

James Foster Elementary School

22500 Pamplico Drive • Saugus, CA 91350 • (661) 294-5355 • Grades K-6

Misty Covington, Principal
mcovington@saugusd.org
<http://foster.saugusd.org>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Saugus Union Elementary School District

24930 Avenue Stanford
Santa Clarita, CA 91355
(661) 294-5300
www.saugusd.org

District Governing Board

Julie Olsen
David Powell
Laura Arrowsmith
David Barlavi
Christopher Trunkey

District Administration

Colleen Hawkins, Ed. D.
Superintendent

Isa De Armas, Ed. D.
**Assistant Superintendent
Education Services**

Nick Heinlein
**Assistant Superintendent
Business**

Jennifer Stevenson, Ed. D.
**Assistant Superintendent
Human Resources**

School Description

James Foster School overlooks the Santa Clarita Valley providing a beautiful academic setting for our students, staff, and community. The campus is clean, with green spaces surrounding the classrooms and a large grass field on which children play. Our custodial staff takes great pride in keeping the campus safe, clean and attractive.

Academic excellence and social growth are promoted through a rich and challenging learning environment. Foster School has been the worthy recipient of several grants and awards. Foster School has been recognized three times as a "California Distinguished School" and we received the Gold Ribbon Award. Most recently our school was honored with the Positive Behavior Intervention and Supports (PBIS) Silver Award. We truly believe that children come first.

Foster School strives to be at the forefront of improvement in instruction. Teachers participate in scheduled collegial planning where they develop lessons, and plan units of study. These sessions also provide opportunities for teachers to share teaching strategies and exchange ideas and materials.

Teachers promote a learning environment where all students are encouraged to actively participate in classroom activities and discussions and show respect for one another. Classrooms reflect student engagement and authentic student work.

Parents and community members overwhelmingly support the programs at James Foster with their gifts of time, talent, and generous donations. A visitor will quickly notice this parental presence in the classrooms as volunteers help lead small groups of students in reading, math and writing.

We are very proud of our school and community! At Foster, we take the business of loving and teaching children seriously. Educating our children requires that we all work together. Teachers, students, parents, and community members all contribute to the reputation and rich culture that James Foster School exemplifies.

Mission Statement

It is the mission of James Foster Elementary School, in partnership with the community, to develop socially responsible students who have the skills, attitudes, and knowledge to function successfully in a rapidly changing and culturally diverse world. Our students benefit from a student-centered institution guided by a skilled staff in a stimulating and safe environment.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	112
Grade 1	67
Grade 2	98
Grade 3	70
Grade 4	68
Grade 5	81
Grade 6	94
Total Enrollment	590

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.3
Asian	3.1
Filipino	4.7
Hispanic or Latino	27.8
Native Hawaiian or Pacific Islander	0.0
White	58.3
Socioeconomically Disadvantaged	19.3
English Learners	5.4
Students with Disabilities	10.5
Foster Youth	0.0

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			
James Foster Elementary School	16-17	17-18	18-19
With Full Credential	26	22	22
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Saugus Union Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	381
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
James Foster Elementary School	16-17	17-18	18-19
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 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: 8/16/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill K-6 Certified 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	McGraw-Hill K-6 Certified 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan McGraw-Hill K-5, Hartcourt 6 Certified 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman K-5, Hartcourt 6 Certified 2007 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)

Students, staff, and parents take pride in our school. Our custodians ensure a clean, safe environment where learning takes place. Students participate in character-building programs that help instill a sense of pride in our campus while reinforcing environmental responsibility. Campus supervisors work closely with staff to see that children enjoy safe activities.

A district/school safety committee inspects the campus on a regular basis. Students take part in monthly fire drills and periodic lock down and disaster drills to ensure preparedness in the event of an emergency.

