



# Foothill Elementary School

1700 Via Casoli • Monterey, CA 93940 • (831) 649-1744 • Grades K-5

Lauren Park, Principal

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<http://fe-mpusd-ca.schoolloop.com/>

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Monterey Peninsula Unified School District

700 Pacific St.

Monterey, CA 93942-1031

(831) 645-1200

[www.mpusd.net](http://www.mpusd.net)

#### District Governing Board

Ms. Alana Myles, President

Mr. Tom Jennings, Clerk Vice  
President

Mr. Tim Chaney

Ms. Debra Gramespacher

Dr. Jon Hill

Dr. Bettye Lusk

Ms. Wendy Root Askew

#### District Administration

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Cresta McIntosh

**Associate Superintendent**

**Educational Services**

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**Assistant Superintendent**

**Secondary**

Bijou S. Beltran

**Assistant Superintendent Human**

**Resources**

Brett W. McFadden

**Associate Superintendent Business**

**Services**

Ryan Altemeyer

**Chief of Technology**

Marci McFadden

**Chief of Communication and**

**Engagement**

### School Description

Foothill Elementary School provides a safe, clean, nurturing and respectful environment in which each student can attain self confidence towards academic and social success through celebrating individual diversity and providing rigorous academic opportunities through the collaboration of students, teachers, parents and community.

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 celebrates diversity, foster unique interests, encourage collaboration and promote accountability.

Our 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 while striving for academic excellence. The staff engages in ongoing, quality professional development experiences that embrace Common Core State Standards. We commit every Wednesdays to collaboration and professional development.

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. We also encourage you to invest in creative ways to provide celebration and recognition of academic and extracurricular excellence on a regular basis.

Lauren Park, 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	69
Grade 1	54
Grade 2	39
Grade 3	57
Grade 4	57
Grade 5	46
<b>Total Enrollment</b>	<b>322</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.6
Asian	3.1
Filipino	1.6
Hispanic or Latino	60.6
Native Hawaiian or Pacific Islander	3.4
White	24.2
Two or More Races	3.1
Socioeconomically Disadvantaged	63.4
English Learners	37.6
Students with Disabilities	7.8
Foster Youth	0

## 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			
Foothill Elementary School	15-16	16-17	17-18
<b>With Full Credential</b>	17	17	17
<b>Without Full Credential</b>	0	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Monterey Peninsula Unified School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	508
<b>Without Full Credential</b>	♦	♦	26
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Foothill Elementary School	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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 2017-18)**

Monterey Peninsula Unified School District held a public hearing on August 2017, 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 2017 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: August 2017</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	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 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Great Minds-Eureka Math Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Pearson Scott Foresman - 2008 California Science Science - Adopted 2008 Textbook and Instructional Materials reviewed August 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	History-Social Science - Adopted in 2006 Houghton-Mifflin - Adopted in 2007 Textbook and Instructional Materials reviewed August 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	<b>The textbooks listed are from most recent adoption:</b> Yes

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. Foothill campus consists of five pods. There is one Kindergarten pod, one primary pod, one upper grade pod, one office pod, and one cafeteria pod. In addition, there are six working portables, and one library in the office pod. In total, 20 classrooms are in use throughout the pods and portables. Foothill has a head custodian who keeps up with all maintenance and repair concerns. District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. The head custodian and the principal conducts regular inspections, to keep up with maintenance, repair, and regulatory safety compliance issues. The Monterey Fire Marshall conducts an annual inspection to hold Foothill accountable to safety compliance regulations.

Over the last several years, MPUSD has invested resources into improving our school campuses. Many schools have received new flooring, paint and window coverings. Visit [www.mpUSD.net](http://www.mpUSD.net) for 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 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Various classrooms: water stains on ceiling tiles; carpet has some waves and is worn = tripping hazard; some paint chipping on wall; missing or loose tiles in some classrooms; light diffuser missing in hallway; inadequate lighting/light panels are out (room 25); dirty vents blowing dust
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Picnic tables are splintering; trip hazards on rubber pad and on asphalt walkway
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	51	45	40	38	48	48
Math	37	46	27	27	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	65	63	96.9	41.3
Male	31	29	93.6	48.3
Female	34	34	100.0	35.3
Hispanic or Latino	38	38	100.0	31.6
White	17	16	94.1	62.5
Socioeconomically Disadvantaged	33	33	100.0	24.2

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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 in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	38	41	45	43	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	34.8	10.9	17.4

\* 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.

