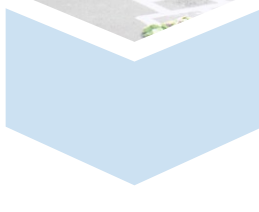


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Foothill Elementary School

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Para español, visita:
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Pittsburg USD





Principal's Message

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. Based on the 2015-16 CAASPP results, our math focus this year will be on problem solving and data and measurement. For reading and writing, our K-3 focus is on early literacy and writing skills. Grades 4-5 will be focusing on comprehension strategies and communicating their understanding in their writing. As we continue to educate our scholars on the Common Core State Standards, we will provide many opportunities for critical thinking and collaboration.

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 be based 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. Teachers meet frequently to plan purposeful and productive lesson plans that are rigorous and relevant, standards-based and 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 become a Blue Ribbon School.

School Vision Statement

Foothill's goal is to develop a school community committed to equity which is the shared responsibility of teachers, parents, students and support staff. We will develop students characterized by self-discipline, integrity, kindness and hope in the pursuit of higher education.

School Mantra

Our mantra at Foothill is, "Foothill Scholars ... We Excel!" Our students are STAR (Safe, Thoughtful and Respectful) students who demonstrate respect, responsibility and safety on a daily basis.

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 (ELD), 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.



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.

District Mission Statement

It is the mission of Pittsburg Unified School District (PUSD) 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

Professional Development Days

Three-Year Data

	2014-15	2015-16	2016-17
Foothill ES	3 days	3 days	3 days



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

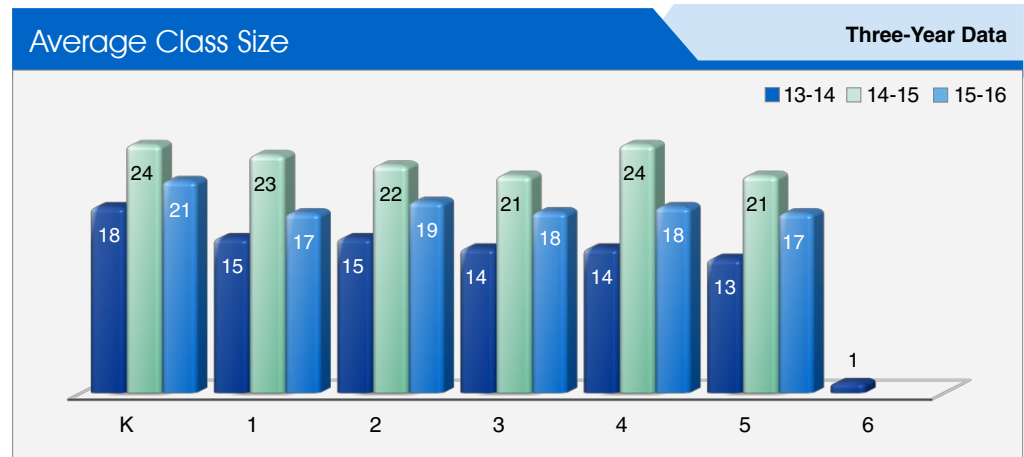
- Fiscal stability and responsible long-range planning
- Comprehensive accountability system
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

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. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size Three-Year Data

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	6				4		2	2	
1	4				5		2	2	
2	5			1	2		6	1	
3	6			2	2		4	1	
4	5	1			3		4	1	
5	6			1	4		3	2	

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:

- Aerobic Capacity
- Body Composition
- Flexibility
- Abdominal Strength and Endurance
- Upper Body Strength and Endurance
- 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.

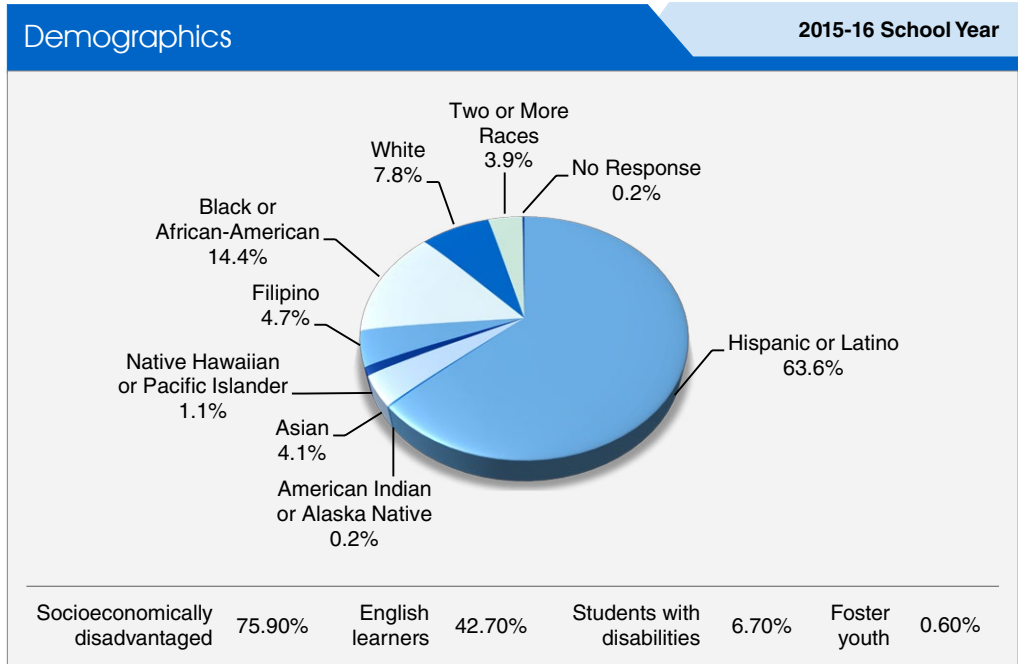
California Physical Fitness Test 2015-16 School Year

