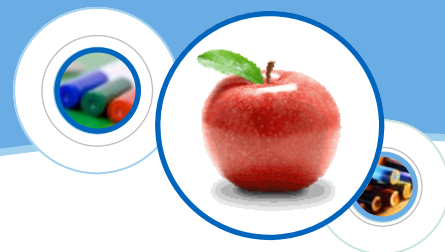


FOOTHILL ELEMENTARY SCHOOL



GRADES K-5

1200 Jensen Drive Pittsburg, CA 94565
Phone: (925) 473-4300 Fax: (925) 473-4305
Web site: www.pittsburg.k12.ca.us/foothill

Dr. Barbara B. Wilson
Superintendent

Virginia E. Green
Principal

2007-08 School Accountability Report Card

Published During the 2008-09 School Year

Principal's Message

Foothill Elementary School's mission is to provide our students a safe, nurturing, and pedagogically sound learning environment that promotes the acquisition of rigorous academic and social skills. Moreover, we are committed to the vision of educating world-class students.

We are a multicultural, multilingual school that promotes equity. It is our firm belief that all students can learn at high levels when provided instruction that meets their diverse needs. We are determined to provide our students with meaningful instructional activities that encourage creativity, divergent thinking, responsibility, problem solving, and decision-making skills. We believe that all students have the right to learn with confidence and positive self-esteem.

We carry out our duties with pride and professionalism. As educators, we subscribe to the ideal of lifelong learning, and the continual growth of our students, parents, and staff. We are resolved to working with our families and community to collectively prepare our students for successful participation in our global community.

Parental Involvement

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

- **English Learner Advisory Committee (ELAC):** Advises the principal and staff on programs and services for English learners (students that are learning English as their second language).
- **Dual Immersion (DI) Parents:** Focus is on our dual immersion (Spanish-English) bilingual program, which is designed to add English proficiency to Spanish speakers and Spanish proficiency to English speakers.
- **School Site Council (SSC):** Comprised of five elected parents and four elected staff members, plus the principal, whose main function is providing input and oversight into development and implementation of the school plan and related budgets.
- **Gifted and Talented Education (GATE) Parents:** Focus is on our students identified as GATE. Information on what our teachers, school, and District are doing to meet the needs of our GATE students is shared and discussed.

Other parent involvement opportunities include:

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

For more information on how to become involved, contact Ana Perez, Family Coordinator, at (925) 473-4506.

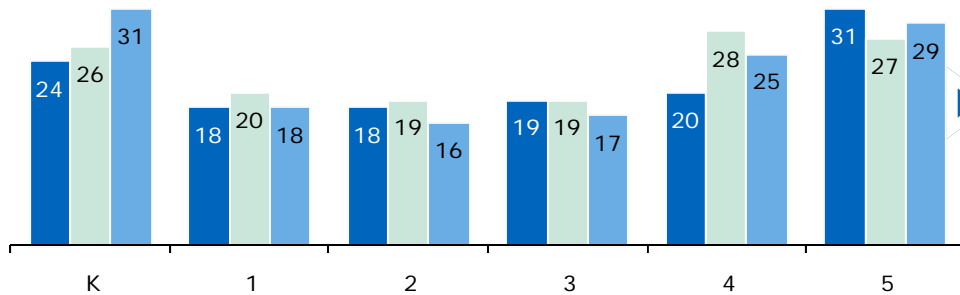
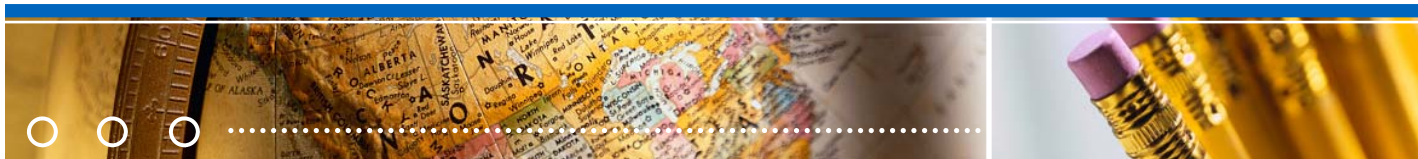


**Pittsburg
Unified
School
District**

2000 Railroad Avenue
Pittsburg, CA 94565
Phone: (925) 473-2300
Fax: (925) 473-4274
www.pittsburg.k12.ca.us

Mission Statement

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



Class Size

The bar graph displays the three-year data for average class size.

