Foster Road Elementary School

13930 East Foster Road • La Mirada, CA 90638 • (562) 921-9908 • Grades K-5
Salvador Villagomez, Principal
svillagomez@nlmusd.org
http://www.fosterstars.org/

2014-15 School Accountability Report Card
Published During the 2015-16 School Year

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 2014-15, 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

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 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/.
- 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/guardians and community members should contact the school at (562) 921-9908 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	84
Grade 1	58
Grade 2	60
Grade 3	50
Grade 4	60
Grade 5	44
Total Enrollment	356

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.8
Asian	4.2
Filipino	3.7
Hispanic or Latino	83.1
Native Hawaiian or Pacific Islander	1.4
White	5.6
Two or More Races	1.1
Socioeconomically Disadvantaged	80.3
English Learners	27
Students with Disabilities	9
Foster Youth	0.8

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	**13-14**	**14-15**	**15-16**
With Full Credential	15	16	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Foster Road Elementary School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	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

2014-15 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	100.0	0.0
Districtwide		
All Schools	94.2	5.8
High-Poverty Schools	93.9	6.1
Low-Poverty Schools	99.1	0.9

* 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 2015-16)

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

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: 06/04/2014				
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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

	2014-15 Percent of Students Meeting Fitness Standards		
Grade Level	4 of 6	5 of 6	6 of 6
5	27.50	27.50	17.50

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	46	43	44
Math	38	25	33

* 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.

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	50	56	42	55	54	52	59	60	56

* Results are for 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.

2014-15 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	52
All Student at the School	42
Male	40
Female	44
Asian	--
Filipino	--
Hispanic or Latino	34
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	32
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	51	50	98.0	26	28	24	22
	4	58	58	100.0	31	29	28	12
	5	43	40	93.0	23	23	38	18
Male	3		27	52.9	26	26	22	26
	4		30	51.7	27	33	30	10
	5		15	34.9	40	13	27	20
Female	3		23	45.1	26	30	26	17
	4		28	48.3	36	25	25	14
	5		25	58.1	12	28	44	16
Black or African American	3		2	3.9	--	--	--	--
Asian	3		2	3.9	--	--	--	--
	4		2	3.4	--	--	--	--
	5		1	2.3	--	--	--	--

		Number of Students		Percent of Students				
School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) **Disaggregated by Student Groups, Grades Three through Eight and Eleven**								
Student Group	**Grade**	**Enrolled**	**Tested**	**Tested**	**Standard Not Met**	**Standard Nearly Met**	**Standard Met**	**Standard Exceeded**
Filipino	3		2	3.9	--	--	--	--
	4		2	3.4	--	--	--	--
	5		3	7.0	--	--	--	--
Hispanic or Latino	3		39	76.5	26	31	23	21
	4		50	86.2	32	32	26	10
	5		32	74.4	22	25	34	19
Native Hawaiian or Pacific Islander	3		1	2.0	--	--	--	--
White	3		3	5.9	--	--	--	--
	4		4	6.9	--	--	--	--
	5		2	4.7	--	--	--	--
Two or More Races	3		1	2.0	--	--	--	--
	5		2	4.7	--	--	--	--
Socioeconomically Disadvantaged	3		43	84.3	26	28	26	21
	4		47	81.0	32	34	30	4
	5		31	72.1	26	29	29	16
English Learners	3		9	17.6	--	--	--	--
	4		10	17.2	--	--	--	--
	5		8	18.6	--	--	--	--
Students with Disabilities	3		4	7.8	--	--	--	--
	4		6	10.3	--	--	--	--
	5		4	9.3	--	--	--	--
Students Receiving Migrant Education Services	3		2	3.9	--	--	--	--
	4		1	1.7	--	--	--	--
	5		4	9.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	51	51	100.0	29	29	31	10
	4	58	58	100.0	28	33	24	16
	5	43	40	93.0	28	40	8	25
Male	3		27	52.9	26	15	41	19
	4		30	51.7	23	33	23	20
	5		15	34.9	27	33	7	33
Female	3		24	47.1	33	46	21	0
	4		28	48.3	32	32	25	11
	5		25	58.1	28	44	8	20
Black or African American	3		2	3.9	--	--	--	--
Asian	3		2	3.9	--	--	--	--
	4		2	3.4	--	--	--	--
	5		1	2.3	--	--	--	--
Filipino	3		3	5.9	--	--	--	--
	4		2	3.4	--	--	--	--
	5		3	7.0	--	--	--	--
Hispanic or Latino	3		39	76.5	28	33	26	13
	4		50	86.2	30	30	26	14
	5		32	74.4	28	41	6	25
Native Hawaiian or Pacific Islander	3		1	2.0	--	--	--	--
White	3		3	5.9	--	--	--	--
	4		4	6.9	--	--	--	--
	5		2	4.7	--	--	--	--
Two or More Races	3		1	2.0	--	--	--	--
	5		2	4.7	--	--	--	--
Socioeconomically Disadvantaged	3		43	84.3	30	28	33	9
	4		47	81.0	32	32	26	11
	5		31	72.1	32	42	3	23
English Learners	3		9	17.6	--	--	--	--
	4		10	17.2	--	--	--	--
	5		8	18.6	--	--	--	--
Students with Disabilities	3		4	7.8	--	--	--	--
	4		6	10.3	--	--	--	--
	5		4	9.3	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven							
Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students Receiving Migrant Education Services	3		2	3.9	--	--	--	--
	4		1	1.7	--	--	--	--
	5		4	9.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

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, Mr. Salvador Villagomez

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 2015. 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	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	0.00	0.00	0.00
Expulsions Rate	0.00	0.00	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.72	3.57	2.77
Expulsions Rate	0.03	0.07	0.06
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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		88.9

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				**Number of Classrooms***								
				1-20			**21-32**			**33+**		
Grade	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
K	22	29	28	2			2	3	3			
1	29	29	28				2	2	2			
2	28	26	27				2	2	2			
3	28	27	25				1	2	2			
4	30	33	35				1			1	1	1
5	25	23	19	1	1	1		1	1	2	1	
Other		8	21		1	1						1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
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.

Professional Development provided for Teachers

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.

FY 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$46,163	$43,062
Mid-Range Teacher Salary	$71,576	$67,927
Highest Teacher Salary	$93,898	$87,811
Average Principal Salary (ES)	$120,175	$110,136
Average Principal Salary (MS)	$119,271	$115,946
Average Principal Salary (HS)	$130,092	$124,865
Superintendent Salary	$211,406	$211,869
Percent of District Budget		
Teacher Salaries	38%	39%
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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	10641.20	4053.47	6587.73	73,674.76
District	♦	♦	6913.40	$76,984
State	♦	♦	$5,348	$71,529
Percent Difference: School Site/District			-4.7	-4.3
Percent Difference: School Site/ State			23.2	3.0

* Cells with ♦ do not require data.

Types of Services Funded

The English Language Learner population at Foster Road makes up approximately 30% 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 (2014-15), is Foster Road's seventh 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

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.