Percentage of Students Meeting Fitness Standards	Foothill ES
	Grade 5
Four of six standards	27.9%
Five of six standards	12.8%
Six of six standards	2.3%



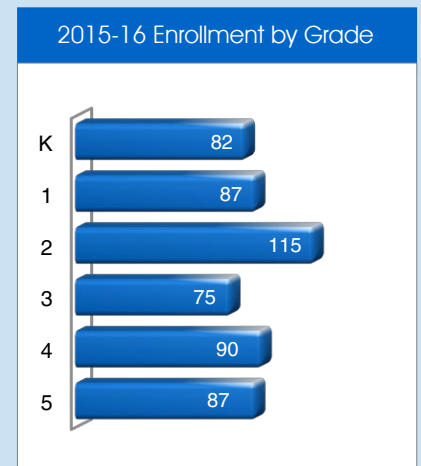
Enrollment by Student Group

The total enrollment at the school was 536 students for the 2015-16 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 2015-16 school year.



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 first-come, first-served 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.

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. 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 2016-17 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		2016-17 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 schools currently in Program Improvement		8	
Percentage of schools currently in Program Improvement		72.70%	

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.

Suspension and Expulsion Rates			
Foothill ES			
	13-14	14-15	15-16
Suspension rates	9.5%	2.3%	2.5%
Expulsion rates	0.0%	0.0%	0.0%
Pittsburg USD			
	13-14	14-15	15-16
Suspension rates	10.8%	7.8%	8.0%
Expulsion rates	0.1%	0.0%	0.0%
California			
	13-14	14-15	15-16
Suspension rates	4.4%	3.8%	3.7%
Expulsion rates	0.1%	0.1%	0.1%



California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-5.

The “percentage 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Foothill ES			Pittsburg USD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	43%	31%	38%	49%	42%	42%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The “Proficient or Advanced” is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	93	87	93.55%	37.93%	
Male	47	43	91.49%	39.53%	
Female	46	44	95.65%	36.36%	
Black or African-American	15	14	93.33%	28.57%	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	❖	❖	❖	❖	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	61	57	93.44%	36.84%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	❖	❖	❖	❖	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	75	70	93.33%	32.86%	
English learners	32	31	96.88%	12.90%	
Students with disabilities	❖	❖	❖	❖	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Foothill ES		Pittsburg USD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	28%	37%	30%	34%	44%	48%
Mathematics	27%	36%	21%	22%	33%	36%

❖ 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.



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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	79	77	97.50%	32.50%
Male	27	25	92.60%	12.00%
Female	52	52	100.00%	42.30%
Black or African-American	16	15	93.80%	33.30%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	47	46	97.90%	26.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	62	60	96.80%	30.00%
English learners	37	36	97.30%	27.80%
Students with disabilities	11	10	90.90%	40.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	79	77	97.50%	40.30%
Male	27	25	92.60%	44.00%
Female	52	52	100.00%	38.50%
Black or African-American	16	15	93.80%	33.30%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	47	46	97.90%	37.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	62	60	96.80%	36.70%
English learners	37	36	97.30%	41.70%
Students with disabilities	11	10	90.90%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	88	87	98.90%	36.80%
Male	40	40	100.00%	40.00%
Female	48	47	97.90%	34.00%
Black or African-American	13	13	100.00%	38.50%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	55	54	98.20%	29.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	65	64	98.50%	32.80%
English learners	37	37	100.00%	24.30%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	88	88	100.00%	39.80%
Male	40	40	100.00%	55.00%
Female	48	48	100.00%	27.10%
Black or African-American	13	13	100.00%	30.80%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	55	55	100.00%	30.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	65	65	100.00%	33.90%
English learners	37	37	100.00%	24.30%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	93	88	94.60%	40.90%
Male	47	44	93.60%	40.90%
Female	46	44	95.70%	40.90%
Black or African-American	15	13	86.70%	38.50%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	61	58	95.10%	41.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	75	72	96.00%	34.70%
English learners	32	31	96.90%	9.70%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	93	92	98.90%	29.20%
Male	47	47	100.00%	31.10%
Female	46	45	97.80%	27.30%
Black or African-American	15	14	93.30%	38.50%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	61	61	100.00%	27.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	75	75	100.00%	21.90%
English learners	32	32	100.00%	3.20%
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ 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.



