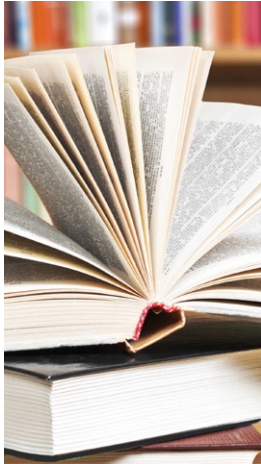


SARC



OUR
MESSAGE



OUR
TEACHERS

OUR
SCHOOL

Foothill Elementary School

2014-15
School Accountability Report Card
Published in 2015-16



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SARC



Principal's Message

Foothill students are scholars and champions! When they come to school, they are ready to learn and put forth their best effort. Our teachers and staff believe in our scholars, and they believe in themselves. Foothill scholars know that they can do anything they put their heart and mind to doing. Mistakes are looked at as an opportunity to learn and grow. Our scholars shall treat one another with kindness and will encourage one another to be their best and to never give up.

We are a multicultural, multilingual school that promotes equity. It is our firm belief that all students can learn at high levels when provided instruction and opportunities that meet their diverse needs. We are determined to provide our students with a 21st-century education. We are focusing on improving the engagement of our students during instructional time. As we continue to educate our scholars on the Common Core State Standards, we will continue to provide many opportunities for critical thinking and collaboration.

We carry out our duties with pride and professionalism. As educators, we value the idea of lifelong learning, and the continual growth of our students, parents and staff. We are continuing to build a positive culture where staff, students and parents feel appreciated, respected and are experiencing success. That success will be acknowledged and celebrated throughout the school year. We are committed to working with our families and community, and our focus will always remain on what's best for the students.

School Mission Statement

Foothill Elementary School provides a quality standards-based education which is a collaborative effort of teachers, parents, students and support staff. Students will be active learners who are motivated and possess a high sense of personal responsibility for their education, values and behavior. Families will be responsible for supporting their child's education by providing basic needs, discipline, structure at home and help with homework. Teachers and staff will provide a safe and equitable learning environment by valuing and fostering diversity through open communication. Teachers meet frequently to work on purposeful and productive planning to deliver rigorous and relevant standards-based instruction that is assessment driven.

Our three schoolwide rules are clearly defined, communicated and consistently reinforced. Our goal is to identify and address student needs through targeted intervention and enrichment programs. We will continue to grow in order to become a Blue Ribbon School.

School Mantra

Our mantra for the 2015-16 school year is, "Never Give Up, Encourage Others, and Do Your Best." We brought in the "The NED Show" last spring, and our students really loved the message. Our students are STAR (Safe, Thoughtful And Respectful) students who demonstrate respect, responsibility and safety on a daily basis.

Parental Involvement

There are many ways to get involved, whether it is participating in one of the parent committees described below, attending our school events, helping at school, or simply staying informed and making sure your children read and complete their assignments.

English Learner Advisory Committee (ELAC)

- Advises the principal and staff on programs and services for English learners (students that are learning English as their second language)

Dual Immersion (DI) Parents

- Focus is on our dual immersion (Spanish-English) bilingual program, which is designed to add English proficiency to Spanish speakers and Spanish proficiency to English speakers

School Site Council (SSC)

- Consisting of five elected parents and four elected staff members, plus the principal, its main function is providing input and oversight into development and implementation of the school plan and related budgets

Other parental involvement opportunities include:

- Assisting teachers in the classroom with materials and projects
- Assisting with picture day, dental and vision screening, and other special events
- Assisting with playground, parking lot or lunch supervision, or school beautification
- Providing expert advice and support as related to your job or expertise

For more information on how to become involved, contact Parent Staff Association President Zulma Reyes at (925) 473-2450.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



Pittsburg Unified Mission Statement

It is the mission of Pittsburg Unified School District to inspire our students, to ensure they achieve equity in academic excellence and to bring students closer together through shared experiences in learning. We believe the cultural diversity of our community and our youth are our greatest assets. We endeavor to bring our students to their fullest potential and to create lifelong learners who will contribute positively to the world.

