

Louise Foussat Elementary

3800 Pala Road • Oceanside, California 92058 • (760) 721-2200 • Grades K-5

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<http://foussat.oside.us/>



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



Oceanside Unified School District

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District Governing Board

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Eric Joyce, Clerk

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District Administration

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Shannon Soto, Ed. D.

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**Associate Superintendent Human
Resources**

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**Associate Superintendent Business
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School Description

Welcome to Foussat Elementary School! Our entire staff is committed to providing a quality learning environment for all students. Our skilled and caring teachers are dedicated to meeting the needs of all children. Our commitment to educational excellence is at the core of our instructional program. We focus on providing our students with the necessary skills to be college or career ready. We address these needs through the implementation of the Common Core State Standards, English Language Development standards and the 21st Century Skills of Communication, Collaboration, Creativity and Critical Thinking.

Foussat Elementary has a rich and challenging curriculum that develops creative, confident, and capable students. Our students respect each other's differences and show compassion through acts of kindness at school and in the community. Our students learn teamwork and collaboration through partnerships modeled by staff and parents. At Foussat we take pride in our spirit of optimism, enthusiasm, determination, and our ongoing quest for excellence.

We are proud of our DREAMS Lab (Design, Research, Engineering, Math, Science) and being able to offer Project Lead the Way lessons. All students in Kinder through 5th grade rotate through the lab and are given the opportunity to investigate real-world problems and design solutions. This helps to foster and promote students' natural curiosity about the world around them. To help augment and enrich classroom lessons, we are proud to be able to provide students with access to 1-1 devices. We strive daily to help our students reach their full academic potential and to instill in them a sense of knowing they can achieve anything they are willing to work towards. In addition to making sure that our student's academic needs are met, we also concentrate on ensuring that our student's social and emotional needs are also being addressed. Foussat now has a part-time counselor who offers monthly classroom lessons to all students as well as individual and group sessions (grief counseling, friendship issues, managing emotions, stress/anxiety and lessons on self-esteem). At Foussat we believe in addressing the needs of the whole student!

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	118
Grade 1	114
Grade 2	84
Grade 3	117
Grade 4	86
Grade 5	99
Total Enrollment	618

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.1
American Indian or Alaska Native	0.8
Asian	2.4
Filipino	5.8
Hispanic or Latino	59.1
Native Hawaiian or Pacific Islander	1.9
White	12.6
Two or More Races	8.4
Socioeconomically Disadvantaged	64.4
English Learners	23.9
Students with Disabilities	12.8
Homeless	0.2

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 Louise Foussat	17-18	18-19	19-20
With Full Credential	32	0.0	26
Without Full Credential	1.0	0.0	0
Teaching Outside Subject Area of Competence	0.0	0.0	0

Teacher Credentials for Oceanside Unified	17-18	18-19	19-20
With Full Credential	♦	♦	854.72
Without Full Credential	♦	♦	0.00
Teaching Outside Subject Area of Competence	♦	♦	9.00

Teacher Misassignments and Vacant Teacher Positions at Louise Foussat Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0.0	0.0	0
Total Teacher Misassignments*	0.0	0.0	0
Vacant Teacher Positions	0.0	0.0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Textbooks and Instructional Materials

Year and month in which data were collected: Sept. 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Scholastic Big Day (TK) <ul style="list-style-type: none"> Teacher Resource Kit, Adopted 2014 Houghton Mifflin Reading California: Adopted 2003 <ul style="list-style-type: none"> Big Books (Grade K) Textbooks (Grades 1-5) Houghton Mifflin ELD, Adopted 2011 <ul style="list-style-type: none"> Practice Books (K-5) K-5 ELD: Houghton Mifflin ELD: Practice Books, Adopted 2011
Mathematics	Transitional Kinder: Scholastic Big Day, Adopted 2014 Houghton Mifflin Harcourt GoMath!, Adopted 2016 <ul style="list-style-type: none"> Student Edition
Science	Transitional Kinder: Scholastic Big Day, Year Adopted 2014 FOSS, Delta Education: Science Kits, Adopted 2008
History-Social Science	Transitional Kinder: Scholastic Big Day, Adopted 2014 Reflections/Harcourt, Adopted 2007 <ul style="list-style-type: none"> Big Books (Grade K-1) Textbooks (Grades 2-5)

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/6/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	RM C-2: 7. WATER STAIN IN LIGHT DIFFUSER
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	42	43	45	46	50	50
Math	38	41	36	36	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	23.7	16.1	8.6