**School Year 2016-17 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	164	163	99.39	44.79
Male	70	69	98.57	39.13
Female	94	94	100	48.94
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	101	101	100	39.6
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	40	100	57.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	107	106	99.07	36.79
English Learners	73	73	100	32.88
Students with Disabilities	16	16	100	12.5

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 2016-17 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	164	163	99.39	46.01
Male	70	69	98.57	47.83
Female	94	94	100	44.68
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	101	101	100	42.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	40	40	100	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	107	106	99.07	37.74
English Learners	73	73	100	41.1
Students with Disabilities	16	16	100	6.25

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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Our School Site Council, which includes parent members meets quarterly to monitor the effectiveness of our school improvement strategies and supports aligning the budget accordingly. In addition, we have an English Learner Advisory Committee (ELAC) to help monitor the effectiveness of English Learner Programs and to help promote good attendance.

Our PTA meets monthly and provides outstanding support to our students and staff. 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 PTA to support the exceptional educational processes at Foothill. Parents are also encouraged to volunteer in their child's classroom or in the office during the school day. All volunteers are required to attend training and receive a volunteer handbook to guide their work. We also encourage you to invest in creative ways to provide celebration and recognition of academic and extracurricular excellence on a regular basis.

Volunteers are always welcome to help in the classroom. The contact person for parent involvement is Lauren Park. She can be reached at (831) 649-1744.

### 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 by March 1 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](http://www.mpusd.net).

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

Student/Parent Handbooks are sent home at the beginning of every year giving information on the school and safety rules. Staff members monitor our playground and campus before school, after school, and during recess. Our strict discipline policies curtail fighting and harassment. We routinely go over playground safety rules with students, and we practice fire and earthquake drills monthly. We update our Safety Plan at the beginning of each year.

PBIS (Positive Behavioral Interventions and Supports) team meets regularly to evaluate site safety and students' behavior to support a safe and positive environment for our staff and students.

Parents have been informed about how to respond to school emergencies. Our staff and students practice emergency drills and evacuation every month.

We also have a Crisis Management Plan in place for every staff in case of an emergency.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.6	0.8	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.6	4.5	3.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.5
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

\* 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	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	19	20	23	3	3		1	1	3			
1	24	21	27		1		3	1	2			
2	21	22	20	1		1	2	3	1			
3	24	23	19			3	2	3				
4	35	24	29					2	2	2		
5	29	32	23				2	1	2		1	

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Professional Development provided for Teachers

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. We commit every Wednesdays to collaboration and professional development. Foothill professional developments are site specific, job embedded, aligned to Common Core State Standards and current curriculum. Professional Developments are prioritized by achievement data, staff surveys, classroom observations, and district or state compliance policies. Foothill teachers are engaged in professional development and articulations around best practices with current curriculum. Teachers engage in articulation and receive professional development from outside expert consultants, district professional development coordinators, and on-site or "in-house" experts within the school leadership team.



FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,149	\$46,511
Mid-Range Teacher Salary	\$63,205	\$73,293
Highest Teacher Salary	\$93,615	\$92,082
Average Principal Salary (ES)	\$100,554	\$113,263
Average Principal Salary (MS)	\$104,985	\$120,172
Average Principal Salary (HS)	\$114,261	\$131,203
Superintendent Salary	\$199,500	\$213,732
Percent of District Budget		
Teacher Salaries	32%	36%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### 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 <http://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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,978	\$267	\$5,711	\$73,833
District	♦	♦	\$7,996	\$65,212
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-33.3	12.4
Percent Difference: School Site/ State			-14.0	-0.9

\* Cells with ♦ do not require data.