

Foothill Elementary School

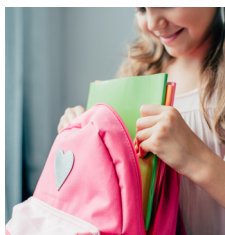
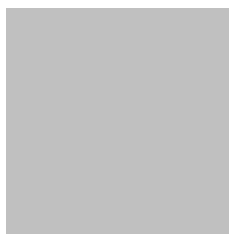
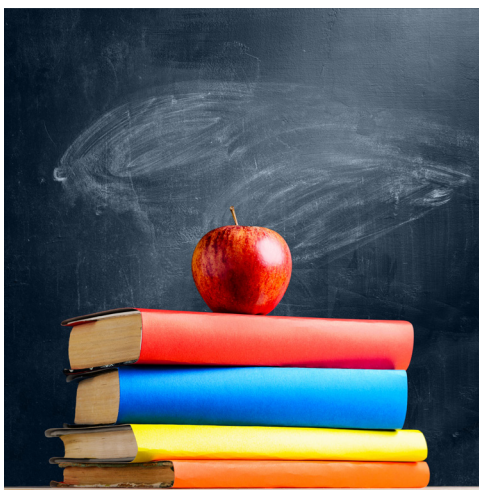
Head Up, Wings Out!

Grades K-6
CDS Code 10-75275-0124586

Heather Clary-Wheeler, Ed.D.
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Sierra Unified School District

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Principal's Message

Foothill Elementary School (FES) is located in a beautiful and spacious setting in the foothills of the Sierra Nevada mountains in the community of Prather, California. As part of the Sierra Unified School District and feeding Sierra Junior and Senior High School, we provide a comprehensive academic program for transitional kindergarten (TK) through sixth grade. Our strong academic program in math, language arts, social studies and science is enhanced by credentialed specialists in physical education, music and art. Kindergarten through sixth grade students at FES attend physical education, music, or art daily, in addition to receiving excellent core academic instruction. Foothill is unique in providing Responsive Extension and Intervention (REI) to students four days a week. REI provides targeted academic instruction to students at their assessed level of performance in language arts and math. Credentialed teachers provided intensive intervention in reading to students who are below grade level. Grade-level teachers provide targeted support and instruction for students approaching or at grade level in math and language arts. And finally, a credentialed teacher provides extended inquiry-based learning for students above grade level in the unique LEAP Lab. Students are assessed, teachers meet and placements are reviewed on a six-week basis. At Foothill Elementary, all means all. All students are learning in all areas, both social-emotional and academic.

In 2011, Auberry Elementary, Sierra Elementary and the sixth grade students of Foothill Middle School came together on the Foothill campus to form Foothill Elementary School. Our experienced, highly qualified and committed faculty, many of whom have been in education and this community for 20 years or more, provide students a safe classroom experience that builds a sense of belonging. This inspires students to be their Eagle best. Educators at Foothill work collaboratively to build a community between students, families and staff that is second to none.

Education at FES goes beyond the classroom. Students in grades 3-6 have the opportunity to participate in after-school activities that include cross-country, track, guitar and musical theater club, electronics club, spelling bee, book club, wrestling, computer coding club and a dirt bike club. Students at Foothill have competed in and been recognized at the county level in both the spelling bee and Peach Blossom oral interpretation. Additionally, an extended day-care program, Eagle's Nest, is available at 7:30 a.m. and ends at 6 p.m.

As a mountain community, diversity is an asset. Our students come to school daily on 14 different buses and their families' vehicles from across the mountain. Young scholars from Tollhouse, Auberry, Prather, Shaver and other micro communities come together each day. Our school serves three Native American Rancherias, as well as families living in Fresno, Clovis, Shaver, Wishon and more. As a comprehensive elementary, we provide services to students with disabilities in a manner that simultaneously individualizes and integrates their education.

We are proud of our reputation as a school where students and families feel comfortable, supported and included. Hence, all students are provided the opportunity to get to know themselves and each other as learners, contributing community members, and empowered and authentic human beings. We know rich learning happens when a variety of ideas, opinions, strengths and challenges come together.

Our school mascot Kwi'na is a golden eagle who embodies being our best in body, intellect and spirit. As a recognized gold-level Positive Behavioral Intervention and Supports (PBIS) school, every day we SOAR: Show respect, On task, Accountable and Responsible. Like Kwi'na, adults and young scholars alike strive to be their Eagle best and have a great day on the Eagle campus. We hope you will come and see for yourself this school on a hill where excellence happens every day.

Heather Wheeler, Ed.D.

School Mission Statement

Our mission is to inspire, engage, challenge, and support all students to reach their highest level of learning and personal development.