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	294	289	98.30	43.25
Male	158	154	97.47	36.36
Female	136	135	99.26	51.11
Black or African American	24	21	87.50	42.86
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	54.55
Filipino	21	21	100.00	71.43
Hispanic or Latino	165	163	98.79	33.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	35	100.00	68.57
Two or More Races	25	25	100.00	52.00
Socioeconomically Disadvantaged	207	202	97.58	36.14
English Learners	98	96	97.96	29.17
Students with Disabilities	39	37	94.87	8.11
Students Receiving Migrant Education Services	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	294	289	98.30	40.83
Male	158	154	97.47	42.86
Female	136	135	99.26	38.52
Black or African American	24	21	87.50	47.62
American Indian or Alaska Native	--	--	--	--
Asian	11	11	100.00	36.36
Filipino	21	21	100.00	66.67
Hispanic or Latino	165	164	99.39	32.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	35	100.00	68.57
Two or More Races	25	25	100.00	40.00
Socioeconomically Disadvantaged	207	202	97.58	35.15
English Learners	98	96	97.96	33.33
Students with Disabilities	39	37	94.87	5.41
Students Receiving Migrant Education Services	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Our School Site Council, which always includes parent members, creates our school's annual plan and makes budget approvals. Our PTA raises funds for extracurricular activities. We have strong parent and community support for our school. Parents are encouraged to work with their child's teacher to see what opportunities are available to support the class both during the school day and outside of school. We encourage and appreciate parent volunteers who participate in classroom activities, field trips and other school functions.

In addition to this, we sponsor activities throughout the year to encourage parent involvement at school. Some of the activities are: Back to School Night, Monthly Pledge Assemblies, Fall Carnival, Santa Night, Reading on the Lawn, Music Assemblies and Jog-a-thon.

The contact person for parent involvement is Sam Glassford. You may reach her at (760) 721-2200 or via email at sglassford@oside.us

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

Foussat students follow the guiding principles of being Safe, Responsible and Respectable. The 8 Keys of Excellence are also taught in the classrooms to help students focus on positive behavior that will guide them not only through elementary school but also through life. As a staff, we strive to provide all of our students with a stellar education and also a safe and nurturing environment where students feel safe and are able to focus on their learning.

Our school has safe and modern playground equipment, which district maintenance staff and our own custodial staff inspect regularly. Playground supervisors supervise the students during all recess periods. Students follow our playground safety guidelines. In keeping with the district policy, all visitors and volunteers are required to check-in at the office and obtain a visitor's badge. School administration oversees monthly safety drills and meets regularly with staff to update our School Safety Plan and address any concerns, and was last updated in October of 2019. Our clean, safe campus reflects our pride in our school and community.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.9	2.1	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.5	2.8	2.5
Expulsions Rate	0.1	0.1	0.0

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

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

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21	1	5		21	2	4		21	2	4	
1	22		5		25		4		22	1	4	
2	21	3	2		19	1	5		24		3	
3	22	1	4		23		4		25		5	
4	28		4		25		4		28		3	
5	30		4		25	1	4		26	1	3	
Other**	9	1										

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

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

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Professional learning opportunities are provided centrally and at the school site throughout the school year. Staff development is focused on the implementation of the Common Core Standards and the integration of the 4 Cs (Collaboration, Communication, Critical Thinking and Creativity) into daily lessons. In addition to this, there has been an on-going school-wide focus of Guided Reading in Language Arts and Math professional development. Fousat has been a forerunner in the integration of technology (iPads, Apple TV, computer-based learning programs) in the classroom as a means of enhancing student learning and also as a way to help them learn skills they will need to be college or career ready. This year all of the teachers at Fousat are implementing Benchmarks English language arts program and i-Ready assessment program. As a staff, we will be analyzing all students' Guided Reading Levels and i-Ready test results to assess the effectiveness of the program.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,351	\$51,374
Mid-Range Teacher Salary	\$75,082	\$80,151
Highest Teacher Salary	\$98,969	\$100,143
Average Principal Salary (ES)	\$123,269	\$126,896
Average Principal Salary (MS)	\$127,602	\$133,668
Average Principal Salary (HS)	\$130,709	\$143,746
Superintendent Salary	\$257,005	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	4%	5%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	12255.46	3337.13	8918.32	\$83,486
District	N/A	N/A	\$9,137.87	\$81,388.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.4	2.5
School Site/ State	17.2	1.8

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

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

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.