■ 05-06 ■ 06-07 ■ 07-08

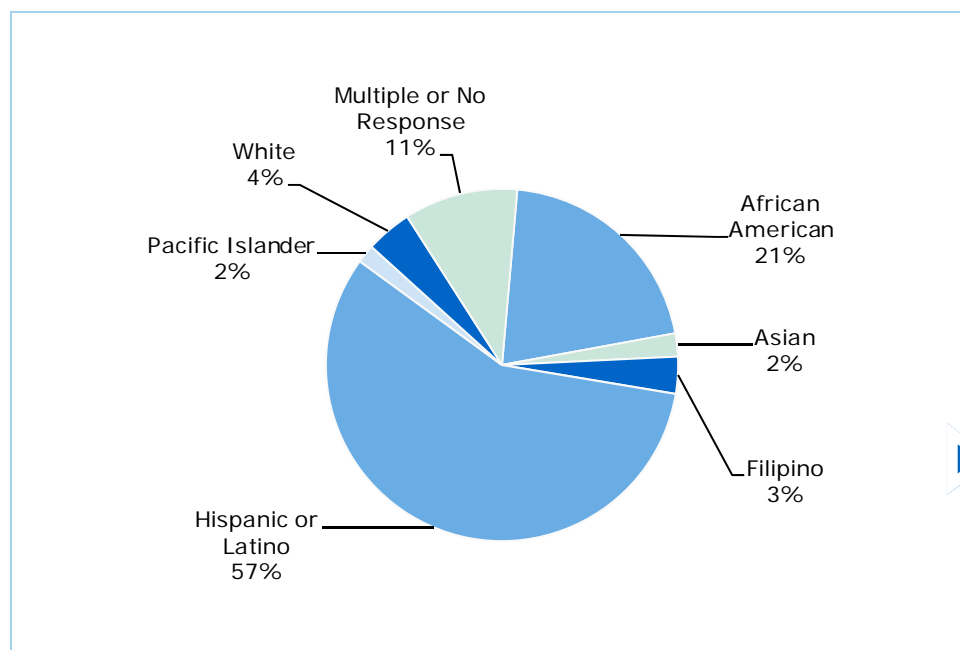
Class Size Distribution — Number of Classrooms By Size									
Grade	05-06			06-07			07-08		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	1	3			4			4	
1	7			6			9		
2	9			7			5		
3	7			7			8		
4	2		1	1	3		1	4	
5		2		1		3	1	1	2



“Foothill Elementary School’s mission is to provide our students a safe, nurturing, and pedagogically sound learning environment that promotes the acquisition of rigorous academic and social skills.”

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 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.



Enrollment and Demographics

The total enrollment was 709 students for the 2007-08 school year.



School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on September 30, 2008, and the inspection form was most recently completed on September 30, 2008.

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 small teacher's lounge/workroom and restroom. We have 33 classrooms in all, with three of them being used by the Special Education program run by the County Office of Education.

We have an attractive campus, yet due for modernization. One recent modernization project was to upgrade two boys' and two girls' bathrooms to conform to the ADA Standards for Accessible Design. Upgrading the school's entire fire alarm system was done in the fall of 2005.

We have a library with over 9,450 books, and it includes multicultural books, as well as bilingual 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 two playground structures (one for kindergarten and one for lower grades) but are planning to either replace two other structures that were removed, or install one large playground structure for grades 1-5.

Continued on page 4

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 test measures six key fitness areas:

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

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2007-08, 15.8% of students in the fifth grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.





School Facilities

Continued from page 3

There are three outdoor full-court basketball courts and two half-courts. We also have three lawn-play areas—one for kindergarten, one for grades 1-2, and one for grades 3-5.

We make extensive efforts to keep all of our students safe before, during, and after school. We implement a clear and consistent schoolwide behavior program, which has safety as one of its rules. We teach students and practice what this means and reward them for following school rules. We require that school visitors sign in and wear a visitor's badge when on campus during school hours. We have a safe school plan that is updated every year and includes a lockdown/intruder procedure.

Teachers are assigned to supervision duty before school, during recess, and after school. Classified staff members are hired to provide supervision during breakfast, lunch, and lunch recess.

We have a computer lab with 35 computers, which is located in our library, and upgraded the lab with 35 new computers and color laser jet printer during the 2005-06 school year. In addition, each teacher has a desktop computer, and every self-contained classroom has two to five student computers. Every computer has Internet access. Every classroom now has a TV and a DVD player and/or VCR.

