

# Foundations Academy

## 2024-2025 School Accountability Report Card

### (Published During the 2025-2026 School Year)

#### General Information about the School Accountability Report Card (SARC)

##### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

##### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

##### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

##### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

<b>School Name</b>	Foundations Academy
<b>Street</b>	10474 Mather Blvd.
<b>City, State, Zip</b>	Mather, CA 95655
<b>Phone Number</b>	(916) 228-2381
<b>Principal</b>	Jillian Friend and Guy Holman
<b>Email Address</b>	jfriend@scoe.net; gholman@scoe.net
<b>School Website</b>	<a href="http://www.scoe.net">www.scoe.net</a>
<b>Grade Span</b>	P-12
<b>County-District-School (CDS) Code</b>	34-10348-106294

## 2025-26 District Contact Information

<b>District Name</b>	Sacramento County Office of Education (SCOE)
<b>Phone Number</b>	(916) 228-2500
<b>Superintendent</b>	David W. Gordon
<b>Email Address</b>	<a href="mailto:dgordon@scoe.net">dgordon@scoe.net</a>
<b>District Website</b>	<a href="http://www.scoe.net">www.scoe.net</a>

## 2025-26 School Description and Mission Statement

The Special Education Department at SCOE offers a range of services to students with extensive support needs that promote an engaging and positive learning environment. Using a standards-aligned curriculum, Unique Learning Systems (ULS) for students with extensive support needs, teachers are providing instruction that addresses the state standards and is adapted to meet the individual learning needs of each student. In addition, Mobility Opportunities Via Education/Experience (MOVE) Curriculum further addresses the specialized motor and physical needs of students to facilitate access to educational and community opportunities. SCOE has implemented the MOVE curriculum for many years and in 2007 became a Model Demonstration Site. Services provided by highly qualified specialists in speech and language development, vision, orientation and mobility, and nursing ensure a program that educates the whole child. We also partner with referring school districts to

## 2025-26 School Description and Mission Statement

offer Occupational Therapy, Physical Therapy and Adapted Physical Education services to meet those needs for our students. Students are educated in classrooms located on comprehensive campuses throughout the county, which provides opportunities to interact with nondisabled peers daily.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	3
Grade 1	5
Grade 2	11
Grade 3	9
Grade 4	13
Grade 5	13
Grade 6	11
Grade 7	9
Grade 8	6
Grade 9	12
Grade 10	14
Grade 11	11
Grade 12	54
<b>Total Enrollment</b>	<b>171</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	34.5
Male	65.5
Asian	10.5
Black or African American	15.2
Filipino	1.8
Hispanic or Latino	37.4
Native Hawaiian or Pacific Islander	1.8
Two or More Races	6.4
White	26.9
English Learners	22.2
Foster Youth	0.6
Homeless	5.3
Socioeconomically Disadvantaged	39.2
Students with Disabilities	100

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17	65.38	91.6	63.5	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	3.85	9	6.23	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	12.7	8.86	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	2	7.69	18.8	13.08	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	6	23.08	11.9	8.3	15831.9	5.67
<b>Total Teaching Positions</b>	26	100	144.3	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13	56.52	69.5	52.14	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	4.35	6	4.5	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	2	8.7	28.6	21.45	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0	20	15.02	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	7	30.43	9.1	6.88	14303.8	5.15
<b>Total Teaching Positions</b>	23	100	133.3	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12	58.54	71	42.24	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	2	9.76	7.5	4.49	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.5	2.44	53.1	31.59	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	19.9	11.88	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	6	29.27	16.4	9.78	13705.8	4.91
<b>Total Teaching Positions</b>	20.5	100	168.2	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
<b>Permits and Waivers</b>	0.00	2	0
<b>Misassignments</b>	0.00	0	0.5
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	2	0.5

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0	0
<b>Local Assignment Options</b>	1.00	0	0
<b>Total Out-of-Field Teachers</b>	2.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	5.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	4.3

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

All students with severe disabilities have access to standards-based core curriculum that is linked to the following alternate assessment areas: communication, self-care/independent living, mobility/motor skills, functional academics, vocational, social emotional, and recreation/leisure. The adopted curriculum addresses the unique needs of each student while addressing independence and self-advocacy.

Year and month in which the data were collected

August 2022

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	n2y, LLC: UNIQUE Learning System / 2015	0
Mathematics	n2y, LLC: UNIQUE Learning System / 2015	0
Science	n2y, LLC: UNIQUE Learning System / 2015	0
History-Social Science	n2y, LLC: UNIQUE Learning System / 2015	0

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

## School Facility Conditions and Planned Improvements

Each classroom that houses a class for students with extensive support needs is maintained to ensure the health and safety of the students and staff who use the room daily. Foundations Academy is a collection of classrooms that are located throughout the Sacramento area. Therefore, the facilities which the classrooms are located reside within several different school districts. SCOE collaborates with district personnel to provide appropriate building maintenance and repairs. Teachers and classroom staff are provided with supplies that enable them to have a healthy environment. All of the facilities meet current building codes for safety and are maintained to ensure the health and safety of the students and staff who use classrooms daily. Facilities inspections are ongoing, and custodial services are provided to ensure a healthy environment for students and staff. SCOE's maintenance staff ensures that the repairs necessary to keep the schools in good working order are completed in a timely manner. A work order process is used to ensure efficient service, and emergency repairs are given the highest priority. Classrooms and restrooms are adapted and equipped to meet the students' needs.

