

Foster Road School Overview for 2008-09

School Vision Statement

Our Vision for Foster Road Elementary School is for all school and community members to commit themselves to working together to improve student learning, instill in our students the values of self-respect and respect for others, and to be life-long learners who seek all opportunities to ensure success for all students.

School Mission Statement

Foster Road is community which involves all stakeholders working together to provide the best Educational program is a safe, nurturing environment that respects others and is conducive to developing well balanced life-long learners. It develops students' awareness of their responsibilities to become productive, contributing members of society who work enthusiastically toward their full potential. Foster Road involves staff, parents, business, community, and service agencies in:

- Promoting student success and academic excellence
- Preparing students for an increasingly technological world
- Equipping students with academic, vocational, and social skills
- Valuing education and recognizing learning as a right with related responsibilities
- Extending multi-cultural awareness and understanding
- Designing a high quality instructional program which develops active life-long learners
- Helping all students to develop a personal vision of their future and the ways to achieve it

School Profile

Foster Road Elementary (PreK-5) is part of the Norwalk-La Mirada Unified School District. It is a community center school located approximately eighteen miles southeast of metropolitan Los Angeles in a middle to lower middle class residential community of La Mirada, which is 7.78 square miles. The school is surrounded by some industry, residential single-family homes on the North and South with an Industrial area and an old refinery on the west, and a Catholic Church and Catholic school on the east. There is a local park one block west, which offers seasonal recreational activities. Foster Road Elementary is a unique school setting which includes both regular and special education classes from preschool through fifth on its campus.

This 2008-09 year, the school has 80 preschool students and 428 (K-5) with a total population of 508. All of our regular and special education students participate in the School Base Coordinated Program (SBCP).

Spanish is spoken as the primary language in many of the homes from which Foster Road Elementary draws its school population. The ethnic composition of Foster Road's population was reported in October 2006 on the CBEDS School Information Form. The CBEDS reports:

- + 82% Hispanic
- + 9% White
- + 3% Asian
- + 4% Black
- + 2% Filipino

Foster Road has a monthly attendance rate of 96.68%. Foster Road received the District's attendance banner for the months of October and December. 68% of the students participate in the free and reduced school breakfast and lunch program. The occupations of the working parents range from skilled to unskilled with about 4% falling in the professional/semi-professional category.

Staffing and School

The instructional team at Foster Road is under the direction of the principal, Dr. Jean Maddox. Our full-time certificated staff consists of the principal, 18 regular education classroom teachers, 3 special education classroom teachers, 4 preschool teachers, one RSP teacher, one speech and language specialist, and one part-time speech and language specialist. Our part-time certificated staff consists of one APE teacher, and one school psychologist. Our full-time classified staff consists of one secretary, one senior custodian, one night custodian, two special education aides, and three preschool aides. Our part-time classified staff includes one clerk, one attendance clerk, one part-time library/media clerk, one RSP aide, 24 special education aides, three state preschool aides, one cafeteria manager, and one cafeteria worker. Out of our SBCP funds, we have 1 part-time clerk and 1 part-time bilingual aide. Out of our Title 1 funds we have two Fast ForWord computer aides.

Student Needs

Foster Road has exceeded its California Academic Performance Index (API) and Annual Yearly Progress (AYP) Growth Targets and comparable growth requirements for significant populations for the ninth consecutive year. Foster Road's API score was 801 for the 2007-2008 school year. Foster Road continues to meet their growth points each school year. We have shown improvement as reflected in the data below:

Year	API Score	Growth Target	Statewide Rank	Similar Schools
1999	446	18	1	1
2000	508	15	2	1
2001	557	12	2	1
2002	601	10	2	1
2003	642	10	3	2
2004	698	8	4	5
2005	736	5	5	7

2006	745	9	5	7
2007	765	5	6	7
2008	801	5		

On the English-Language Arts section of the CST, our current population of learners scored at the 44% proficiency level as a school. Our English learner population scored 35.4% at or above proficient. The Socio-economically Disadvantaged subgroup scored at the 42.6% proficiency level. In the Mathematics section of the CST our population of learners scored at the 66.42% proficiency level. Our English learner population scored 62.2% at or above proficiency in the area of math.

English Language Learner Program

The English Language Learner Population at Foster Road makes up approximately 28% of our student population. Our ELL students have consistently exceeded their API Growth Targets each year. As a result of Proposition 227, all students receive instruction that is overwhelmingly in English. Those students in need of Primary Language support are placed in Sheltered English Instruction (SEI) classes where a bilingual teacher is available to meet their language needs. All English Language Learners receive a minimum of 45 minutes daily of English Language Development (ELD) in grades 3rd-5th and 30 minutes in Kindergarten – 2nd, using Systemic ELD, Houghton Mifflin Language program and the Hampton Brown “Into English.”

Gifted and Talented Education

GATE students are identified in the fourth grade. The 4th & 5th GATE students are grouped for reading on a daily basis using their CELDT, CST, and CAT6 scores. This allows students an enrichment opportunity during their regular instruction. GATE students are also given extension activities or projects in other subjects within their regular classroom. Teachers from each (4th & 5th) grade level plan these extension activities together.

Special Education

Foster Road has three special education classrooms. There are two severely handicapped special education classes, and one nonsevere special education class. Foster Road has one RSP teacher, one full time speech and language specialist, and one part time speech and language specialist. Many of the special education students receive additional services from a district Adaptive P.E. teacher and/or an occupational therapist from outside the district. The special education students are mainstreamed in various subjects depending on disability and appropriateness. The upper grade severely handicapped teacher teaches music and sign language to our regular second grade students. The special education teachers work well with our regular education teachers. Together they plan a positive nurturing environment for our students. Regular and Special Education teachers work together and plan activities for all students to participate in. Students from special education are mainstreamed when appropriate in various classes. In this manner, a better understanding and positive learning experience is provided for all students.

