Foothill Elementary School

1700 Via Casoli • Monterey, CA 93940 • (831) 649-1744 • Grades K-5
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Monterey Peninsula Unified School District

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School Description

Welcome to Foothill Elementary School, where Falcons FLY (Focus with Intention, Lead by Example and Yearn for Growth)! Our motto is the "Harder I Try, the Higher I'll FLY!"

Foothill Elementary School is a TK-5 school, located under the oaks, in Fisherman's Flats of Monterey, California. Foothill was established in 1966 as a neighborhood school. We now serve students from the Flats, Del Rey Oaks, and the Casanova/Oak Knoll area. We provide a safe, clean, nurturing and respectful environment in which each student can attain self confidence towards academic and social success by providing high-quality, rigorous, standards-aligned academic opportunities through the collaboration of students, teachers, parents and community, in addition to celebrating individual diversity.

We are committed to providing dynamic innovative instruction that meets the needs of the 21st century learner. It is the mission of Foothill Elementary School to develop independent thinkers and equip our students for an ever-changing global society. We are a community of leaders that celebrate diversity, foster unique interests, encourage collaboration and promote accountability.

All staff actively participate in weekly professional developments related to maintaining a positive school culture, developing social emotional wellness and implementing innovative instructional practices; such as AVID strategies.

Our PTA have raised funds to provide state of the art play equipment in all three, primary, intermediate, and upper play areas. We invite you to join the school community to support the exceptional educational processes at Foothill. We have various opportunities for you to contribute through PTA (Parent Teacher Association), School Site Council, ELAC (English Learner Advisory Committee), and variety of volunteer work in the classrooms.

Cathleen Main
Principal

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	54
Grade 1	48
Grade 2	53
Grade 3	59
Grade 4	31
Grade 5	54
Total Enrollment	299

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.3
Asian	2.3
Filipino	1.7
Hispanic or Latino	59.9
Native Hawaiian or Pacific Islander	2.7
White	25.1
Two or More Races	5.4
Socioeconomically Disadvantaged	66.9
English Learners	31.1
Students with Disabilities	8
Foster Youth	0.3
Homeless	6.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Foothill Elementary	17-18	18-19	19-20
With Full Credential	17	15	13
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Monterey Peninsula	17-18	18-19	19-20
With Full Credential	♦	♦	444
Without Full Credential	♦	♦	38
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Foothill Elementary School

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

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

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

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

Monterey Peninsula Unified School District held a public hearing on August 2019, and determined that the school had sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2018 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Voyager, Read Well Grade TK - Adopted 2012 Benchmark Education Company, Benchmark Advance K-5 - Adopted 2017 Center for Collaborative Classroom, SIPPS (Intervention) - Adopted 2016 Textbook and Instructional Materials reviewed August 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Great Minds-Eureka Math Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	STEMScopes -Acclerate Learning, Inc. Board Approved 2018 Textbook and Instructional Materials reviewed August 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Houghton-Mifflin, History-Social Science - Adopted in 2006 Textbook and Instructional Materials reviewed August 2019 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	Hands on, project-based visual and performing arts, Band, Orchestra **The textbooks listed are from most recent adoption:** Yes

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

School Facility Conditions and Planned Improvements (Most Recent Year)

In 2010, the Monterey Peninsula Unified School District overwhelmingly approved Measure P, a $110 million locally-controlled school bond measure to fund the first phase of critical repairs and improvement to our local schools. The district's newest school was built in 1965, more than 50 years ago, and our Facilities Needs Assessment has identified over $680 million in critical repairs to all MPUSD schools. Recently, in 2018, voters approved Measure I, a $213 million school facilities bond by 70%.

Many school bond projects are underway. Visit www.mpusd.net and search for Measure I & P Dollars at Work for additional details.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	48	52	39	37	50	50
Math	43	43	27	26	38	39

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):
- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	28.8	25.0	26.9

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	141	139	98.58	51.80
Male	71	70	98.59	45.71
Female	70	69	98.57	57.97
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	95	93	97.89	45.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100.00	70.97
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	99	97	97.98	40.21
English Learners	60	58	96.67	39.66
Students with Disabilities	14	14	100.00	14.29
Homeless	15	15	100.00	0.00

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	141	141	100.00	42.55
Male	71	71	100.00	45.07
Female	70	70	100.00	40.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	95	95	100.00	32.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	31	100.00	58.06
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	99	99	100.00	33.33
English Learners	60	60	100.00	25.00
Students with Disabilities	14	14	100.00	0.00
Homeless	15	15	100.00	0.00