School Vision Statement

Our vision is to be an exemplary, student focused school district that is highly regarded for the competence and character of our students; the rich connection to our mountain community; and the excellence of our people, programs, and learning environment.

Parental Involvement

Foothill Elementary School has a very active Parent Faculty Association (PFA). Our PFA annually sponsors fundraisers, a school carnival, Family Picnic celebration, schoolwide assemblies and several other activities. Efforts have provided funding for computers, classroom materials, field trips, landscaping and playground equipment. We also have parents serving in elected positions on our School Site Council (SSC), who monitor our use of funds and other categorical funds. Meetings are held throughout the year, and all meetings are open to the public. The group Volunteers in Public Service (VIPS) was formed by members of our community to provide all types of volunteers for our school and district. They have helped renovate classrooms, pour concrete, install bulletin boards and sandboxes, as well as other play equipment, and offer classroom support. Please contact our office if you are interested in becoming more involved in our children's education. Parent and guardian volunteers are welcome to participate in the classroom, library and at any PFA activity.

For more information on how to become involved, contact the PFA president Lauri King (559) 855-3551.



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

Our mission is to inspire, engage, challenge, and support all students to reach their highest level of learning and personal development.

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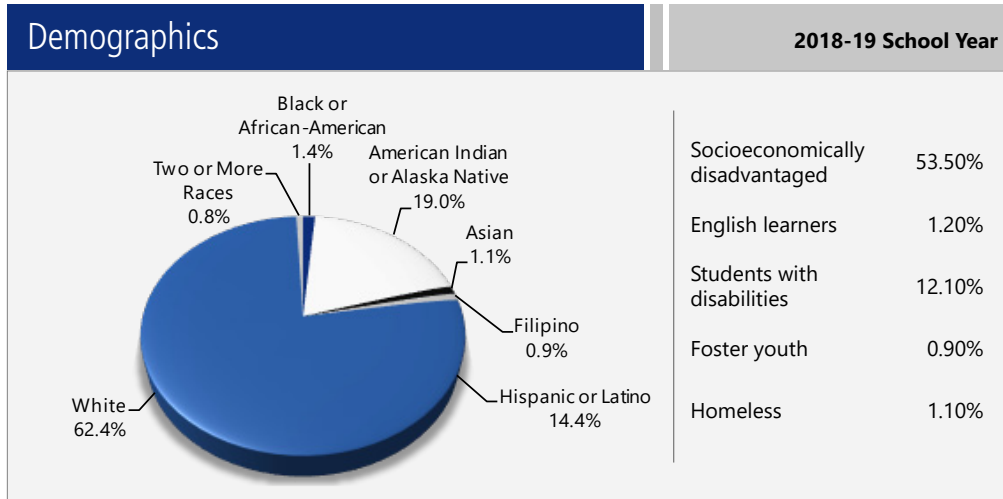
Governing Board

Ron Eldridge
Chrissy Falk
Don Fowler
Tom Mendenhall
Wes Qualls
Connie Schlaefer
Jason Schroer



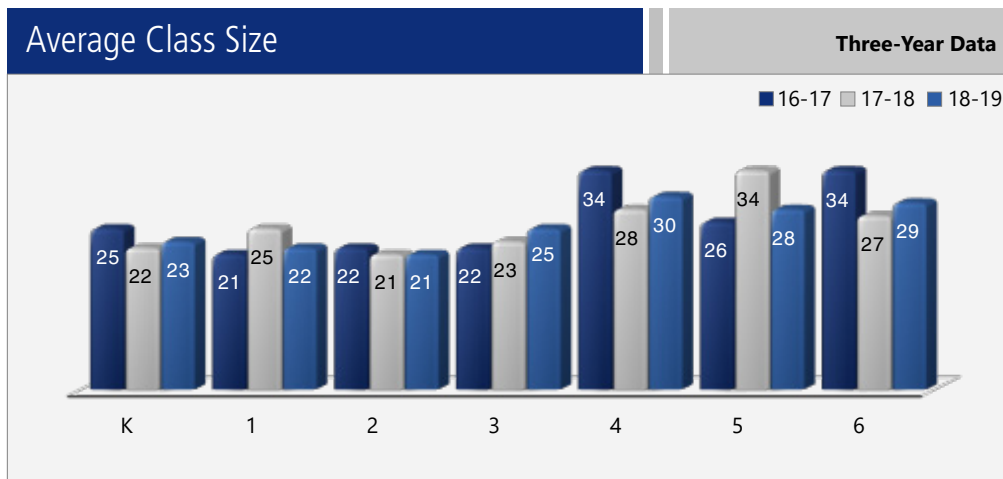
Enrollment by Student Group

The total enrollment at the school was 647 students for the 2018-19 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.