Title I

This year is Foster Road's first year as a school-wide Title 1 program. The school was a Targeted Assisted School during its planning year with grades third and fourth being the targeted group of students who were receiving services. The Fast ForWord program, a neuroscience approach to reading intervention, is being implemented for the Title 1 students in grades third, fourth, and fifth. Students rotate into the computer lab at a scheduled time each day for 30 minutes to utilize this program.

Student Success Teams

The first goal is commitment towards higher student achievement. Foster Road Elementary School is committed to improving student achievement, and is learning new ways to provide our students with a high quality instructional program, which meets all our students' needs. The school has six Student Success Teams (SST), which meet for the purpose of determining the students' educational needs such as learning problems, behavioral issues, attendance, language needs, special education testing, GATE, retention/acceleration, placement in RSP, SDC, speech, and other placements within the school or district. The parents are an important member of this team and give feedback, information, suggestions, and written consent to help their child receive the best educational program the school has to offer. Teachers emphasize the use of multiple intelligences and show an increase in the application of technology as a learning tool.

Student Conduct and Recognition

Foster Road Elementary is very proud of its students and their improvement in behavior. A school-wide discipline plan sets clear expectations for each student and classroom rules that include positive rewards. The school follows the principles of "Conscious Discipline." School rules and expectations for behavior are made clear to students and parents through special assemblies, parent notices, parent workshops, district mailer, principal newsletters, class newsletters, school agendas, classroom discussions, and classroom rules. Students with "Outstanding Behavior" are recognized with a special breakfast twice a year. Our school conducts monthly assemblies for student achievement and attendance, as well as trimester and year-end awards to acknowledge perfect attendance, honor roll and academic strength, exemplary behavior and specialized classroom achievements. Accelerated Reader and Fast ForWord progress is recognized at monthly assemblies. Students who are proficient or above on the CST, or who have moved up a level on their state tests are invited to a special assembly to recognize their achievements. To continue improving student attendance, a monthly perfect attendance assembly is held in the front of school for everyone including recognizing parents of students with perfect attendance.

Professional Development

Our staff development program has focused on the Literacy Initiative for Language Arts. "Priority One! 9 out of 10 Reading at Grade Level." Each teacher has received monthly trainings on reading strategies (Read Alouds, Shared Reading, Guided Reading, Independent Reading with conferring) during our roll out sessions. During our monthly team meetings, teachers were provided a substitute teacher, so they could work with our Literacy coach on reading strategies and building their classroom libraries. The teachers were able to watch demo lessons, design lessons and try the strategies with a partner throughout the year. 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, expanding our technology use, multiple intelligences, cooperative learning structures, and brain research. Staff development is planned to align with school-wide goals and objectives as well as the curricular area identified by the school. The school staff determines the areas for focus depending on current data on student achievement. This year, the staff will continue the Literacy Initiative, implement the new Title 1 program, and attend the Writing Academy. Foster Road is focusing on improving students' writing by implementing the Six Traits as well as the Columbia Writers' Workshop. Cognitive Guided Instruction (CGI) in math, Accelerated Reader, and classroom libraries are implemented throughout the school. Staff development is planned to enhance the teachers' skills and help improve student achievement. This school leadership team, the shared decision-making/school-site council, bilingual advisory committee, and the school staff determine the areas of focus based on current data on student achievement.

Instructional Support

Foster Road Elementary's instructional program emphasizes hands-on real life experiences and current brain research. Each teacher's long-range plans reflect the required components within the State's frameworks. Early release on Wednesdays, provide staff time to plan together and focus on student achievement. The teachers' work in clusters to create and coordinate instruction to address their students' varied needs. They plan activities that address English Language Development for the limited English students. Many staff members have attend the District's Systemic ELD training and are implementing the various strategies to enhance their language skills. Grade levels level their ELL students for ELD instruction. As a SBCP participant, Foster Road seeks to improve student achievement through the use of additional resources and materials purchased with categorical funds. The teachers meet with the principal after each trimester to discuss all the students' progress, and together a plan is developed to ensure student achievement and growth. Individual learning needs are discussed. If the students need to be referred to the Student Success Team, the process begins with teachers filling out forms and consulting with the parent to help students to succeed. Homework is assigned on a regular basis to extend and reinforce the daily assignments and activities the students learn at school. Homework will reflect current teaching practices. The Title 1 Fast ForWord program is to help students rewire their brains to build the connections needed for reading. Programs are also designed to integrate students beyond their own classroom to facilitate friendship and understanding between all Foster Road students and community.

The teachers' meet with parents to communicate student progress during parent/teacher conferences twice a year, and many teachers meet with parents on a regular basis to help individual students meet grade level standards. Individual classrooms have newsletters to keep parents informed of what is happening in the classroom. The principal has a monthly newsletter for the parents and community to keep them informed about school progress and events. The new school website (www.fosterstars.org) is an additional tool for parents to check and review the current events and calendar. The staff members communicate their homework through the school's website as well. Parent in-services are offered monthly to help our parents help their children improve their skills and to explain student achievement strategies as well as student progress. Mommy and Me classes are offered in our preschool parent room. The parent classes are also offered in Spanish to help our ELL population increase achievement.