The district-operated, parent-supported childcare program on campus provides reasonably priced, safe, supervised before and after school care.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/9/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/9/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	65.0	62.0	62.0	65.0	48.0	50.0
Math	46.0	51.0	51.0	53.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	3.7	24.7	69.1

* 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.

**School Year 2017-18 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	314	306	97.45	62.42
Male	166	163	98.19	60.12
Female	148	143	96.62	65.03
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100.00	76.92
Filipino	11	10	90.91	70.00
Hispanic or Latino	100	100	100.00	56.00
White	174	167	95.98	64.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	51	100.00	45.10
English Learners	32	31	96.88	54.84
Students with Disabilities	46	42	91.30	21.43

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 2017-18 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	314	305	97.13	50.82
Male	166	163	98.19	53.99
Female	148	142	95.95	47.18
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100	76.92
Filipino	11	10	90.91	50
Hispanic or Latino	100	100	100	48
White	174	166	95.4	51.81
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	51	51	100	25.49
English Learners	32	31	96.88	41.94
Students with Disabilities	46	42	91.3	19.05

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 2018-19)

There are many opportunities for parent involvement at Foster School. Our PTA is very active and always looking for more help with the numerous activities that they sponsor. Our school is privileged to have a high level of parental support and involvement. Volunteers work at the school daily to assist in the classroom, library, valet line, and office. Parents also serve on school and district committees. Anyone interested in volunteering at our school should contact the school office for information.

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

James Foster Elementary School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Foster's Parent/Student Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire Drills are conducted monthly. Disaster preparedness drills are conducted quarterly and include earthquake and lock down.

James Foster Elementary School is a closed campus. During school hours, the entrance is secured to ensure visitors check in with the front office. All visitors are required to sign in and wear a visitor's badge during their stay, and check out at the front office upon departure.

A comprehensive School Safety Plan developed under SB18 guidelines addresses each of the following four goals:

- All students and staff members are provided a safe teaching and learning environment.
- All students are safe and secure while at school and when traveling to and from school.
- District programs and approved community resources are made available to students and parents.
- Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	0.5	0.5	0.2
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.3	0.3	0.1
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.4
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2.3
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	24	24				5	4	5			
1	25	26	24				2	3	2			
2	26	25	25				3	3	4			
3	28	26	26				3	3	3			
4	31	27	29				3	3	2			
5	31	31	31				3	3	3			
6	26	32	31				3	3	3			

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

Professional Development provided for Teachers

Since 1988, California has sought to provide intensive learning experiences for beginning teachers. To provide an effective transition into the teaching career for the first-year and second-year teachers, several programs have been developed statewide and are in use in our district. The Beginning Teacher Support and Assessment (BTSA Induction Program) and Peer Assistance and Review (PAR) programs extend individual support and training and support success in the practice of teaching.

Professional growth activities are planned annually based on current needs and input received from staff. Professional development days allow for teachers to learn new strategies to ensure student success, collaborate with colleagues in areas such as lesson planning, data disaggregation, and technology integration. Workshops on professional effectiveness and classroom skills focus on reading and math standards and alignment with classroom curriculum.

Committees comprised of teachers and administrators review curriculum and adoptions for mathematics, language arts, history-social science, and science and align them with state standards.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,584	\$50,084
Mid-Range Teacher Salary	\$80,770	\$80,256
Highest Teacher Salary	\$95,203	\$100,154
Average Principal Salary (ES)	\$130,422	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$193,422	\$222,447
Percent of District Budget		
Teacher Salaries	38.0	37.0
Administrative Salaries	5.0	5.0

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

Types of Services Funded

State and federal specially-funded programs at our school include: Standards-based Textbooks and Materials purchases, Gifted and Talented student instruction, English Language Learner services, and School Improvement activities.

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,721	\$2,709	\$7,012	\$80,105
District	◆	◆	\$6,959	\$82,457
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			0.8	-2.9
Percent Difference: School Site/ State			-1.6	-1.0

* Cells with ◆ 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.