Governing Board

Mr. Duane Smith, President
 Mr. De'Shawn Woolridge, Vice president
 Dr. Laura Canciamilla, Trustee
 Mr. George Miller, Trustee
 Mr. Joseph Arenivar, Trustee

Board Goals

1. Student Achievement

- Students will demonstrate continuous improvement in academic excellence, as measured by clear and accessible multiple assessments
- Opportunity gaps will have accelerated reduction through purposeful interventions and supports

2. Powerful Instruction

- Effective instruction aligned to the common core will be expected, supported and measured to ensure continuous improvement of student achievement

3. Outstanding Staff

- The district will recruit "highly qualified" and appropriately credentialed teachers
- The district will support, retain and promote quality staff through good working conditions, competitive total compensation packages, and coaching and professional development

4. Quality Learning Environment

- High-quality facilities
- Safe, orderly and secure schools
- School site culture of caring and respect
- State-of-the-art technology

5. High-Performing, Accountable Organization

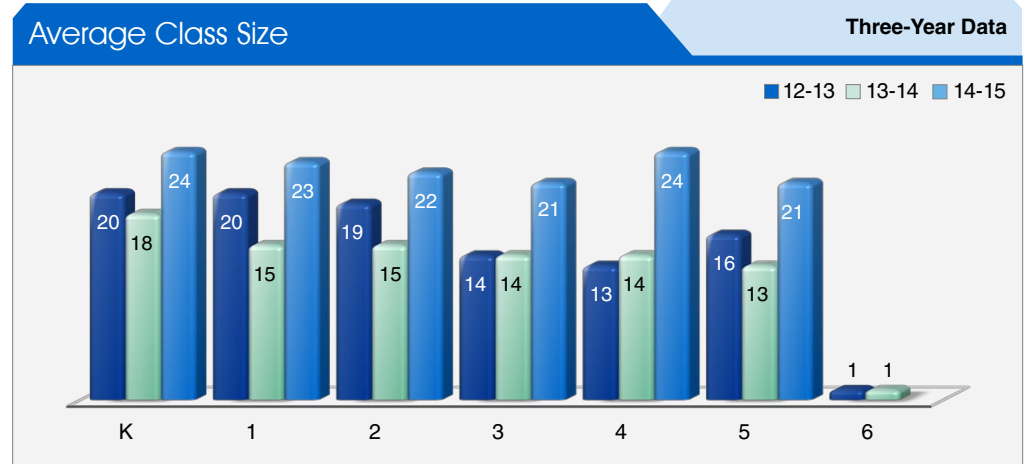
- Fiscal stability and responsible long-range planning
- Comprehensive accountability system
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

6. Meaningful Collaboration, Partnership and Parental Engagement

- Timely and accessible communication with community
- Strategic community partnerships
- Focus on parent and student engagement, including diverse opportunities for involvement
- Strong communication and relationships between parents/guardians and schools
- Proactive engagement in students' academic and personal growth
- Board and superintendent and staff communication

Class Size Distribution

The bar graph displays the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Number of Classrooms by Size **Three-Year Data**

| Grade | 2012-13 | | | 2013-14 | | | 2014-15 | | |
|-------|--------------------|-------|-----|---------|-------|-----|---------|-------|-----|
| | Number of Students | | | | | | | | |
| | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ | 1-20 | 21-32 | 33+ |
| K | 3 | | | 6 | | | | 4 | |
| 1 | 4 | | | 4 | | | | 5 | |
| 2 | 4 | | | 5 | | | 1 | 2 | |
| 3 | 6 | | | 6 | | | 2 | 2 | |
| 4 | 6 | | | 5 | 1 | | | 3 | |
| 5 | 2 | 4 | | 6 | | | 1 | 4 | |

Professional Development

The Local Control Accountability Plan (LCAP), Local Education Agency Plan (LEAP) addendum and the sites' Single Plan for Student Achievement (SPSA) are the genesis of selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student-achievement data, including the data from underserved student groups, the district is focusing professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics.

Every teacher participates in three full-release professional-development days. In addition, educators collaborate with each other in facilitated grade-level/department meetings. Site administrators provide support and feedback to staff members related to targeted improvements. Pittsburg teachers also participate in a structured Collaboration Cycle where they meet with their colleagues to create common lessons that they teach in their classrooms while their colleagues and instructional coaches provide them feedback.

