

Foster Road Elementary School

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

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<http://www.fosterstars.org>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Norwalk-La Mirada Unified School District

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District Governing Board

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Assistant Superintendent - Educational Services

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Assistant Superintendent, Business Services

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School Description

Welcome to Foster Road Elementary School. Our school has made great progress towards enriching student learning and focusing on individual student needs.

Our school includes PreSchool, Transitional K, and Kindergarten through fifth grade students and is part of the Norwalk-La Mirada Unified School District. Our school is a community center school located in a middle to lower class residential community in La Mirada. Foster Road includes State preschools on its campus as well as special education preschool and special education classes for moderate to severely handicapped students for TK-2. Our site buildings have beautiful murals that create an inviting environment for staff, parents, and students when they are on our campus. In addition we have a thriving garden that is maintained by staff and students creating a quiet beautiful space for reading and 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 teachers and support staff that strive to remediate and challenge all students to reach their potential through the use of I-Ready in both reading and math. The i-Ready Math computer program for students is for Kinder through fifth grade students and they are provided lessons at their determined level of performance helping to build up the students' math skills. The i-Ready Reading program functions similarly and is also for Kinder through fifth grade. The students in K-2 take a diagnostic test three times a year, while the 3-5 grade students take two diagnostic tests with the third being deferred due to their taking of state SBAC test. We maintain two fully functional and supported labs that allow teachers and students to access to i-Ready as well as all other district and school site programs which include Reading A-Z and Epic. Classrooms are also equipped with ipads that allow them access to all programs. Teachers provide opportunities for Book Buddies, which pairs upper grades with primary grades for once a week reading time. Special education students are mainstreamed with our regular education students, fostering a more caring inclusive school climate that benefits all of our students.

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 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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	49
Grade 2	47
Grade 3	55
Grade 4	54
Grade 5	57
Total Enrollment	334

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.5
Asian	3
Filipino	1.5
Hispanic or Latino	88.9
Native Hawaiian or Pacific Islander	0.6
White	1.8
Two or More Races	2.4
Socioeconomically Disadvantaged	80.8
English Learners	24.3
Students with Disabilities	9.3
Foster Youth	0.9
Homeless	18.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Foster Road	17-18	18-19	19-20
With Full Credential	17	20	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Norwalk-La Mirada	17-18	18-19	19-20
With Full Credential	◆	◆	890
Without Full Credential	◆	◆	3
Teaching Outside Subject Area of Competence	◆	◆	6

Teacher Misassignments and Vacant Teacher Positions at Foster Road Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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: 2019- September

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-1 English-language Arts: Benchmark Advanced- My Shared Readings, adopted 2017 Grades 2-5 English-language Arts: Benchmark Advanced- Texts for Close Reading, adopted 2017 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: Mystery Science Inc - Mystery Science, adopted 2019 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: Studies Weekly Inc – Studies Weekly CA Ed, adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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, which 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); and
- 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	44	42	46	47	50	50
Math	48	45	32	35	38	39

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	26.9	26.9	25.0

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	158	158	100.00	42.41
Male	82	82	100.00	37.80
Female	76	76	100.00	47.37
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	140	140	100.00	42.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	133	133	100.00	40.60
English Learners	55	55	100.00	36.36
Students with Disabilities	21	21	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	72	72	100.00	0.00

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	157	157	100.00	44.59
Male	81	81	100.00	45.68
Female	76	76	100.00	43.42
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	139	139	100.00	44.60
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	132	132	100.00	40.15
English Learners	55	55	100.00	43.64
Students with Disabilities	21	21	100.00	0.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	71	71	100.00	0.00

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

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. Parents assist as volunteers to help with special projects in the classroom and chaperone on field trips. Through PTA fund-raisers, field trips, assemblies, and other special events are supported 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 October and January. 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 State priority: School Climate (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, and lunch. All students, parents, and staff enter school through the front gate of school which is monitored with a camera and the gate is electronically controlled by front office. All other gates of entry are locked after the school day starts. 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. 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 drills monthly, and other district disaster throughout the year. We hold trainings for staff on emergency preparedness. We also work closely with the City of La Mirada and have them provide information nights to our community on the topics of disaster preparedness and community watch.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.3	0.5	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	3.7	3.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.0
Other	.5

* 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 (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		2		25		3		19	2	2	
1	26		1		24		2		23		2	
2	27		3		27		2		23		2	
3	26		2		26		2		25		2	
4	27		2		26		2		27		2	
5	30		2		22	1	2		21	1	2	
Other**	14	2	1		5	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	16	18	18

Our staff development has been based on our School Implementation Plan which is focused on Writing. Our plan incorporates Student Discourse strategies and approaches as outlined in the district's #NLMTALKS initiative. Our staff also get targeted professional development on assisting English Learners set goals for meeting their reclassification criteria through the use of resources and instructional practices. Our K-2 teachers are also getting Reader by 9 professional development opportunities. Staff development is planned to align with school-wide goals and objectives that will lead to a more cohesive writing instructional program that will be developed by grade level teams. Foster Road is focusing on improving students' writing by implementing cycles of inquiry based on student current abilities. 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,733	\$51,374
Mid-Range Teacher Salary	\$81,762	\$80,151
Highest Teacher Salary	\$107,259	\$100,143
Average Principal Salary (ES)	\$135,001	\$126,896
Average Principal Salary (MS)	\$153,836	\$133,668
Average Principal Salary (HS)	\$139,258	\$143,746
Superintendent Salary	\$269,120	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	6%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	14136.66	4466.46	9670.20	97761.99
District	N/A	N/A	9174.34	\$88,239.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	5.3	10.2
School Site/ State	25.2	17.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The English Language Learner population at Foster Road makes up approximately 30% of our student population. 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.

Our Social Economic Disadvantaged population is approximately at 70%. Our students have access to Meet the Masters for enrichment in Arts, Coding is available for enrichment in technology, and Performances/Assemblies that are that are reading and motivational are provided.

We provide intervention services for our struggling students. Based on student performance on i-Ready Reading diagnostic they may qualify for additional support with our intervention TOSA. We also have an ESSS that provides intervention supports for students that might have behavioral concerns. Technology in the computer labs allow for access to I-Ready in scheduled blocks and technology in the classroom allows for access during center rotations within the classroom.

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).

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.