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

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

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Parents make up an essential component of the Foothill Elementary School experience. All parents are encouraged to participate in their child's educational community through the PTA (Parent Teacher Association) network of volunteers, or by contacting their child's teacher, the principal, or our office at (831) 649-1744. Our School Site Council, the English Learner Advisory Committee, PBIS (Positive Behavior Interventions and Supports) team and PTA are a few avenues for structured parent involvement. Our School Site Council, which includes parent members meets monthly to monitor the implementation of our School Plan for Student Achievement, the effectiveness of our school improvement strategies and ensures the alignment of our site budget to those efforts. In addition, we have an English Learner Advisory Committee (ELAC) to help monitor the effectiveness of English Learner Programs, instructional strategies and to help promote attendance. Our PTA meets monthly, hosts monthly events and provides support to our students and staff. They sponsor classroom fieldtrips, PBIS (Positive Behavior Intervention and Supports) incentives, family nights, and various seasonal activities. Our PTA also raised funds to provide state of the art play equipment in all three, primary, intermediate, and upper play areas. We invite you to join the school PTA to support the educational processes at Foothill.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
The safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at www.mpusd.net.

Highlight's of this school's plan are detailed below.

We make safety a priority at Foothill School. Our school and grounds provide a safe environment for learning. Discipline policies prohibit fighting and curtail bullying, and we strive as a school to build a climate of respect for each other. Students and staff have developed school-wide and classroom respect agreements. Our Foothill Behavior Expectations - FLY; focus with intention, lead by example, and yearn for personal and academic growth, are practiced by all students and staff. The Second Step and Playworks curriculum are taught school-wide (TK-5) and daily classroom meetings are held to assist in the development of good citizens and provide scholars with the tools to resolve conflict constructively and navigate peer situations peacefully. We have a Family Services Specialist on site two days a week to support students with situations they may experience with family, school, or transitions.

Each year we update our school safety plan and we routinely practice ALICE safety protocols, earthquake, shelter in place and fire drills. The plan is available for parents to review. We teach playground equipment and game rules, and staff members monitor playgrounds before school and during recess and lunch. Our school safety committee reviews procedures for emergencies and plays an important role in our Disaster Preparedness Plan. Each month we practice a fire drill; at least once a quarter we practice ALICE protocols, earthquake and shelter in place drills.

We ask that all visitors to the site honor our visitor protocol: always visit the office before coming on site during the school day to sign in and always wear a visitor's badge when on school grounds.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	2.0	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.2	3.4
Expulsions Rate	0.0	0.0	0.0

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

D. Other SARC Information

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

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

Title	Ratio
Academic Counselor*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5
Other	

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		3		24	1	2		18	3		
1	27		2		24		2		24		2	
2	20	1	1		28		2		27		2	
3	19	3			17	2			20	3		
4	29		2		28		2		31		1	
5	23		2		29		2		27		2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	12	30

Foothill Elementary School staff is both highly qualified and highly motivated to implement innovative practices in education to insure learning of all students. We embrace varied learning styles in striving for academic excellence. The staff engages in ongoing, quality professional development experiences that embrace Common Core State Standards and focus on highly effective research based strategies. We commit every Wednesday to site or grade level collaboration. Foothill staff attend weekly professional developments that are site specific, job embedded, aligned to Common Core State Standards, incorporate research-based instructional practices and current curriculum. Professional developments are prioritized by achievement data, staff surveys, classroom observations, and district or state compliance policies. Teachers engage in professional developments from outside expert consultants, district professional development coordinators, and on-site or "in-house" experts facilitated by the school's instructional leadership team. In addition, teachers receive individualized feedback from the instructional leader and the academic coach through ongoing observation and feedback cycles.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,875	$49,084
Mid-Range Teacher Salary	$65,733	$76,091
Highest Teacher Salary	$97,355	$95,728
Average Principal Salary (ES)	$100,517	$118,990
Average Principal Salary (MS)	$104,946	$125,674
Average Principal Salary (HS)	$114,217	$137,589
Superintendent Salary	$206,150	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5,668	21	5,647	66,735
District	N/A	N/A	8,757	
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-43.2	0.5
School Site/ State	-16.6	-2.5

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

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

Types of Services Funded

A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.