

Pittsburg Unified School District

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SARC
2021-22

School Accountability
Report Card
Published in 2022-23

Foothill Elementary School

Grades K-5
CDS Code 07-61788-6098578

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Principal's Message

Foothill Elementary School is a multicultural, multilingual community that promotes academic success for all. We strive to provide academic instruction that challenges our students and promotes a desire to be a lifelong learner. We are dedicated to meeting not only the academic but also the social and emotional needs of all our students so that they may become responsible citizens. For the 2022-23 school year, our staff has vowed to focus on engaging instruction, increased oral production, developing critical thinking skills and writing using the writing process. We address all curriculum areas in creative ways that include technology. We currently have Chrome books for each student and strive to provide ample opportunities to develop skills necessary for the technological world that we live in.

We are a Dual Immersion school that teaches our students to have respect for the diverse cultures and languages of our community. Students are encouraged to make responsible decisions that help keep our environment clean.

School Mission Statement

Educate, Inspire and Empower.

School Vision Statement

Learners Today. Leaders Tomorrow.

Parental Involvement

There are many ways to be involved, whether by 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 our school office at (925) 473-2450.

School Safety

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

During the 2022-23 school year, the staff met 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 and Emergency Response (CAER) system, which alerts us of emergencies.

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2022.



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
- Ms. Taylor Sims, Vice President
- Mr. George Miller, Trustee
- Mr. De'Shawn Woolridge, Trustee
- Mr. Heliodoro Moreno, Provisional Appointment



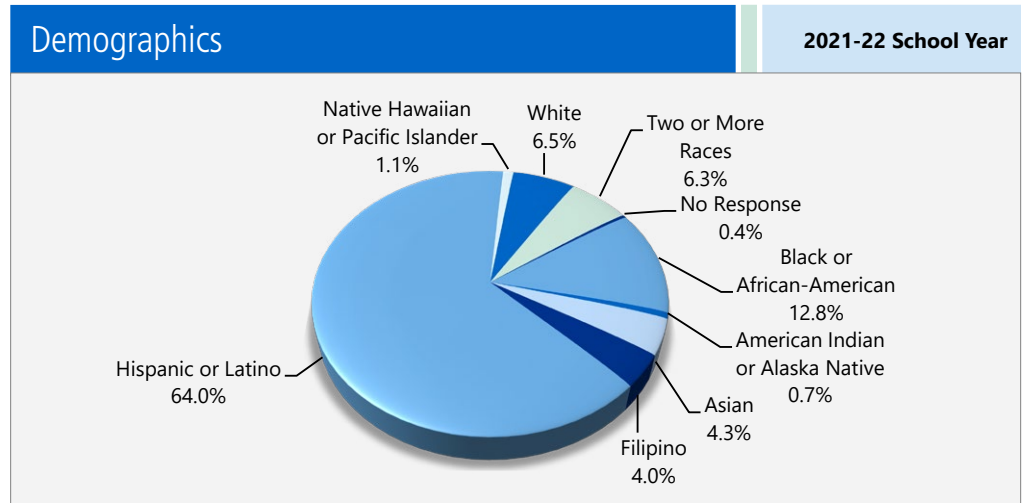
*School Mantra:
Our mantra at Foothill is, "Learners today. Leaders tomorrow."*

Enrollment by Student Group

Demographics	
2021-22 School Year	
Female	49.30%
Male	50.70%
Non-Binary	0.00%
English learners	27.20%
Foster youth	0.00%
Homeless	0.90%
Migrant	0.00%
Socioeconomically Disadvantaged	58.60%
Students with Disabilities	7.70%