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	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	◇
Foreign language	0%
Health	◇

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2016-17 School Year	
Data collection date	9/28/2016

School Safety

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

During the 2016-17 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 on school safety. 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 March 2017.

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 and instructional materials consistent with the state board-adopted curriculum framework cycle.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Treasures</i> , Macmillan/McGraw-Hill (K-5)	2010
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (K-5)	2016
Science	Macmillan/McGraw-Hill (K-5)	2007
History/social science	Scott Foresman (K-5)	2006

Quality of Textbooks

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

Quality of Textbooks		2016-17 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	

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/workroom and restroom. We have 32 classrooms in all.

We have 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 visitors to sign in and wear a visitor 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 an 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.

Continued on page 11



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		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Fair	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Poor	Structural	Good
Electrical	Good	External	Fair
Overall summary of facility conditions			Good
Date of the most recent school site inspection			10/5/2016
Date of the most recent completion of the inspection form			10/5/2016

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. For all items inspected that were found to not be in "good repair," a work-order has been created and maintenance will be done before the end of the 2016-17 school year. Maintenance items will be prioritized so that student safety is not compromised.

Deficiencies and Repairs		2016-17 School Year
Items Inspected	Deficiencies and Action Taken or Planned	
Systems	Kindergarten's bad tiles need to be replaced; office has sewer issues.	
Interior	Buildings D and E, kindergarten ballast, alarm mic, inside door, wall in need of repair or replacement.	
Cleanliness	Buildings B and D, E-PODS, cafeteria, kindergarten, and school front have pests.	
External	Two Dumpster gates need repair, there's a hole in a playground mat and a front door frame is coming apart.	

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 partnering with us to help your child succeed.

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 events such as picture day and dental and vision screening
- Assisting with supervision on the playground, in the parking lot and during lunch
- Volunteering for traditional events such as Olympics, International Day and the school carnival, which are designed to increase the level of parental and community engagement with our school
- 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 Dennisha Marsh at (925) 473-2450 or psafoothill@gmail.com.

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 Facilities

Continued from page 10

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.

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.



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	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
FTE	
Social/behavioral counselor	2.30
Career development counselor	0.00
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.40 ▲
Social worker	0.00
Nurse	0.33 ☆
Speech/language/hearing specialist	0.40 ▲
Resource specialist (nonteaching)	1.00
Other	
FTE	
Occupational therapist	0.40 ▲
Restorative justice coordinator	0.40 ▲
Reading coach (Teacher on Special Assignment [TOSA])	1.00

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		
	16-17	14-15	15-16	16-17
Teachers				
With a full credential	467	28	30	29
Without a full credential	41	1	0	1
Teaching outside subject area of competence (with full credential)	3	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 that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Foothill ES		
	14-15	15-16	16-17
Teachers			
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

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

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Foothill ES	96.30%	3.70%
All schools in district	87.22%	12.78%
High-poverty schools in district	87.22%	12.78%
Low-poverty schools in district	◇	◇

◇ Not applicable.

▲ Two full days per week.

☆ Two hours per day.



Financial Data

The financial data displayed in this SARC is from the 2014-15 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	2014-15 Fiscal Year	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$45,158	\$44,958
Midrange teacher salary	\$67,437	\$70,581
Highest teacher salary	\$83,804	\$91,469
Average elementary school principal salary	\$108,631	\$113,994
Average middle school principal salary	\$117,618	\$120,075
Average high school principal salary	\$118,714	\$130,249
Superintendent salary	\$190,000	\$218,315
Teacher salaries: percentage of budget	35%	38%
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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Foothill ES	\$5,273	\$61,727
Pittsburg USD	\$6,418	\$60,508
California	\$5,677	\$74,216
School and district: percentage difference	-17.8%	+2.0%
School and California: percentage difference	-7.1%	-16.8%

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, and data protocol
- 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

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	
2014-15 Fiscal Year	
Total expenditures per pupil	\$5,904
Expenditures per pupil from restricted sources	\$632
Expenditures per pupil from unrestricted sources	\$5,273
Annual average teacher salary	\$61,727

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.

Data for this year's SARC was provided by the California Department of Education and 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 Section 35256, each school district shall make hard copies of its annually updated report card available, upon request each year, on or before February 1.

All data accurate as of January 2017.

School Accountability Report Card

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