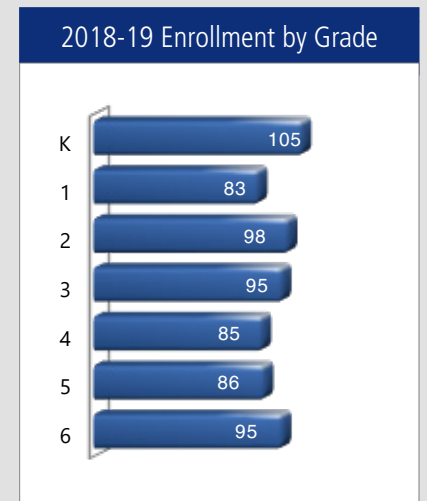


Number of Classrooms by Size **Three-Year Data**

Grade	2016-17			2017-18			2018-19		
	Number of Students			Number of Students			Number of Students		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			4			4	
1		4			4			4	
2		4			4			4	
3		4			4			4	
4			3		3			3	
5		3				3		3	
6			3		3			3	

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 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.

Suspension and Expulsion Rates

Foothill ES			
	16-17	17-18	18-19
Suspension rates	3.0%	3.2%	7.7%
Expulsion rates	0.0%	0.0%	0.0%
Sierra USD			
	16-17	17-18	18-19
Suspension rates	5.2%	3.9%	6.8%
Expulsion rates	0.0%	0.0%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



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

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Foothill ES		Sierra USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics 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 (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Foothill ES		Sierra USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	44%	47%	48%	50%	50%	51%
Mathematics	39%	43%	37%	36%	38%	40%

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.

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Foothill ES
		Grade 5
Four of six standards		8.9%
Five of six standards		20.3%
Six of six standards		53.2%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics 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 and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–6.

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 Results by Student Group: English Language Arts (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	354	349	98.59%	1.41%	47.26%
Male	186	181	97.31%	2.69%	38.89%
Female	168	168	100.00%	0.00%	56.29%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	62	60	96.77%	3.23%	31.67%
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	59	58	98.31%	1.69%	33.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	216	214	99.07%	0.93%	53.99%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	198	194	97.98%	2.02%	32.47%
English learners	❖	❖	❖	❖	❖
Students with disabilities	48	45	93.75%	6.25%	4.55%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.

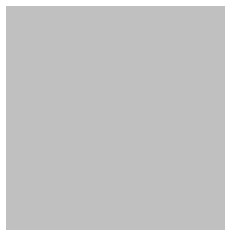




CAASPP Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	355	348	98.03%	1.97%	42.65%
Male	186	180	96.77%	3.23%	44.44%
Female	169	168	99.41%	0.59%	40.72%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	63	61	0.00%	3.17%	21.67%
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	59	57	96.61%	3.39%	33.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	216	213	98.61%	1.39%	49.30%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	199	194	97.49%	2.51%	29.02%
English learners	❖	❖	❖	❖	❖
Students with disabilities	48	44	91.67%	8.33%	11.36%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ 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.





Textbooks and Instructional Materials

Textbooks are selected by content-area, teachers who utilize California Department of Education listings and guides to determine materials that adequately cover the Common Core State Standards students are expected to master, provide intervention materials for English learners and special education students, are teacher and student friendly, and will work with the Sierra Unified instructional program.

A thorough review of the programs is conducted with input from staff, including teaching sample lessons from programs being reviewed. From this process, a recommendation is made to the Board of Education. The Sierra Unified District notifies school site councils and publishes the notification in the regular board agenda of the proposed material adoption and displays the materials publicly for review at the site and district office. Public may comment at the board meeting when adoption is scheduled for approval or leave comments with the site or district office staff.

The board votes to approve materials at a regularly scheduled meeting.

Each fall, the board reviews textbook and instructional material sufficiency. A hearing is publicly announced and is held during a regularly scheduled board meeting. Public comment is invited via an announcement in the newspaper of the meeting and materials sufficiency hearing.

Textbooks and Instructional Materials List			2019-20 School Year
Subject	Textbook	Adopted	
English language arts	World of Wonders, McGraw-Hill (TK)	2016	
English language arts	Wonders, McGraw-Hill (K-6)	2016	
Mathematics	CA Go Math!, Houghton Mifflin Harcourt (K-6)	2017	
Science	Twig Science, Twin Education, Inc. (TK-5)	2019	
History/social science	Social Studies, Harcourt Brace	2000	
History/social science	Social Studies, McDougal Littell	2006	
History/social science	Impact: California, World History & Geography, Ancient Civilizations; McGraw-Hill	2018	

Quality of Textbooks

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

Quality of Textbooks		2019-20 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	

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.

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	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

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	
2019-20 School Year	
Data collection date	9/9/2019

Types of Services Funded

General State of California funding supports overall services to students. In addition, Sierra Unified School District receives state and federal categorical funds for special programs. Categorical or special funds are provided to Sierra Unified Schools in accordance with the specified criteria of that funding source. Funding, in most instances, is based on attendance.