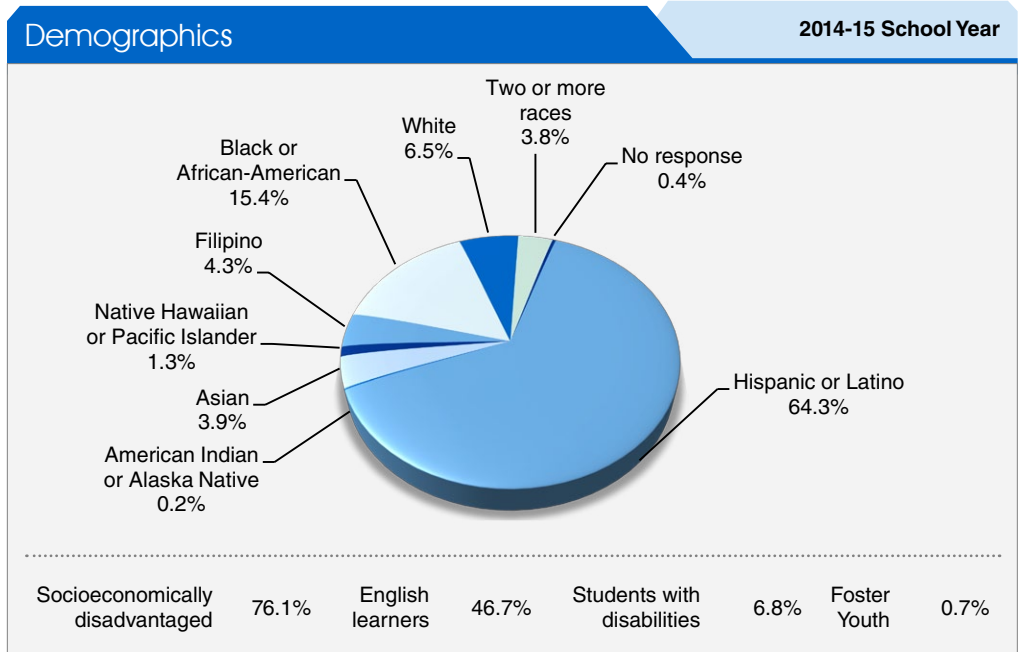
Summer institutes are numerous and comprehensive. In-depth trainings are available in implementing core curricula, intervention programs, English Language Development, structured engagement, expository writing, reading comprehension and mathematics, as a few examples. Teachers fulfill the No Child Left Behind Act requirements for being highly qualified with district support. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days **Three-Year Data**

| | 2013-14 | 2014-15 | 2015-16 |
|-------------|---------|---------|---------|
| Foothill ES | 3 days | 3 days | 3 days |

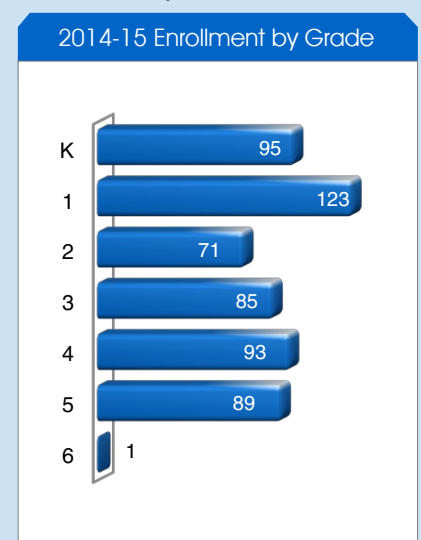
Enrollment by Student Group

The total enrollment at the school was 557 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

| Suspensions and Expulsions | Three-Year Data | | | | | | | | |
|----------------------------|-----------------|-------|-------|---------------|-------|-------|------------|-------|-------|
| | Foothill ES | | | Pittsburg USD | | | California | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Suspension rates | 4.2% | 9.5% | 2.3% | 10.4% | 10.8% | 7.8% | 5.1% | 4.4% | 3.8% |
| Expulsion rates | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.0% | 0.1% | 0.1% | 0.1% |



School Safety

The school safety plan addresses how we respond to emergencies, such as earthquakes, fires and other emergencies and disasters.

During the 2015-16 school year, the staff will meet to review our plan and its implementation. In addition, parents are encouraged to participate in our various parent committees and provide input. Each parent committee is asked to provide input on safety needs for our school, which is incorporated into our safety plan and also our School Plan. A copy of either plan may be requested at any of our committee meetings or from our office.

We have regular fire drills, quarterly earthquake drills and yearly shelter-in-place drills. Each room has a small first-aid kit, and additional emergency supplies have been collected for each classroom.

Our school office has a National Weather Service radio and is linked to the Contra Costa County Community Awareness Emergency Response (CAER) system, which alerts us of emergencies.

The school safety plan was reviewed, updated and discussed with school faculty in November 2015.