Year and month of the most recent FIT report

July 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Spinelli-Good; Wilson C Riles-Good; Galt- Good; George Washington Carver-Good; Greer-Good;

## School Facility Conditions and Planned Improvements

			McCaffrey-Good; Markofer-Good; Monterey Trail High School-Good; James Rutter-Good; Sheldon-Good; Smedberg-Good; Rio Linda High School-Good; Rio Linda Prep-Good; Dry Creek-Good
<b>Interior:</b> Interior Surfaces	X		Spinelli-Poor; Wilson C Riles-Good; Galt- Poor; George Washington Carver-Good; Greer- Poor; McCaffrey-Poor; Markofer-Good; Monterey Trail High School-Good; James Rutter-Good; Sheldon-Good; Smedberg-Good; Rio Linda High School-Poor; Rio Linda Prep-Good; Dry Creek-Poor
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X		Spinelli-Good; Wilson C Riles-Good; Galt- Good; George Washington Carver-Good; Greer-Good; McCaffrey-Fair; Markofer-Good; Monterey Trail High School-Good; James Rutter-Good; Sheldon-Good; Smedberg-Good; Rio Linda High School-Good; Rio Linda Prep-Good; Dry Creek-Poor
<b>Electrical</b>	X		Spinelli-Fair; Wilson C Riles-Good; Galt- Poor; George Washington Carver-Good; Greer-Fair; McCaffrey-Fair; Markofer-Good; Monterey Trail High School-Good; James Rutter-Good; Sheldon-Good; Smedberg-Good; Rio Linda High School-Poor; Rio Linda Prep-Poor; Dry Creek-Fair
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		Spinelli-Fair; Wilson C Riles-Poor; Galt- Poor; George Washington Carver-Good; Greer- Good; McCaffrey-Fair; Markofer-Good; Monterey Trail High School-Good; James Rutter-Good; Sheldon-Good; Smedberg-Good; Rio Linda High School-Good; Rio Linda Prep-Good; Dry Creek-Good
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Spinelli-Good; Wilson C Riles-Good; Galt- Poor; George Washington Carver-Good; Greer- Good; McCaffrey-Good; Markofer-Good; Monterey Trail High School-Good; James Rutter-Good; Sheldon-Good; Smedberg-Good; Rio Linda High School-Fair; Rio Linda Prep-Good; Dry Creek-Good
<b>Structural:</b> Structural Damage, Roofs	X		Spinelli-Good; Wilson C Riles-Good; Galt- Good; George Washington Carver-Good; Greer- Good; McCaffrey-Good; Markofer-Good; Monterey Trail High School-Good; James Rutter-Good; Sheldon-Good; Smedberg-Good; Rio Linda High School-Good; Rio Linda Prep-Poor; Dry Creek-Good
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	X		Spinelli-Good; Wilson C Riles-Good; Galt- Fair; George Washington Carver-Good; Greer- Good; McCaffrey-Good; Markofer-Good; Monterey Trail High School-Good; James Rutter-Good; Sheldon-Good; Smedberg-Good; Rio Linda High School-Good; Rio Linda Prep-Good; Dry Creek-Good

## 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)	7	4	27	29	47	48
Mathematics (grades 3-8 and 11)	7	2	20	22	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	76	67	88.16	11.84	4.48
Female	24	20	83.33	16.67	5.00
Male	52	47	90.38	9.62	4.26
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	20	80.00	20.00	5.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	25	96.15	3.85	0.00
English Learners	15	12	80.00	20.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	28	82.35	17.65	7.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	67	88.16	11.84	4.48

## 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	76	64	84.21	15.79	1.56
Female	24	19	79.17	20.83	0.00
Male	52	45	86.54	13.46	2.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	20	80.00	20.00	5.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	25	96.15	3.85	0.00
English Learners	15	12	80.00	20.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	34	27	79.41	20.59	3.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	64	84.21	15.79	1.56

## 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
<b>Science</b> (grades 5, 8 and high school)	--	0	12.57	4.88	30.73	32.52

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	35	25	71.43	28.57	0.00
<b>Female</b>	13	8	61.54	38.46	--
<b>Male</b>	22	17	77.27	22.73	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	15	10	66.67	33.33	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	10	83.33	16.67	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	25	71.43	28.57	0.00

## 2024-25 Career Technical Education Programs

### Dropout and Graduation Rate:

The SCOE Special Education programs for students with moderate/severe needs follow an alternative, standards-based curriculum that addresses the individual student goals as delineated in their IEPs. This curriculum focuses on functional skills and does not lead to a diploma as defined by the California Education Code. Students are recognized with a Certificate of Achievement.

