

School Accountability Report Card

Reported Using Data from 2009–10 School Year

Published During 2010–11

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Stephen Foster Elementary	District Name	Bellflower Unified
Street	5223 East Bigelow St.	Phone Number	562-866-9011
City, State, Zip	Lakewood, CA 90712-2023	Web Site	www.busd.k12.ca.us
Phone Number	562-804-6518	Superintendent	Rick Kemppainen
Principal	Deirdre Reyes	CDS Code	19- 64303- 6011704

School Description and Mission Statement (School Year 2009–10)

This section provides information about the school, its programs, and its goals.

Stephen Foster Elementary School is one of ten elementary schools in the Bellflower Unified School District. The school is located in Lakewood and serves approximately 679 students from the cities of Lakewood, Bellflower, and Cerritos. The facilities include 33 classrooms, 2 support classrooms, a Head Start classroom, a library, two computer labs, and a multi-purpose room (which also serves as the school cafeteria). The school also houses two preschool classrooms and a before and after school care facility run by the YMCA.

Stephen Foster staff, students, parents, and community collaborate in order to cultivate excellence inside and outside of the classroom. We focus on today, but also look toward the future. We envision students confidently moving on to higher education and eventually into the global community where they will be empowered to reach their full potential. We foster the “whole child”, supporting academic, physical, social, and emotional growth. We encourage students to be self-motivated, independent thinkers and lifelong learners. We inspire students to expand their horizons, and we provide a safe, encouraging environment that helps to bring out the best in everyone. We respect and take pride in our school, our community, and ourselves.

We believe that:

A strong partnership with school, parents, and community is essential.

Excellence requires continuous improvement.

Personal and social responsibilities are key components of good citizenship.

Mistakes and problems are unavoidable and serve as learning opportunities.

Ongoing multiple assessments and adjustments maximize learning.

Balanced literacy is the best approach to cultivate competent readers, writers, and critical thinkers.

Mathematics requires competence in skills as well as real life application and problem-solving.

Experiencing the fine arts cultivates well-rounded individuals.

Scientific inquiry and hands-on activities promote critical thinking skills.

Understanding history and social studies gives us a context for our past, present, and future.

Technology resources serve as tools for instruction, communication, and production by students, staff, and parents.

Physical fitness is an essential part of a healthy lifestyle.

The mission of Stephen Foster Elementary School is to provide a safe learning environment and effective school-based coordination of programs reflecting input by teachers, students, administrators, parents, and community members to meet the unique needs of a diverse student population in grades kindergarten through six. Students leave Stephen Foster as responsible citizens who demonstrate respect for themselves and others in their community. Our students are active learners who have attained or exceeded all appropriate grade level standards, and are prepared for successful continuing educational experiences.

Opportunities for Parental Involvement (School Year 2009–10)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Family support is an integral part of the educational process. Without this vital link, the goals set in the mission and vision statements of the school would be unachievable. Making parents feel welcome in the school and important to the success of the students has been the center of the school's strategies that send the message that family involvement is essential to advance our students' education. All family members are encouraged to attend our daily flag ceremony at the beginning of each school day. There we make important announcements and recognize students' efforts and achievements. A coordinated effort between the community and the school provides a safe and nurturing environment for all children. Parents are leaders in decision-making in the PTA, on the School Site Council, on the English Learner Advisory Committee and as parent volunteers. In order to build public confidence, monthly newsletters, special bulletins, flyers, and other forms of written communication elicit active participation and support for school programs.

Student Enrollment by Grade Level (School Year 2009–10) This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	91
Grade 1	96
Grade 2	92
Grade 3	100
Grade 4	87
Grade 5	101
Grade 6	112
Total Enrollment	679

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	9.4	White	31.5
American Indian or Alaska Native	n/a	Two or More Races	5.4
Asian	4.4	Socioeconomically Disadvantaged	41
Filipino	6.6	English Learners	8
Hispanic or Latino	41.4	Students with Disabilities	13

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007–08				2008–09				2009–10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.3	4	0	0	20.0	4	0	0	20	4	0	0
1	19.5	6	0	0	20.0	5	0	0	20	4	0	0
2	19.8	4	0	0	18.2	5	0	0	20	4	0	0
3	20.0	5	0	0	19.0	3	0	0	18.8	5	0	0
4	34.0	0	0	3	32.3	0	2	1	28.3	0	3	0
5	30.8	0	4	0	33.3	0	0	3	31.3	0	3	0
6	33.0	0	1	3	26.8	1	4	0	33.3	0	1	2
K-3	0	0	0	0	0	0	0	0	19	1	0	0

III. School Climate

School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

The staff, students, parents, the Parent Teacher Association (PTA), and community members at the school strive to provide effective ways to give all students the safe, clean, healthy, and disciplined conditions that allow teachers to effectively teach and students to actively learn. The school's mission and vision statements place the physical, emotional, and psychological safety and well being of our students and staff among our highest priorities. All elements of the school, the education provided, the student support staff, the school's leadership, our parents and families, and the school's surrounding community, combine to produce a positive, safe, and secure environment for all students. The school's comprehensive safety plan establishes regular review of emergency response plans, expectations for the cleanliness and timely maintenance of facilities, and behavioral norms. The school meets its obligation to provide support systems that promote the health and safety of students and adults alike.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
Suspensions	2.9	3.5	4.6	19.0	17.9	13.8
Expulsions	0.0	0.1	0.0	0.3	0.6	0.18

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010–11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

The appearance of a school's grounds, buildings, and classrooms influences the attitude of all who visit and use the campus. The district takes great efforts to ensure that all schools are clean, safe, and functional. The school's facilities support the special needs of all students. There are areas on campus, including the library-media center, teachers' lounges, and a teachers' workroom, for students and staff to go for collaboration and research.

