

# James Foster Elementary School

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

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### **Saugus Union Elementary School District**

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

#### **District Governing Board**

Laura Arrowsmith  
**President, Trustee Area 2**

David Barlavi  
**Clerk, Trustee Area 1**

Katherine Cooper  
**Member, Trustee Area 3**

Matthew Watson  
**Member, Trustee Area 4**

Christopher Trunkey  
**Member, Trustee Area 5**

#### **District Administration**

Colleen Hawkins, Ed. D.  
**Superintendent**

Edwin T. Clement  
**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 and received the 2020 California PBIS Community Cares Acknowledgement. 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. 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.

James Foster Elementary School develops aspiring leaders. We strive to produce life-long learners who are problem solvers and critical thinkers. Enrolling your child at James Foster Elementary School means you can expect to see an emphasis on character development, independence, responsibility, and communication skills in addition to academic skills. We know you'll be very happy with the educational experiences you'll find at James Foster Elementary School.

### **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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	116
Grade 1	84
Grade 2	95
Grade 3	71
Grade 4	106
Grade 5	73
Grade 6	75
<b>Total Enrollment</b>	<b>620</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
Asian	3.1
Filipino	5.6
Hispanic or Latino	30.6
Native Hawaiian or Pacific Islander	0.2
White	53.9
Two or More Races	4.5
Socioeconomically Disadvantaged	20
English Learners	6.5
Students with Disabilities	13.5
Foster Youth	0.3
Homeless	1.9

## 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 James Foster	18-19	19-20	20-21
With Full Credential	22	22	21
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Saugus Union	18-19	19-20	20-21
With Full Credential	♦	♦	357
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at James Foster Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)**

**Textbooks and Instructional Materials**

**Year and month in which data were collected: December, 2020**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	McGraw Hill K-6 Certified 2018  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	McGraw-Hill K-6 Certified 2015  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	STEMscopes Certified 2020  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	Scott Foresman K-5, Hartcourt 6 Certified 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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.

**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 10/26/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
<b>Overall Rating</b>	<b>Good</b>	

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	60	N/A	66	N/A	50	N/A
Math	51	N/A	56	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	37	N/A	46	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

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 (School Year 2020-2021)

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.2	0.1	0.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

#### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.3	0.1	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

#### 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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	1550

\*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.2

\*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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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	24		5		26		4	4	23		1	
1	24		2		26		3		21	2	2	
2	25		4		28		3		24	3		1
3	26		3		28		4		33	1	1	1
4	29		2		28		2		27	1	3	
5	31		3		29		3		24	1	2	
6	31		3		29		3		25	1	2	
Other**												

\*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.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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+
Mathematics												
Social Science												

\*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.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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 (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 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,476	\$51,004
Mid-Range Teacher Salary	\$82,385	\$82,919
Highest Teacher Salary	\$96,997	\$104,604
Average Principal Salary (ES)	\$132,822	\$131,277
Average Principal Salary (MS)		\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$205,000	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	35.0
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/](http://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).

**California School Dashboard**

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

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,642	\$2,891	\$7,751	\$68,833
District	N/A	N/A	\$7,579	\$82,592
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	2.2	-18.2
School Site/ State	0.0	-20.1

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