### WorkAbility:

The WorkAbility Program provides funding to students with moderate/severe disabilities to help them prepare to transition successfully from school to the adult world. Students participate in curriculum designed to maximize independence and develop skills related to work experience and daily living skills, which addresses their post-secondary transition goals. Many of the activities take place through Community-Based Instruction (CBI) and are based in a variety of community settings typical of adult life activities.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
<b>Number of Pupils Participating in CTE</b>	
<b>Percent of Pupils that Complete a CTE Program and Earn a High School Diploma</b>	
<b>Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education</b>	

## 2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
<b>Pupils Enrolled in Courses Required for UC/CSU Admission</b>	0
<b>Graduates Who Completed All Courses Required for UC/CSU Admission</b>	

## 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
<b>Grade 5</b>	---	---	---	---	---
<b>Grade 7</b>	---	---	---	---	---
<b>Grade 9</b>	---	---	---	---	---

## 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

Parents and guardians of students enrolled in special education classes designed to serve students with extensive support needs have many opportunities for involvement. These experiences include Individualized Education Program (IEP) meetings, Back to School Nights, Open Houses, English Learner Advisory Committee (ELAC) meetings, as well as specialized activities put on by individual school sites and classrooms throughout the school year.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
<b>Dropout Rate</b>	14.3	15.4	9.1	28.8	27.1	24.5	8.2	8.9	8
<b>Graduation Rate</b>	0	0	0	30.5	34.8	36.8	86.2	86.4	87.5

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	11	0	0.0
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	11	0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	199	187	106	56.7
Female	70	66	42	63.6
Male	129	121	64	52.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	24	22	13	59.1
Black or African American	28	26	13	50.0
Filipino	--	--	--	--
Hispanic or Latino	72	68	41	60.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	12	7	58.3
White	53	50	28	56.0
English Learners	43	39	24	61.5
Foster Youth	--	--	--	--
Homeless	11	11	8	72.7
Socioeconomically Disadvantaged	91	83	55	66.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	199	187	106	56.7

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
2.51	6.76	5.53	9.97	4.93	5.45	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	0.12	0.02	0.25	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	5.53	0.00
Female	1.43	0.00
Male	7.75	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	10.71	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.78	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	15.38	0.00
White	5.66	0.00
English Learners	2.33	0.00
Foster Youth	0.00	0.00
Homeless	18.18	0.00
Socioeconomically Disadvantaged	7.69	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.53	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

All of the classes in the Special Education program are located on campuses of schools within the districts that SCOE serves. Elements of the school safety plan include Fire Emergency Procedures, Shelter in Place Procedures, Emergency Contact Protocol, and Earthquake Emergency Procedures. Each classroom has an emergency procedure chart for immediate access. A Safety Committee reviews the existing safety plan on an annual basis and staff meetings may involve ongoing reviews of the Site's Safety Plan. The classroom staff ensure that the front office has essential information for each student enrolled in the SCOE class and have a plan in place with their colleagues for getting assistance in evacuating students who are not independently mobile. Classroom staff are trained in bloodborne pathogens, mandated reporter, first aid and CPR.

### 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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	7	8	0	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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	3	1	0	0
Other	7	7	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
5	1	1		
Other	8	8		

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

## 2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	2
<b>Social Worker</b>	
<b>Nurse</b>	4
<b>Speech/Language/Hearing Specialist</b>	6
<b>Resource Specialist (non-teaching)</b>	2
<b>Other</b>	6.7

## 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
<b>School Site</b>	\$79,663	\$79,490	\$173	\$116,116
<b>District</b>	N/A	N/A	\$204	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-16.4	
<b>State</b>	N/A	N/A	\$11,146	
<b>Percent Difference - School Site and State</b>	N/A	N/A	-193.9	

## Fiscal Year 2024-25 Types of Services Funded

The Special Education Department of Sacramento County Office of Education (SCOE) offers special education services to students with significant and complex disabilities. These students' needs have been identified in an Individualized Education Program (IEP) plan developed by a school district or county office of education program team. There are classrooms located throughout the county and located on general education campuses. SCOE works closely with the districts to provide students with age appropriate campuses that give them opportunities to interact with their peers.

## 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b>	0

Where there are student course enrollments of at least one student.

## Professional Development

Program staff (teachers, para educators and related service providers) participate in monthly collaboration and cooperative learning through professional learning communities (PLCs), as well as monthly professional development trainings. Based on annual staff needs assessment results and identified program needs, topics for these trainings are developed and provided. Topics include, but are not limited to: behavior supports, assessment, team dynamics, goal setting, MOVE, ULS, and Augmentative Communication & Technology.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
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## Professional Development

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3
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