Types of Services Funded

The following services are provided at the district and/or site level:

- Collaboration and Intervention Team
- Professional Development including ELA and math trainings, cross-cultural language and academic-development examination, ADEPT, Systematic ELD, Lesson Study, data protocol, etc.
- Parent and family engagement opportunities and training
- Extended-day and summer intervention programs
- College-readiness programs
- Counseling
- Class-size reduction
- Summer programs
- Credit recovery programs



California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

| Percentage of Students Meeting Fitness Standards | |
|--|-------|
| 2014-15 School Year | |
| Grade 5 | |
| Four of six standards | 21.3% |
| Five of six standards | 12.8% |
| Six of six standards | 6.4% |

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

| Adequate Yearly Progress Criteria | | 2014-15 School Year | | |
|-----------------------------------|-------------|---------------------|------------|--|
| | Foothill ES | Pittsburg USD | California | |
| Met overall AYP | Yes | No | Yes | |
| Met participation rate: | | | | |
| English language arts | Yes | No | Yes | |
| Mathematics | Yes | Yes | Yes | |
| Met percent proficient: | | | | |
| English language arts | ■ | ■ | ■ | |
| Mathematics | ■ | ■ | ■ | |
| Met attendance rates | Yes | Yes | Yes | |
| Met graduation rate | ○ | Yes | Yes | |

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

| Federal Intervention Program | | 2015-16 School Year | |
|---|-------------|---------------------|--|
| | Foothill ES | Pittsburg USD | |
| Program Improvement status | In PI | In PI | |
| First year of Program Improvement | 1998-1999 | 2008-2009 | |
| Year in Program Improvement | Year 5 | Year 3 | |
| Number of Title I schools currently in Program Improvement | 8 | | |
| Percentage of Title I schools currently in Program Improvement | 72.70% | | |

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

| Students Scoring at Proficient or Advanced Levels | | | | | | | Three-Year Data | | |
|---|-------------|-------|-------|---------------|-------|-------|-----------------|-------|-------|
| Subject | Foothill ES | | | Pittsburg USD | | | California | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 37% | 43% | 31% | 44% | 49% | 42% | 59% | 60% | 56% |

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

| Students Scoring at Proficient or Advanced Levels | | 2014-15 School Year |
|---|---------|---------------------|
| Group | Science | |
| All students in the district | 42% | |
| All students at the school | 31% | |
| Male | 27% | |
| Female | 34% | |
| Black or African-American | 15% | |
| American Indian or Alaska Native | ❖ | |
| Asian | ❖ | |
| Filipino | ❖ | |
| Hispanic or Latino | 32% | |
| Native Hawaiian or Pacific Islander | ❖ | |
| White | ❖ | |
| Two or more races | ❖ | |
| Socioeconomically disadvantaged | 26% | |
| English learners | 28% | |
| Students with disabilities | ❖ | |
| Students receiving Migrant Education services | ❖ | |
| Foster youth | ◇ | |

California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

| Percentage of Students Meeting or Exceeding State Standards | | | 2014-15 School Year |
|---|-------------|---------------|---------------------|
| Subject | Foothill ES | Pittsburg USD | California |
| English language arts/literacy | 27% | 29% | 44% |
| Mathematics | 26% | 21% | 33% |

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASPP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-5.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level

2014-15 School Year

| English Language Arts: Grade 3 | | | | Percent Achievement | | | |
|---|------------------|---------------|---------------------------------------|---------------------|---------|---------|---------|
| Group | Total Enrollment | Number Tested | Percentage Tested of Total Enrollment | Level 1 | Level 2 | Level 3 | Level 4 |
| All students | 90 | 84 | 93.3% | 50% | 27% | 12% | 8% |
| Male | | 37 | 41.1% | 51% | 22% | 16% | 11% |
| Female | | 47 | 52.2% | 49% | 32% | 9% | 6% |
| Black or African-American | | 11 | 12.2% | 55% | 0% | 27% | 9% |
| American Indian or Alaska Native | | 0 | 0.0% | ❖ | ❖ | ❖ | ❖ |
| Asian | | 3 | 3.3% | ❖ | ❖ | ❖ | ❖ |
| Filipino | | 0 | 0.0% | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | | 54 | 60.0% | 50% | 31% | 11% | 6% |
| Native Hawaiian or Pacific Islander | | 2 | 2.2% | ❖ | ❖ | ❖ | ❖ |
| White | | 5 | 5.6% | ❖ | ❖ | ❖ | ❖ |
| Two or more races | | 5 | 5.6% | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | | 62 | 68.9% | 56% | 26% | 6% | 8% |
| English learners | | 40 | 44.4% | 50% | 35% | 10% | 3% |
| Students with disabilities | | 1 | 1.1% | ❖ | ❖ | ❖ | ❖ |
| Students receiving Migrant Education services | | 0 | 0.0% | ❖ | ❖ | ❖ | ❖ |
| Foster youth | | ◇ | ◇ | ◇ | ◇ | ◇ | ◇ |
| Mathematics: Grade 3 | | | | Percent Achievement | | | |
| Group | Total Enrollment | Number Tested | Percentage Tested of Total Enrollment | Level 1 | Level 2 | Level 3 | Level 4 |
| All students | 90 | 87 | 96.7% | 38% | 23% | 31% | 7% |
| Male | | 39 | 43.3% | 33% | 21% | 33% | 13% |
| Female | | 48 | 53.3% | 42% | 25% | 29% | 2% |
| Black or African-American | | 12 | 13.3% | 33% | 25% | 33% | 0% |
| American Indian or Alaska Native | | 0 | 0.0% | ❖ | ❖ | ❖ | ❖ |
| Asian | | 4 | 4.4% | ❖ | ❖ | ❖ | ❖ |
| Filipino | | 4 | 4.4% | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | | 55 | 61.1% | 45% | 20% | 29% | 5% |
| Native Hawaiian or Pacific Islander | | 2 | 2.2% | ❖ | ❖ | ❖ | ❖ |
| White | | 5 | 5.6% | ❖ | ❖ | ❖ | ❖ |
| Two or more races | | 5 | 5.6% | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | | 64 | 71.1% | 47% | 20% | 28% | 3% |
| English learners | | 41 | 45.6% | 46% | 22% | 32% | 0% |
| Students with disabilities | | 2 | 2.2% | ❖ | ❖ | ❖ | ❖ |
| Students receiving Migrant Education services | | 0 | 0.0% | ❖ | ❖ | ❖ | ❖ |
| Foster youth | | ◇ | ◇ | ◇ | ◇ | ◇ | ◇ |