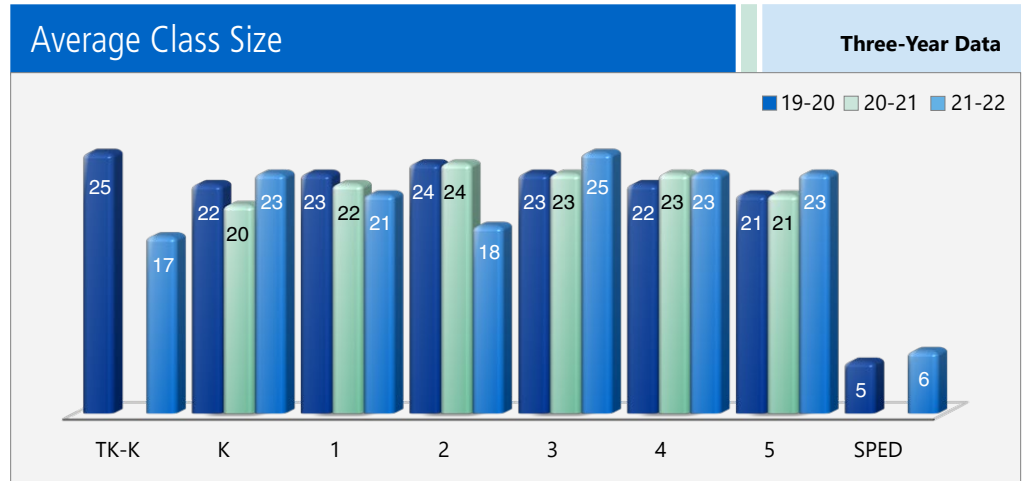
Enrollment by Student Group

The total enrollment at the school was 556 students for the 2021-22 school year. The pie chart displays the percentage of students enrolled in each group.



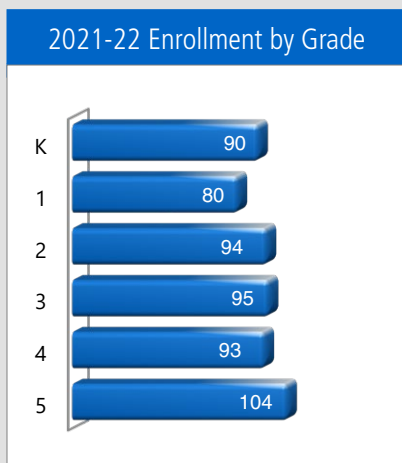
Class Size Distribution

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.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2021-22 school year.



Number of Classrooms by Size

Grade	Three-Year Data								
	2019-20			2020-21			2021-22		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK-K		1					1		
K	2	1		2	1			3	
1	2	2		2	2		2	2	
2		4			4		4		
3	2	2		2	2			4	
4	1	3		1	3			4	
5	1	3		1	2			4	
SPED	3						2		





Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions					Two-Year Data	
	Foothill ES		Pittsburg USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Suspension rates	0.0%	2.7%	0.0%	5.8%	0.2%	3.4%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions				2019-20 School Year
	Foothill ES		Pittsburg USD	California
	19-20		19-20	19-20
Suspension rates	2.7%		6.0%	2.5%
Expulsion rates	0.0%		0.0%	0.1%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group			2021-22 School Year
Student Group	Suspensions Rate	Expulsions Rate	
All Students	2.7%	0.0%	
Female	0.7%	0.0%	
Male	4.7%	0.0%	
Non-Binary	0.0%	0.0%	
American Indian or Alaska Native	0.0%	0.0%	
Asian	0.0%	0.0%	
Black or African American	9.2%	0.0%	
Filipino	0.0%	0.0%	
Hispanic or Latino	0.8%	0.0%	
Native Hawaiian or Pacific Islander	0.0%	0.0%	
Two or More Races	13.9%	0.0%	
White	2.8%	0.0%	
English Learners	1.2%	0.0%	
Foster Youth	0.0%	0.0%	
Homeless	0.0%	0.0%	
Socioeconomically Disadvantaged	2.9%	0.0%	
Students Receiving Migrant Education Services	0.0%	0.0%	
Students with Disabilities	3.3%	0.0%	

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, including Ethnic Studies
- Our belief is every student is entitled to a high school diploma and our goals and commitment is to achieve a 100% graduation rate

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



Professional Development

The Local Control Accountability Plan (LCAP) and the sites' School Plan for Student Achievement (SPSA) document the 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 continuing to focus professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics, Equity, Social-Emotional Learning and Multi-Tiered Systems of support.