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

Every site is inspected on a monthly 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 created, and corrections made on a timely basis. 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.

Suspensions and Expulsions

The table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates						
	Foothill ES			Pittsburg USD		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	0.144	0.244	0.083	0.185	0.263	0.142
Expulsion Rate	0.000	0.000	0.001	0.004	0.001	0.002

School Safety

The School Safety Plan addresses how we respond to emergencies, such as earthquakes and fires, and other emergencies and disasters.

During the 2007-08 school year, our Safety Committee met once a year to review our plan and its implementation. In addition, parents are encouraged to participate in our various parent committees and provide input. Each parent committee is asked to provide input on safety needs for our school, which is incorporated into our Safety Plan and also our School Plan. A copy of either plan may be requested at any of our committee meetings, or from our office.

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

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

The School Safety Plan was most recently reviewed, updated, and discussed with school faculty on March 1, 2008.

Professional Development

The Local Education Agency Plan (LEAP) and the sites' Single Plan for Student Achievement (SPSA) are the genesis of selected focus for professional development.

The data from student achievement drives the selection of adult learning opportunities. Based on student achievement data including underperforming subgroups, the District is focusing professional development on mathematics and writing.

Every teacher participates in three Standards-based professional development days each year. Two are specific to the needs of the individual school and one is District wide.

Beyond the three professional development days, educators collaborate with each other frequently around assessment. Every site has at least one coach who provides support for teachers. Site administrators provide support and feedback to staff members related to targeted improvements.

Summer institutes are numerous and comprehensive. In-depth trainings are available in implementing core curricula, intervention programs, English Language Development, Structured Engagement, Thinking Maps, and mathematics as a few examples.

Teachers fulfill the NCLB requirements for being highly qualified with District support. Compensation is provided to teachers who attend professional development outside the work day. Substitutes are provided when necessary.

A professional development committee guides offerings for adult learning.





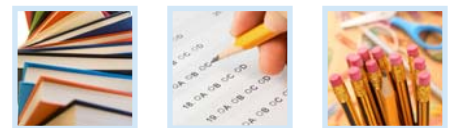
Textbooks and Instructional Materials

District Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	SRA-McGraw Hill Open Court (K-5)	2002
English-Language Arts	Houghton Mifflin (K-5, Parkside)	2002
English-Language Arts	Prentice Hall (6-12)	2002
English-Language Arts	SRA Reach	2002
English-Language Arts	Highpoint	2002
Mathematics	Macmillan/McGraw-Hill (K-5)	2008
Mathematics	Prentice Hall, <i>Math</i> (6-8)	2008
Mathematics	Prentice Hall, <i>Pre Algebra</i> (6-8)	2008
Mathematics	Prentice Hall, <i>Algebra 1</i> (6-8)	2008
Mathematics	Holt, <i>Algebra 1</i>	2008
Mathematics	Holt, <i>Geometry</i>	2008
Science	Macmillan/McGraw-Hill (K-5)	2007
Science	Prentice Hall (6-8)	2007
Science	Holt Rinehart, <i>Earth Science</i>	2007
Science	McDougal Littell, <i>Biology</i>	2007
History-Social Science	Scott Foresman (K-5)	2006
History-Social Science	Holt (6-8)	2006
History-Social Science	McDougal Littell (9-10)	2006

Textbooks and Instructional Materials

California State-adopted textbooks are recommended by district committees adopted by the Board and then purchased with Instructional Materials Funds (IMF or IMFRP). Each site, through funds supplied by the District, has been able to provide every 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 kindergarten to twelve; and said textbooks and instructional materials are used by students at each grade level in each school. This being said, the Pittsburg Unified School District Governing Board declared at their fall school board meeting that the District has provided sufficient textbooks or instructional materials consistent with the State Board-adopted curriculum framework cycle.



Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Note: This data was most recently collected and verified on October 22, 2008.