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

| Students Achieving at Each Performance Level | | | | 2014-15 School Year | | | |
|---|------------------|---------------|---------------------------------------|---------------------|---------|---------|---------|
| English Language Arts: Grade 4 | Total Enrollment | Number Tested | Percentage Tested of Total Enrollment | Percent Achievement | | | |
| Group | | | | Level 1 | Level 2 | Level 3 | Level 4 |
| All students | 92 | 91 | 98.9% | 45% | 21% | 20% | 12% |
| Male | | 50 | 54.3% | 44% | 22% | 18% | 12% |
| Female | | 41 | 44.6% | 46% | 20% | 22% | 12% |
| Black or African-American | | 15 | 16.3% | 53% | 13% | 20% | 13% |
| American Indian or Alaska Native | | 0 | 0.0% | ❖ | ❖ | ❖ | ❖ |
| Asian | | 1 | 1.1% | ❖ | ❖ | ❖ | ❖ |
| Filipino | | 5 | 5.4% | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | | 61 | 66.3% | 46% | 21% | 20% | 10% |
| Native Hawaiian or Pacific Islander | | 1 | 1.1% | ❖ | ❖ | ❖ | ❖ |
| White | | 4 | 4.3% | ❖ | ❖ | ❖ | ❖ |
| Two or more races | | 4 | 4.3% | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | | 75 | 81.5% | 49% | 23% | 16% | 9% |
| English learners | | 40 | 43.5% | 65% | 23% | 5% | 3% |
| Students with disabilities | | 6 | 6.5% | ❖ | ❖ | ❖ | ❖ |
| Students receiving Migrant Education services | | 0 | 0.0% | ❖ | ❖ | ❖ | ❖ |
| Foster youth | | ❖ | ❖ | ❖ | ❖ | ❖ | ❖ |
| Mathematics: Grade 4 | Total Enrollment | Number Tested | Percentage Tested of Total Enrollment | Percent Achievement | | | |
| Group | | | | Level 1 | Level 2 | Level 3 | Level 4 |
| All students | 92 | 91 | 98.9% | 26% | 41% | 23% | 7% |
| Male | | 50 | 54.3% | 20% | 40% | 24% | 10% |
| Female | | 41 | 44.6% | 34% | 41% | 22% | 2% |
| Black or African-American | | 15 | 16.3% | 47% | 33% | 7% | 13% |
| American Indian or Alaska Native | | 0 | 0.0% | ❖ | ❖ | ❖ | ❖ |
| Asian | | 1 | 1.1% | ❖ | ❖ | ❖ | ❖ |
| Filipino | | 5 | 5.4% | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | | 61 | 66.3% | 23% | 39% | 30% | 3% |
| Native Hawaiian or Pacific Islander | | 1 | 1.1% | ❖ | ❖ | ❖ | ❖ |
| White | | 4 | 4.3% | ❖ | ❖ | ❖ | ❖ |
| Two or more races | | 4 | 4.3% | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | | 75 | 81.5% | 28% | 44% | 20% | 5% |
| English learners | | 40 | 43.5% | 28% | 53% | 13% | 0% |
| Students with disabilities | | 6 | 6.5% | ❖ | ❖ | ❖ | ❖ |
| Students receiving Migrant Education services | | 0 | 0.0% | ❖ | ❖ | ❖ | ❖ |
| Foster youth | | ❖ | ❖ | ❖ | ❖ | ❖ | ❖ |