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 also provide support and feedback to staff members related to targeted improvements. Pittsburg teachers collaborate with their colleagues to create common lessons/units that they teach in their classrooms.

Summer institutes are numerous and comprehensive. In-depth trainings are available to support implementing core curricula, intervention programs, and English language development (ELD), and include but are not limited to structured engagement, expository writing, reading comprehension and mathematics. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2020-21	3
2021-22	3
2022-23	3

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. Due to changes to the 2021–22 PFT administration, only participation results are required for the five fitness areas.

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 participating in each of the five fitness components 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

2021-22 School Year

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1:	Component 2:	Component 3:	Component 4:	Component 5:
	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
5	81.1%	76.8%	86.3%	54.7%	88.4%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group

2021-22 School Year

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	586	580	205	35.30%
Female	288	286	99	34.60%
Male	298	294	106	36.10%
American Indian or Alaska Native	4	4	0	0.00%
Asian	25	24	4	16.70%
Black or African American	76	75	35	46.70%
Filipino	23	23	5	21.70%
Hispanic or Latino	378	374	136	36.40%
Native Hawaiian or Pacific Islander	6	6	3	50.00%
Two or More Races	36	36	11	30.60%
White	36	36	9	25.00%
English Learners	170	168	39	23.20%
Foster Youth	2	2	1	50.00%
Homeless	5	5	5	100.00%
Socioeconomically Disadvantaged	420	418	154	36.80%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	61	61	26	42.60%



SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Foothill ES		Pittsburg USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
Science	▲	19.00%	▲	14.89%	28.50%	29.47%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard					Two-Year Data	
Subject	Foothill ES		Pittsburg USD		California	
	20-21	21-22	20-21	21-22	20-21	21-22
English language arts/literacy	*	33%	*	33%	*	47%
Mathematics	*	26%	*	15%	*	33%

▲ This school did not test students using the CAASPP for Science.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).



CAASPP by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

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 CAA 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.

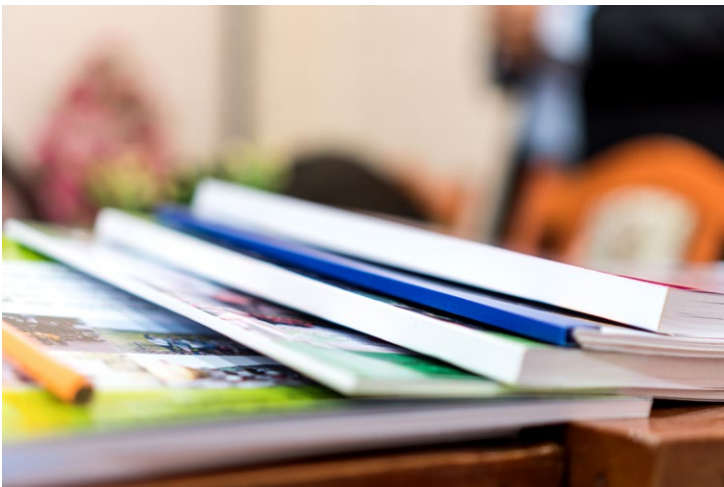
CAASPP Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	104	100	96.15%	3.85%	19.00%
Female	48	47	97.92%	2.08%	25.53%
Male	56	53	94.64%	5.36%	13.21%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	15	15	100.00%	0.00%	13.33%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	66	62	93.94%	6.06%	22.58%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	25	25	100.00%	0.00%	4.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	70	70	100.00%	0.00%	24.29%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	15	15	100.00%	0.00%	0.00%

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

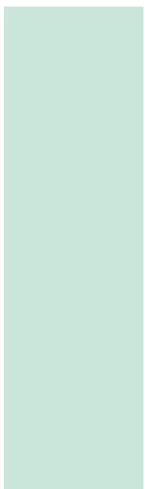
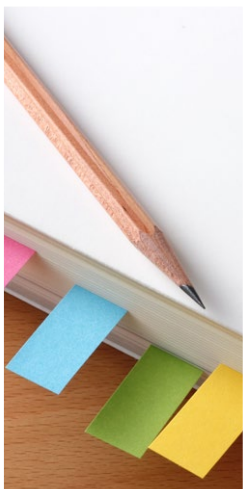