California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Foothill ES			Pittsburg USD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	31%	26%	27%	28%	31%	32%	42%	43%	46%
Mathematics	40%	35%	34%	27%	27%	32%	40%	40%	43%
Science	19%	22%	32%	17%	22%	31%	35%	38%	46%

CST Student Group Results: English-Language Arts, Mathematics, and Science

Percentage of Students Scoring At Proficient or Advanced Levels			
Group	Spring 2008 Results		
	English-Language Arts	Mathematics	Science
Male	22%	34%	33%
Female	31%	34%	31%
Economically Disadvantaged	25%	31%	30%
English Learners	17%	33%	20%
Students with Disabilities	3%	18%	15%
Migrant Education Services	❖	❖	❖
African American	26%	21%	22%
American Indian or Alaska Native	❖	❖	❖
Asian	42%	58%	❖
Filipino	76%	76%	❖
Hispanic or Latino	21%	35%	30%
Pacific Islander	50%	33%	❖
White	35%	39%	❖

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

California Standards Tests

For the 2008 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, and science. For a complete report on all groups and their scores by grade level, please visit <http://star.cde.ca.gov/>.





Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Foothill ES		Pittsburg USD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API	Yes		Yes	
Graduation Rate	✧		No	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit www.cde.ca.gov/ta/ac/ay/.

Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	1	2	1
Similar Schools API Rank	1	2	1

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2007-08 Growth API Score
	05-06	06-07	07-08	
All Students at the School	42	-10	5	665
African American	54	13	5	649
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	52	-7	3	645
Pacific Islander	■	■	■	■
White	■	■	■	■
Socioeconomically Disadvantaged	54	-10	13	648
English Learners	46	-9	1	637
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap/.

Testing Note: Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.



Teacher Qualifications

Teacher Credential Information				
	Pittsburg USD	Foothill ES		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	421	35	34	34
Without Full Credential	38	0	3	3
Teaching Outside Subject Area of Competence		0	0	0



Teacher Qualifications

The table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Misassignments and Vacant Teacher Positions

The table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Foothill ES		
	06-07	07-08	08-09
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0



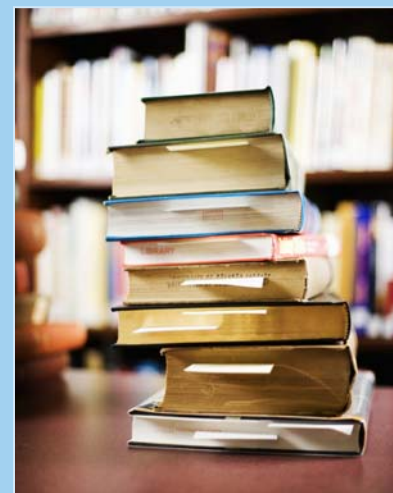
No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2007-08 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Foothill ES	100.0%	0.0%
All Schools in District	97.1%	2.9%
High-Poverty Schools in District	98.8%	1.2%
Low-Poverty Schools in District	100.0%	0.0%

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0.0



School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist (non-teaching) 0.0
- Other 0.0



Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Foothill ES	Pittsburg USD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-99	2008-09
Year in Program Improvement	Year 5	Year 1
Number of Schools Identified for Program Improvement		5
Percent of Schools Identified for Program Improvement		41.7%

Financial Information

The data displayed is from the 2006-07 school year because 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.

District Salary Information — Does not include benefits		
Range	Pittsburg USD	Similar Sized District
Beginning Teacher Salary	\$39,824	\$39,692
Mid-Range Teacher Salary	\$59,472	\$62,830
Highest Teacher Salary	\$73,906	\$80,472
Average Principal Salary (Elementary School)	\$95,401	\$98,460
Average Principal Salary (Middle School)	\$105,705	\$104,522
Average Principal Salary (High School)	\$106,269	\$114,549
Superintendent Salary	\$176,562	\$166,547
% of Budget for Teacher Salaries	37.4%	40.2%
% of Budget for Administrative Salaries	6.3%	5.8%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Foothill ES	\$5,756	\$906	\$4,850	\$57,932
Pittsburg USD			\$5,512	\$57,709
California			\$5,300	\$62,157
% Difference Between School and District			-13.6%	0.4%
% Difference Between School and California			-9.3%	-7.3%

Types of Services Funded

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

- Literacy and/or Math Coaches
- Professional Development including: SB472 ELA & Math trainings, Frontloading, Crosscultural Language and Academic Development examination (CLAD), Kinsella (structured engagement and academic vocabulary development), Systematic ELD, math teachers network, etc.
- Cluster and advanced classes for Gifted and Talented Education (GATE) students using the Renzulli Learning System
- Parent Coordinators
- Parent trainings
- Extended day and summer intervention programs
- College readiness programs
- Counseling



SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. Data-Quest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of February 2009.