

Foster Road Elementary School

13930 East Foster Road • La Mirada, CA 90638 • (562) 921-9908 • Grades K-5

Dr. Jean Maddox, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Norwalk-La Mirada Unified School District

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District Governing Board

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Jesse Urquidi Board Vice President
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Chris Pflanzler Board Member
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Superintendent
Dr. Albert Clegg
**Assistant Superintendent -
Educational Services**
Estuardo Santillan
**Assistant Superintendent, Business
Services**
Wayne Shannon
**Assistant Superintendent, Human
Resources**

School Description

Welcome to Foster Road Elementary School. Our school has made great progress towards enriching student learning and focusing on individual student needs. Everyone's hard work and caring about their students has helped us achieve an API of 844. We are very excited to share with everyone that we have received a ten ranking for similar schools on the state's STAR testing. This year we will be taking the new SBAC testing for the common core standards, and a new accountability system will be developed.

Our school includes preschool, TK and Kindergarten through fifth grade students and is part of the Norwalk-La Mirada Unified School District. It is a community center school located in a middle to lower class residential community in La Mirada. Foster Road is a unique school setting, which includes State and La Up preschools on its campus as well as special education preschool and special education classes for severe and non-severe handicapped students. We have 73 preschool students and 358 elementary students. In 2013-14, our preschool staff, parents, and students worked together to create a garden, and it is maintained each year to create a quiet beautiful space for reading and learning. The garden is a valuable component of the school plan and builds the connections of community partnerships working together to enhance students' learning.

Foster Road Elementary involves all stakeholders in providing the best educational program for our students in a safe, nurturing environment that respects others and is conducive to developing well-balanced, lifelong learners.

We have staff members who organize our Accelerated Reader program to help improve our students' reading. Teachers have Book Buddies, which pairs upper grades with primary grades for weekly reading time. Special education students are mainstreamed with our regular education students, which fosters a more caring school climate that benefits all of our students. Our Title I program uses the Fast ForWord program for all students in second through fifth grade who test at Basic or below proficiency levels to improve their reading skills. In math, we have the i-Ready Math computer program for students in first through fifth grades who score below proficiency to help build up the students' math skills. The i-Ready Program is for first through fifth grades in both reading and math. The students take a diagnostic test three times a year, which gives the students their reading and math skill levels.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (562) 921-9908.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	89
Gr. 1	63
Gr. 2	52
Gr. 3	56
Gr. 4	44
Gr. 5	54
Total	358

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.0
American Indian or Alaska Native	0.0
Asian	2.8
Filipino	5.0
Hispanic or Latino	84.1
Native Hawaiian/Pacific Islander	0.3
White	4.2
Two or More Races	0.8
Socioeconomically Disadvantaged	86.9
English Learners	25.7
Students with Disabilities	8.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Foster Road Elementary School	12-13	13-14	14-15
Fully Credentialed	14	15	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Foster Road Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	93.95	6.05
High-Poverty Schools	93.90	6.10
Low-Poverty Schools	95.05	4.95

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials

Year and month in which data were collected: 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2002 and Common Core aligned supplemental materials: Ready Common Core-Reading, Curriculum Associates – ELA
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades K-5 Science: Macmillan/McGraw Hill – Science, adopted 2008
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades K-5 Social Science: Pearson Scott Foresman – History, adopted 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 06/04/14

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: 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 Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	42	53	58	53	56	55	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	63	64	66	52	54	54	54	56	55
Math	72	72	70	46	47	48	49	50	50
HSS				41	41	44	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	7	6	7
Similar Schools	10	9	10

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.5	12.2	24.5

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	55
All Student at the School	58
Male	57
Female	59
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	52
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	49
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-19	-1	11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-25	-1	12
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-37	6	11
English Learners	-38	-8	-13
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

We have many ways for parents to participate in their children's education at our school, and we depend on parents' help to keep our programs running smoothly. Parents can attend our SSC meetings and run for office as a team member with teachers. The Site Council works with administration to help make student achievement decisions. Parents of English Learners are vital to our ELAC parent meetings and to our outreach efforts on behalf of new families. We have monthly parent meetings and trainings to help our parents improve their students' achievement skills. Each grade level provides three parent trainings throughout the year with topics specific to their grade level. Room parents organize parent volunteers to help with special projects in the classroom and chaperone on field trips. Through PTA fund-raisers, field trips are provided; "O" breakfast for "outstanding behavior", assemblies, and other special events throughout the year. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in December and March, and our monthly parent trainings are on various topics. We always need and welcome new volunteers! For more information about participating at our school, please contact our office, your child's teacher, PTA board, or talk with the principal, Dr. Jean Maddox

