	10.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	234	229	33	14.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	137	134	13	9.7

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
0.82	1.03	1.5	1.68	2.51	2.04	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	0.01	0.02	0.08	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	1.50	0.00
Female	0.60	0.00
Male	2.26	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	3.85	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.17	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.37	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.57	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

Evacuation, Shelter, Hold, Secure, and Lockdown drills are practiced regularly at Fiddyment Farm Elementary School. Staff and students receive periodic updates on safety procedures throughout the school year and as needed based on events.

Fiddyment Farm participates in the California Safe Schools Assessment Program. The Roseville City School District has developed a Crisis Response Plan that outlines procedures for responding to emergencies affecting the school site. This includes coordination of resources for natural disasters, environmental health issues, accidents, or intruders. Staff are assigned specific roles and trained to work efficiently with each other and with public service officers to ensure the safety of all students and staff.

The school utilizes the Raptor Incident Management program for drills and emergency events, providing a district-wide, digital system for student and staff accountability that streamlines emergency procedures and reunification processes.

Fiddyment Farm maintains a Comprehensive School Safety Plan (CSSP), which is updated annually by the Safety Committee and approved by the School Safety Committee. This year, the safety plan was reviewed, updated, and submitted for approval by December 17, 2025 and will be submitted for final approval by the board in February 2026.

Additionally, Fiddyment Farm uses the Raptor Visitor Management System to scan all visitors' identification, screen for criminal backgrounds or custody concerns, and create a safer, more efficient check-in process.

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	21	7	29	0
1	21	13	23	5
2	21	12	28	0
3	18	13	28	0
4	24	13	21	0
5	22	14	21	0
6	0	0	0	0
Other	17	1	1	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	22	0	28	0
1	21	14	21	0
2	18	13	28	0
3	17	20	28	0
4	22	6	28	0
5	24	7	28	0
6	0	0	0	0
Other	0	0	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	22		35	
1	23		28	
2	20	12	28	
3	20	13	28	
4	27	6	27	
5	25	7	28	

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	0

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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.9
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	\$14,721	\$5,069	\$9,653	\$129,813
District	N/A	N/A	\$10,575	\$131,673
Percent Difference - School Site and District	N/A	N/A	-9.1	28.1
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-10.9	29.6

Fiscal Year 2024-25 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 interventions 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 students' 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 reach out to each 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 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	\$53,584	\$61,597
Mid-Range Teacher Salary	\$104,574	\$98,902
Highest Teacher Salary	\$121,753	\$126,340
Average Principal Salary (Elementary)	\$138,129	\$158,383
Average Principal Salary (Middle)	\$162,430	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$275,600	\$288,332
Percent of Budget for Teacher Salaries	39.17%	31.29%
Percent of Budget for Administrative Salaries	5.66%	5.38%

Professional Development

Our staff priorities include enhancing tiered academic supports, refining Response to Intervention (RTI) systems, and strengthening Positive Behavior Intervention Supports (PBIS) programs. In addition, Fiddym Farm has a strong focus on learning and implementing restorative practices to foster social-emotional growth, strengthen relationships, and build a supportive and inclusive school community. These priorities were identified collaboratively by staff and approved by SSC based on data, professional input, and alignment with site and district goals.

Staff is dedicated to implementing the California state standards using our ELA and Math curricula, while integrating restorative practices into daily routines to support student behavior, engagement, and well-being. Weekly grade-level collaboration, district workshops, and attendance at local and statewide conferences provide ongoing opportunities to deepen understanding and application of restorative strategies alongside rigorous academic instruction.

Fiddym Farm is guided by a teacher-driven leadership team committed to ensuring that every student receives the curriculum, instruction, intervention, enrichment, and social-emotional support they need to thrive academically, socially, and emotionally.

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	7	7	4