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

| Students Achieving at Each Performance Level | | | | 2014-15 School Year | | | |
|---|------------------|---------------|---------------------------------------|---------------------|---------|---------|---------|
| English Language Arts: Grade 5 | Total Enrollment | Number Tested | Percentage Tested of Total Enrollment | Percent Achievement | | | |
| Group | | | | Level 1 | Level 2 | Level 3 | Level 4 |
| All students | 98 | 93 | 94.9% | 49% | 20% | 23% | 6% |
| Male | | 49 | 50.0% | 47% | 29% | 22% | 2% |
| Female | | 44 | 44.9% | 52% | 11% | 23% | 11% |
| Black or African-American | | 21 | 21.4% | 76% | 14% | 10% | 0% |
| American Indian or Alaska Native | | 0 | 0.0% | ❖ | ❖ | ❖ | ❖ |
| Asian | | 0 | 0.0% | ❖ | ❖ | ❖ | ❖ |
| Filipino | | 2 | 2.0% | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | | 56 | 57.1% | 41% | 25% | 23% | 9% |
| Native Hawaiian or Pacific Islander | | 1 | 1.0% | ❖ | ❖ | ❖ | ❖ |
| White | | 8 | 8.2% | ❖ | ❖ | ❖ | ❖ |
| Two or more races | | 5 | 5.1% | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | | 79 | 80.6% | 52% | 22% | 20% | 5% |
| English learners | | 29 | 29.6% | 52% | 28% | 17% | 0% |
| Students with disabilities | | 5 | 5.1% | ❖ | ❖ | ❖ | ❖ |
| Students receiving Migrant Education services | | 0 | 0.0% | ❖ | ❖ | ❖ | ❖ |
| Foster youth | | ◇ | ◇ | ◇ | ◇ | ◇ | ◇ |
| Mathematics: Grade 5 | Total Enrollment | Number Tested | Percentage Tested of Total Enrollment | Percent Achievement | | | |
| Group | | | | Level 1 | Level 2 | Level 3 | Level 4 |
| All students | 98 | 94 | 95.9% | 49% | 37% | 6% | 5% |
| Male | | 50 | 51.0% | 50% | 34% | 8% | 6% |
| Female | | 44 | 44.9% | 48% | 41% | 5% | 5% |
| Black or African-American | | 21 | 21.4% | 67% | 33% | 0% | 0% |
| American Indian or Alaska Native | | 0 | 0.0% | ❖ | ❖ | ❖ | ❖ |
| Asian | | 0 | 0.0% | ❖ | ❖ | ❖ | ❖ |
| Filipino | | 2 | 2.0% | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | | 57 | 58.2% | 46% | 35% | 9% | 7% |
| Native Hawaiian or Pacific Islander | | 1 | 1.0% | ❖ | ❖ | ❖ | ❖ |
| White | | 8 | 8.2% | ❖ | ❖ | ❖ | ❖ |
| Two or more races | | 5 | 5.1% | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | | 80 | 81.6% | 54% | 35% | 6% | 3% |
| English learners | | 30 | 30.6% | 57% | 30% | 10% | 0% |
| Students with disabilities | | 5 | 5.1% | ❖ | ❖ | ❖ | ❖ |
| Students receiving Migrant Education services | | 0 | 0.0% | ❖ | ❖ | ❖ | ❖ |
| Foster youth | | ◇ | ◇ | ◇ | ◇ | ◇ | ◇ |

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

Textbooks and Instructional Materials

California state-adopted textbooks are recommended by district committees adopted by the board and then purchased. Each site, through funds supplied by the district, has been able to provide each student with a copy of every core textbook to use in class and take home for homework.

The district has purchased textbooks and instructional materials for grades K-12; said textbooks and instructional materials are used by students at each grade level in each school. The Pittsburg Unified School District Governing Board declared during its fall school board meeting that PUSD has provided sufficient textbooks or instructional materials consistent with the state board-adopted curriculum framework cycle.