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Teachers regularly review the rules for safe, responsible behavior in school and on the playground with their students and parents. Playgrounds are supervised by noon supervision aides at morning recess, lunch, and noon recess. Students enter school through the front gate of school, and preschool students enter through the gate at the other at the end of primary playground. The preschool gate is locked after their school day starts. The front gate is electronic for parents and visitors to check in at the office. Visitors must enter the school through the main gate and sign in at the office, where they receive a badge to wear throughout their stay.

We revise our School Safety Plan annually; it was last revised in January 2014. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. Each year we continue to add more emergency supplies to our campus. We share the plan with all staff during staff meetings and with parents at our SSC meetings.

We practice fire and earthquake drills monthly, and district disaster drills twice a year. We hold trainings for staff on emergency preparedness. We work closely with the City of La Mirada and attend their meetings on disaster preparedness.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0	0	0.0
Expulsions Rate	0	0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5	5.7	3.6
Expulsions Rate	0.1	0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2009-2010
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		94.1

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	27	22	22	0	2	1	2	2	3	0		
Gr. 1	24	20	21	0	1	1	2	2	2	0		
Gr. 2	20.5	19	17	2	1	1	0	2	2	0		
Gr. 3	26.5	15	19	0	2	1	2	1	2	0		
Gr. 4	21	14	15	1	3	2	2			0	1	1
Gr. 5	28.5	20	18	0	1	2	2	1		0	1	1

* Number of classes indicates how many classrooms 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,764	\$41,318
Mid-Range Teacher Salary	\$69,406	\$65,615
Highest Teacher Salary	\$91,049	\$84,981
Average Principal Salary (ES)	\$117,028	\$107,624
Average Principal Salary (MS)	\$120,045	\$112,817
Average Principal Salary (HS)	\$120,189	\$121,455
Superintendent Salary	\$205,000	\$206,292
Percent of District Budget		
Teacher Salaries	39	40
Administrative Salaries	5	5

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10146.74	3847.67	6299.07	70411.37
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			4.0	-3.4
Percent Difference: School Site/ State			34.3	1.5

Types of Services Funded at Foster Road Elementary School

The English Language Learner population at Foster Road makes up approximately 35% of our student population. We entered into year 2 program improvement in the area of mathematics for English Language Learners, Students in need of primary language support are placed in Sheltered English Instruction classes. All English Language Learners receive a minimum of 30 minutes daily of English Language Development Instruction.

This year (2013-14), is Foster Road's sixth year as a school-wide Title 1 program. The Fast ForWord program, a neuroscience approach to reading intervention, is being implemented for the Title 1 students in grades second through fifth. Students rotate into the computer lab at a scheduled time each day for 30-40 minutes. Some Fast ForWord students come before school to receive help with academics. First through fifth grade take the i-Ready Reading and Math diagnostic three times a year, and with the student data the teacher receives he/she can plan individual instruction to help the student achieve.

Professional Development provided for Teachers at Foster Road Elementary School

Our staff development program has focused on the Literacy Initiative for Language Arts with a strong focus on vocabulary and writing skills. Our English Learners in the area of Math have entered into year 2 for program improvement. Teachers will continue to use CGI strategies to increase their math skills. Teachers will continue trainings focusing on vocabulary development to help our all students on writing strategies. Our staff development has equipped our teachers in authentic assessments, DRA assessments, early literacy skills, varied instructional strategies, integrated thematic lesson designs, second language acquisition approaches, brain research, and common core standards. Staff development is planned to align with school-wide goals and objectives as well as the curricular area identified by the school. Foster Road is focusing on improving students' writing by implementing the Six Traits and Lucy Calkins writing units. Staff development is planned to enhance the teachers' skills and help improve student achievement. The school leadership team, the school site council, bilingual advisory committee, and the school staff determine the areas of focus based on current data on student achievement. This summer the teachers attended MIT classes, the leadership team attended training on the common core standards, teachers attended the Lucy Calkins writing training, and teachers received training with the new ELD curriculum adopted this year.