CAASPP Test Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2021-22 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	298	291	97.65%	2.35%	32.99%
Female	133	131	98.50%	1.50%	41.22%
Male	165	160	96.97%	3.03%	26.25%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	38	38	100.00%	0.00%	15.79%
Filipino	12	12	100.00%	0.00%	75.00%
Hispanic or Latino	197	190	96.45%	3.55%	30.53%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	20	20	100.00%	0.00%	20.00%
White	20	20	100.00%	0.00%	55.00%
English Learners	81	78	96.30%	3.70%	14.10%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	186	185	99.46%	0.54%	31.35%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	37	36	97.30%	2.70%	8.33%

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



CAASPP Test Results by Student Group: Mathematics (grades 3-5)

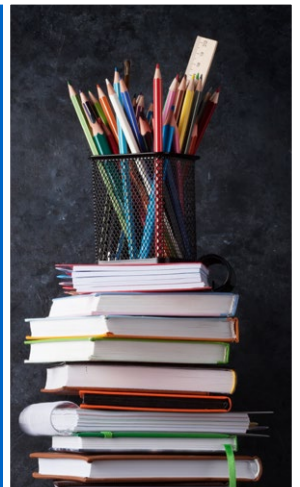
Percentage of Students Meeting or Exceeding State Standards

2021-22 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	298	290	97.32%	2.68%	26.21%
Female	133	131	98.50%	1.50%	26.72%
Male	165	159	96.36%	3.64%	25.79%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	38	37	97.37%	2.63%	8.11%
Filipino	12	12	100.00%	0.00%	58.33%
Hispanic or Latino	197	190	96.45%	3.55%	26.32%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	20	20	100.00%	0.00%	20.00%
White	20	20	100.00%	0.00%	40.00%
English Learners	81	79	97.53%	2.47%	8.86%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	186	184	98.92%	1.08%	24.46%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	37	36	97.30%	2.70%	5.56%

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





School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. 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		2022-23 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Fair	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Poor	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	5/10/2022	

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		2022-23 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Systems	Ticket in place for beeping noise coming from alarm. Work order has been placed for repairs.	Ongoing
Interior	Ceiling tiles need painting and some replaced. Work order has been placed for repairs.	Ongoing
Safety	Hard and soft Asphalt concerns for playgrounds. Cement on ramp. Cement on Ramp. Fence pole. Hole. Work order has been placed for repairs.	Ongoing
Structural	Wires sticking out of the walls between E-4 and E-5. Work order has been placed for repairs.	Ongoing
External	Seals on Windows. Fence down on the hill between E-2 and E-1. Work order has been placed for repairs.	Ongoing

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.

We have a library with more than 16,000 books, including multicultural books, 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 and three for lower grades. The first and third grade play structures were replaced in August 2018. 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.

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School Facilities

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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. During school hours, we require school visitors to sign in and wear a visitor or volunteer badge when on campus. We have a safe school plan that is updated every year and includes a lockdown and intruder procedure. Security Cameras were installed throughout the school grounds during the summer of 2015.

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 and laptop. Each student is provided a Chrome book. Every classroom has a document camera, a mounted projector and projector screen. In addition, we have one Smart Board that is shared amongst each grade level.

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.

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. Solar panels were repainted October 2019.