Textbooks and Instructional Materials List

2015-16 School Year

| Subject | Textbook | Adopted |
|------------------------|--|---------|
| English language arts | Treasures, Macmillan/McGraw-Hill (K-5) | 2010 |
| Mathematics | Macmillan/McGraw-Hill (K-5) | 2008 |
| Science | Macmillan/McGraw-Hill (K-5) | 2007 |
| History/social science | Scott Foresman (K-5) | 2006 |

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2015-16 School Year

| Foothill ES | Percentage Lacking |
|----------------------------|--------------------|
| Reading/language arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History/social science | 0% |
| Visual and performing arts | ◇ |
| Foreign language | ◇ |
| Health | ◇ |

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2015-16 School Year

| Criteria | Yes/No |
|---|--------|
| Are the textbooks adopted from the most recent state-approved or local governing-board-approved list? | Yes |
| Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education? | Yes |
| Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home? | Yes |

◇ Not applicable.

“Foothill students are scholars and champions!”

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks

2015-16 School Year

| | |
|----------------------|--------|
| Data collection date | 9/2015 |
|----------------------|--------|

Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

School Facilities

Foothill was built in 1977 with a “pod” design that has clusters of five classrooms around a common sixth room. Each of our five pods has a teachers’ lounge/work-room and restroom. We have 32 classrooms in all.

We have had an attractive campus since we went through modernization in the summer of 2010. We also renovated all of the classrooms in the summer of 2013. The school’s entire fire-alarm system was upgraded in fall of 2005.

We have a library with more than 9,450 books, and it includes multicultural books as well as bilingual books and books in languages other than English. We also have a multipurpose room that contains our cafeteria and stage. The stage’s floor was replaced in the fall of 2005. We currently have four playground structures: one for kindergarten, two for lower grades and one for upper grades. There are three outdoor full-court basketball courts and two half-courts. We also have three lawn play areas—one for kindergarten, one for grades 1-2, and one for grades 3-5.

We make extensive efforts to keep all our students safe before, during and after school. We teach students to be safe, respectful and responsible. We reward them for following those school rules. We require school visitor’s to sign in and wear a visitor’s or volunteer badge when on campus during school hours. We have a safe school plan that is updated every year and includes a lockdown and intruder procedure. Teachers are assigned to supervision duty before school, during recess, and after school. Classified staff members are hired to provide supervision during breakfast, lunch and lunch recess. Each teacher has a desktop computer. Our computer lab was provided with brand-new computers in the summer of 2013. Every computer has wireless Internet access. Every classroom has a document camera, a mounted projector and projector screen.

We have one full-time head custodian, one full-time evening custodian and one additional part-time evening custodian.

Every site is inspected on a yearly basis according to the guidelines generated by the Williams settlement decision. At this time, we have no safety-related discrepancies that have not been corrected. The site administrator and the custodial staff address school cleanliness daily. Restrooms are cleaned on a routine basis, and discrepancies are noted, work orders are created and corrections are made in a timely manner.

School grounds and facilities are adequate for the student enrollments assigned to the site. Deferred maintenance items are scheduled and completed in a timely manner.

Continued to the right

School Facility Items Inspected

The tables show the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility’s good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

| School Facility Good Repair Status | | 2015-16 School Year | |
|--|---------------|----------------------------|---------------|
| Items Inspected | Repair Status | Items Inspected | Repair Status |
| Systems | Good | Restrooms/fountains | Good |
| Interior | Good | Safety | Good |
| Cleanliness | Good | Structural | Good |
| Electrical | Good | External | Good |
| Overall summary of facility conditions | | | Exemplary |
| Date of the most recent school site inspection | | | 8/17/2015 |
| Date of the most recent completion of the inspection form | | | 8/17/2015 |

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item’s repair status, all deficiencies are listed.

| Deficiencies and Repairs | | 2015-16 School Year |
|--------------------------|---|---------------------|
| Items Inspected | Deficiencies, Action Taken or Planned, and Date of Action | |
| External | Tear in the rubber mat near the play structure. Maintenance informed. Was fixed ASAP. | |

School Facilities

Continued from left

Foothill Elementary School recently went through an extensive modernization during the summer of 2013. The major project included:

- New PA system, and updated phone system
- New tables, desks, and chairs for teachers and students
- New cafeteria tables
- New flooring, tackable wall panels, whiteboards and casework in each classroom
- New air-conditioning system in A-Pod, C-Pod, D-Pod, E-Pod and the administration building
- New computers for the computer lab