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		2019-20 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)		Poor
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		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Fair
Overall summary of facility conditions		Fair
Date of the most recent school site inspection		10/3/2019
Date of the most recent completion of the inspection form		10/5/2019

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.

Work orders have been generated for all deficiencies. Currently, the district is seeking Statement of Qualifications (SOQ) from qualified consulting organizations to provide services necessary in the development of a Long-Range Facilities Master Plan (LRFMP) with specific services as described in the contents of the RFQ/P.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies	
Interior	20 deficiencies ranging from evidence of roof leaks, and/or ceiling staining. Flooring hazards, missing tile, warping, and tears. Wall cracks, tears or holes.	
Cleanliness	5 deficiencies ranging from evidence of past vermin, dirty/stained floor finish and graffiti.	
Restrooms/fountains	5 deficiencies ranging from rusted partitions, inoperative and leaking fountains.	
External	19 deficiencies ranging from damaged window screens, inoperative door, windows, and rusted playground equipment.	



"We are proud of our reputation as a school where students and families feel comfortable, supported and included."

School Facilities

Foothill Elementary was built in 1994 and has been maintained on a regular basis. There are 33 classrooms, three computer labs, a library media center, multipurpose room/cafeteria, gymnasium with two locker rooms, office complex, and vast playground and sports field space.

The school is cleaned on a daily basis, and deep cleaning is scheduled over the summer. There are three night custodians and one who works the day shift. The school is in very good condition overall.

Supervision schedules are in place to ensure students are kept safe before, during and after school.

Playgrounds are inspected daily by staff and formally inspected at the end of each trimester by the site principal.



School Safety

Our school site has a Safe School Plan that is reviewed and updated annually with completion by March. Plans are reviewed with staff annually. The Foothill Elementary School Site Council approves our Safe School Plan. Emergency drills are conducted to prepare students and staff in the event of an emergency. We strive to maintain a safe, healthful, nurturing and orderly school campus that encourages positive attitudes in students and staff. A joint effort between students and staff help keep the campus clean and litter-free. Site staff surveys our campus as the first order of business each day. They ensure the campus is clean, any vandalism is corrected, and that the campus is presentable and representative of the priority of the Sierra Unified School Board sets on safety and appearance. This site's Safe School Plan was reviewed with site staff in October 2019.



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		
	Sierra USD	Foothill ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	79	31	34	34
Without a full credential	5	2	1	1
Teaching outside subject area of competence (with full credential)	0	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		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Professional Development

All teachers are provided with five full days of professional development districtwide. In addition, late start days (1 hour) are provided weekly from September through May for collaboration and additional professional development. Outside professional-development opportunities are available based on our students' and teachers' needs. Teachers in Sierra Unified have completed professional-training courses designed to support educational priorities and objectives. Staff development days are designed to provide continuous learning opportunities for administrators, teachers and classified personnel. Sierra Unified uses staff development days and support from site-level coaches to assist teachers in classroom instructional strategies and engagement. The district provided a strong base for English language arts implementation over the last few years through professional development focused on academic vocabulary, content reading and writing, as well as thinking maps. The district will continue to provide extensive math training focused on the mathematical strategies and math standards. Additionally, all teachers have been trained and received certificate of completion as positive discipline teachers. New-to-the-profession teachers are also supported through the Beginning Teacher Support and Assessment (BTSA) Induction program. Teachers participating in BTSA receive support from a trained support provider for two years.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement		4	5	5

✧ 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	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	1.7
Resource specialist (nonteaching)	1.0



Financial Data

The financial data displayed in this SARC is from the 2017-18 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		2017-18 Fiscal Year
	Sierra USD	Similar Sized District
Beginning teacher salary	\$41,602	\$43,574
Midrange teacher salary	\$64,552	\$63,243
Highest teacher salary	\$83,103	\$86,896
Average elementary school principal salary	\$106,968	\$103,506
Average high school principal salary	\$110,568	\$108,954
Superintendent salary	\$158,967	\$136,125
Teacher salaries: percentage of budget	31%	30%
Administrative salaries: percentage of budget	6%	6%

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		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Foothill ES	\$5,430	\$67,125
Sierra USD	\$10,167	\$68,810
California	\$7,507	\$64,732
School and district: percentage difference	-46.6%	-2.4%
School and California: percentage difference	-27.7%	+3.7%

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	
2017-18 Fiscal Year	
Total expenditures per pupil	\$6,815
Expenditures per pupil from restricted sources	\$1,385
Expenditures per pupil from unrestricted sources	\$5,430
Annual average teacher salary	\$67,125



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://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 December 2019.

School Accountability Report Card

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