Students utilize a grassy, park-like atmosphere. An attractive wrought iron fence encloses the front of the school and all gates are locked and unlocked to accommodate the daily schedule. Signs are posted at the front gate informing the public that the school is tobacco free, and the school follows a "No Trash" policy that encourages students and staff to assume personal responsibility for the appearance of the campus. The district governing board maintains high cleaning standards for all schools in the district. The school office can provide details. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. All campus restrooms are open and operational.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (School Year 2010–11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	35	35	32	638
Without Full Credential	1	1	1	12
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009–10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. 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 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	96.41	3.59
High-Poverty Schools in District	95.37	4.63
Low-Poverty Schools in District	97.34	2.66

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Library Media Services Staff (paraprofessional)	1.0
Psychologist	0.5
Speech/Language/Hearing Specialist	0.5

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Good – Aligned to state adoption cycle	0%	K-6 - Houghton-Mifflin
Mathematics	Good – Aligned to state adoption cycle	0%	K-5 - Houghton-Mifflin 6 - McDougal-Littell
Science	Good – Aligned to state adoption cycle	0%	K-6 - Houghton-Mifflin
History-Social Science	Good – Aligned to state adoption cycle	0%	K-6 – Harcourt
Health	Good – Aligned to state adoption cycle	0%	K-6 Harcourt

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,560	\$70	\$4,489	\$77,075
District	n/a	n/a	\$7,602	\$66,432
Percent Difference – School Site and District	n/a	n/a	-40.95%	16.02%
State	n/a	n/a	\$5,681	\$66,478
Percent Difference – School Site and State	n/a	n/a	-23.32%	15.94

Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

The ADA dollars cited in the table above provide services budgeted from the general fund including regular classroom instruction and support, special education, counseling, psychology, child welfare and attendance and program assessment. Additional services funded as categorical programs include: Title 1 assistance to targeted populations, Caring Connections community services, services for English Learners, School Improvement Programs (SIP), Safety and Violence Prevention, Drug and Tobacco Education (DATE), Tobacco Use Prevention Education (TUPE); Safe and Drug Free Schools, and the After School Program Promoting Learning Enrichment (Project APPLE).

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,684	\$41,155
Mid-Range Teacher Salary	\$66,673	\$65,379
Highest Teacher Salary	\$81,819	\$85,049
Average Principal Salary (Elementary)	\$104,809	\$106,453
Average Principal Salary (Middle)	n/a	\$111,487
Average Principal Salary (High)	\$127,917	\$121,513
Superintendent Salary	\$193,816	\$194,802
Percent of Budget for Teacher Salaries	43.7%	39.93%
Percent of Budget for Administrative Salaries	4.6%	5.15%

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	62	63	61	45	48	50	46	50	52
Mathematics	68	69	69	41	45	47	43	46	48
Science	61	60	78	50	50	56	46	50	54
History-Social Science	n/a	n/a	n/a	35	39	43	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced		
	English-Language Arts	Mathematics	Science
Male	57	68	78
Female	66	70	78
Black or African American	54	67	n/a
Asian	75	95	n/a
Filipino	61	84	n/a
Hispanic or Latino	56	61	65
White	68	74	92
Socioeconomically Disadvantaged	54	66	67
English Learners	59	62	n/a
Students with Disabilities	41	38	n/a

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	71.3	50.5	24.8

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	8	8	8
Similar Schools	8	8	9

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	15	15	4
Hispanic or Latino	16	22	1
White	20	10	-2
Socioeconomically Disadvantaged	17	28	23

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	852	777	767
Black or African American	n/a	731	685
American Indian or Alaska Native	n/a	n/a	728
Asian	n/a	888	889
Filipino	n/a	879	851
Hispanic or Latino	831	763	715
Native Hawaiian/Pacific Islander	n/a	713	754
White	870	813	838
Two or More Races	n/a	820	807
Socioeconomically Disadvantaged	809	752	712
English Learners	n/a	735	691
Students with Disabilities	n/a	595	580

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	n/a	Yes

Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	n/a	Not in PI
First Year of Program Improvement	n/a	n/a
Year in Program Improvement	n/a	n/a
Number of Schools Currently in Program Improvement	n/a	3
Percent of Schools Currently in Program Improvement	n/a	21

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Professional development activities are essential to the maintenance of a quality educational program for all students. Over the past three years, the district has provided more than 200 hours per year of professional development activities for teachers and classified staff. These programs have emphasized a standards-based approach to the core subject areas of English Language Arts, mathematics, science and social studies. Over the past three years the district has also provided 14 shortened days per year for schools to use in school-based planning and professional development activities. The school-based instructional time and staff development program has addressed technology-based instruction; early literacy, shared decision-making, the utilization of standardized tests in the instructional program, and instruction for underachieving subgroups.