Solar panels were also installed during the summer of 2010. These solar panels were not part of the modernization in 2010, but will be used to provide energy to the school buildings.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

| Teacher Credential Information | Three-Year Data | | | |
|---|-----------------|-------------|-------|-------|
| | Pittsburg USD | Foothill ES | | |
| Teachers | 15-16 | 13-14 | 14-15 | 15-16 |
| With full credential | 485 | 31 | 28 | 30 |
| Without full credential | 15 | 1 | 1 | 0 |
| Teaching outside subject area of competence (with full credential) | 7 | 0 | 0 | 0 |



Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) 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). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

| Teacher Misassignments and Vacant Teacher Positions | Three-Year Data | | |
|---|-----------------|-------|-------|
| | Foothill ES | | |
| Teachers | 13-14 | 14-15 | 15-16 |
| Teacher misassignments 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

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

| No Child Left Behind Compliant Teachers | 2014-15 School Year | |
|---|---|---|
| | Percentage of Classes in Core Academic Subjects | |
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| Foothill ES | 100.00% | 0.00% |
| All schools in district | 86.66% | 13.34% |
| High-poverty schools in district | 86.66% | 13.34% |
| Low-poverty schools in district | ◇ | ◇ |

◇ Not applicable.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

| Academic Counselors and School Support Staff Data | |
|---|------------|
| 2014-15 School Year | |
| Academic Counselors | |
| FTE of academic counselors | 0.0 |
| Average number of students per academic counselor | ◇ |
| Support Staff | |
| | FTE |
| Social/behavioral or career development counselors | 2.2 |
| Library media teacher (librarian) | 1.0 |
| Library media services staff (paraprofessional) | 0.0 |
| Psychologist | 0.4 |
| Social worker | 0.0 |
| Nurse | 0.2 |
| Speech/language/hearing specialist | 0.4 |
| Resource specialist (nonteaching) | 1.0 |
| Other | FTE |
| Counseling Enriched Classroom: SpEd., Lincoln Center Support | 2.0 |
| Reading (DIBELS) coach | 1.0 |
| Parent liaison | 1.0 |

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

| School Financial Data | |
|--|----------|
| 2013-14 Fiscal Year | |
| Total expenditures per pupil | \$6,727 |
| Expenditures per pupil from restricted sources | \$772 |
| Expenditures per pupil from unrestricted sources | \$5,955 |
| Annual average teacher salary | \$64,068 |

Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

| District Salary Data | 2013-14 Fiscal Year | |
|---|---------------------|------------------------|
| | Pittsburg USD | Similar Sized District |
| Beginning teacher salary | \$41,429 | \$43,062 |
| Midrange teacher salary | \$61,869 | \$67,927 |
| Highest teacher salary | \$76,884 | \$87,811 |
| Average elementary school principal salary | \$101,398 | \$110,136 |
| Average middle school principal salary | \$109,895 | \$115,946 |
| Average high school principal salary | \$121,484 | \$124,865 |
| Superintendent salary | \$189,855 | \$211,869 |
| Teacher salaries: percentage of budget | 37% | 39% |
| Administrative salaries: percentage of budget | 6% | 5% |

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

| Financial Data Comparison | 2013-14 Fiscal Year | |
|--|--|-------------------------------|
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Foothill ES | \$5,955 | \$64,068 |
| Pittsburg USD | \$6,035 | \$61,038 |
| California | \$5,348 | \$59,180 |
| School and district: percentage difference | -1.3% | +5.0% |
| School and California: percentage difference | +11.3% | +8.3% |

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

School Accountability Report Card

PUBLISHED BY:



Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest/>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

| Local Control Accountability Plan Requirements | Alignment Between State Priority Areas and the SARC |
|---|---|
| Conditions of Learning | |
| State Priority: Basic | |
| Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1) | |
| Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1) | |
| School facilities are maintained in good repair. EC § 52060 (d)(1) | |

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

| Local Control Accountability Plan Requirements | Alignment Between State Priority Areas and the SARC |
|---|---|
| Pupil Outcomes | |
| State Priority: Pupil Achievements | |
| Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A) | |
| The Academic Performance Index. EC § 52060 (d)(4)(B) | |
| The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C) | |
| State Priority: Other Pupil Outcomes | |
| Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8) | |

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

| Local Control Accountability Plan Requirements | Alignment Between State Priority Areas and the SARC |
|---|---|
| Engagement | |
| State Priority: Parent Involvement | |
| Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3) | |
| State Priority: Pupil Engagement | |
| High school dropout rates. EC § 52060 (d)(5)(D) | |
| High school graduation rates. EC § 52060 (d)(5)(E) | |
| State Priority: School Climate | |
| Pupil suspension rates. EC § 52060 (d)(6)(A) | |
| Pupil expulsion rates. EC § 52060 (d)(6)(B) | |
| Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C) | |

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.