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 ELD 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

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	
2022-23 School Year	
Data collection date	9/16/2022



California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

2022-23 School Year

Subject	Textbook	Adopted
Reading/language arts	<i>Reading Wonders</i> , Macmillan McGraw Hill ELD <i>Reading Wonders</i> , Macmillan McGraw Hill (K-5) DI Lecturas Maravillas, Mcgraw Hill	2017
Mathematics	<i>Go Math!</i> , Houghton Mifflin Harcourt (K-5)	2016
Science	Amplify Education, Amplify Science (K-5)	2022
History/social science	History/Social Science for California, 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

2022-23 School Year

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

Quality of Textbooks

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

Quality of Textbooks

2022-23 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes



Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2020-21 and the 2021-22 school years. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.3	89.8%	465.3	89.2%	228,366.1	83.1%
Intern Credential Holders Properly Assigned	1.0	3.4%	5.2	1.0%	4,205.9	1.5%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	3.4%	13.9	2.7%	11,216.7	4.1%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	15.9	3.0%	12,115.8	4.4%
Unknown	1.0	3.4%	21.1	4.1%	18,854.3	6.9%
Total Teaching Positions	29.3	100.0%	521.5	100.0%	274,759.1	100.0%

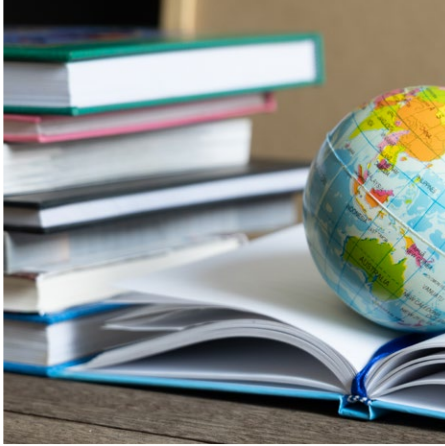
Teacher Preparation and Placement					2021-22 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.1	99.5%	449.5	85.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	16.0	3.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	19.7	3.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.2%	17.5	3.3%	11,953.1	4.3%
Unknown	0.1	0.3%	26.1	5.0%	15,831.9	5.7%
Total Teaching Positions	29.2	100.0%	529.0	100.0%	279,044.8	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsupflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.





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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2021-22 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.50
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.50
Social worker	0.00
Nurse	0.75
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00
✧ Not applicable.	

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments	Two-Year Data	
Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.0	0.0
Misassignments	1.0	0.0
Vacant Positions	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.0	0.0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field	Two-Year Data	
Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0
Local Assignment Options	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments	Two-Year Data	
Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.4%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%

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-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.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp>.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



Financial Data

The financial data displayed in this SARC is from the 2020-21 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.

Salary Data	2020-21 Fiscal Year	
	Pittsburg USD	Similar Sized District
Beginning teacher salary	\$53,504	\$54,370
Midrange teacher salary	\$79,901	\$82,681
Highest teacher salary	\$99,293	\$106,610
Average elementary school principal salary	\$135,148	\$135,283
Average middle school principal salary	\$143,300	\$141,244
Average high school principal salary	\$156,894	\$152,955
Superintendent salary	\$240,000	\$264,367
Teacher salaries: percentage of budget	33%	33%
Administrative salaries: percentage of budget	6%	5%

Financial Data Comparison

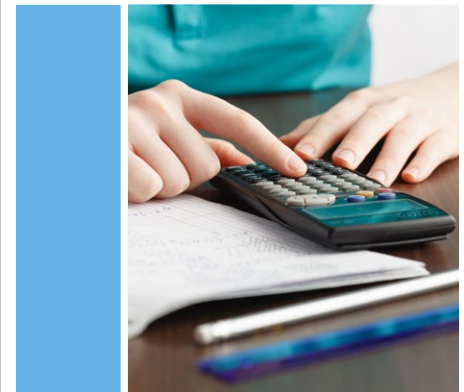
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2020-21 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Foothill ES	\$8,162	\$86,944
Pittsburg USD	\$8,879	\$78,313
California	\$6,594	\$88,358
School and district: percentage difference	-8.1%	+11.0%
School and California: percentage difference	+23.8%	-1.6%

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	
2020-21 Fiscal Year	
Total expenditures per pupil	\$10,311
Expenditures per pupil from restricted sources	\$2,150
Expenditures per pupil from unrestricted sources	\$8,162
Annual average teacher salary	\$86,944



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.

Foothill Elementary School

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://dq.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, on or before February 1.

All data accurate as of January 2023.

School Accountability Report Card

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