Foothill Elementary School

Grades K-6
CDS Code 10-75275-0124586

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Head Up, Wings Out!

SARC

2020-21

School
Accountability
Report Card
Published in 2021-22

Sierra Unified School District

29143 Auberry Road ▪ Prather, CA 93651 ▪ www.sierrausd.org

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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. K-6 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 sports and clubs that include spelling bee, pine needle, cross-country, track, flag football, volleyball, basketball and wrestling. 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 after school program, Resilience and Recovery, is available at 6:30 a.m. and ends at 6:30 p.m. Here, students will be provided academic support through intervention and extension, as well as activities such as yoga, gardening, computer coding, rocket club and karate.

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 school, 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 Interventions 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.

Danielle Amundsen

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.

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 December 2021.

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.
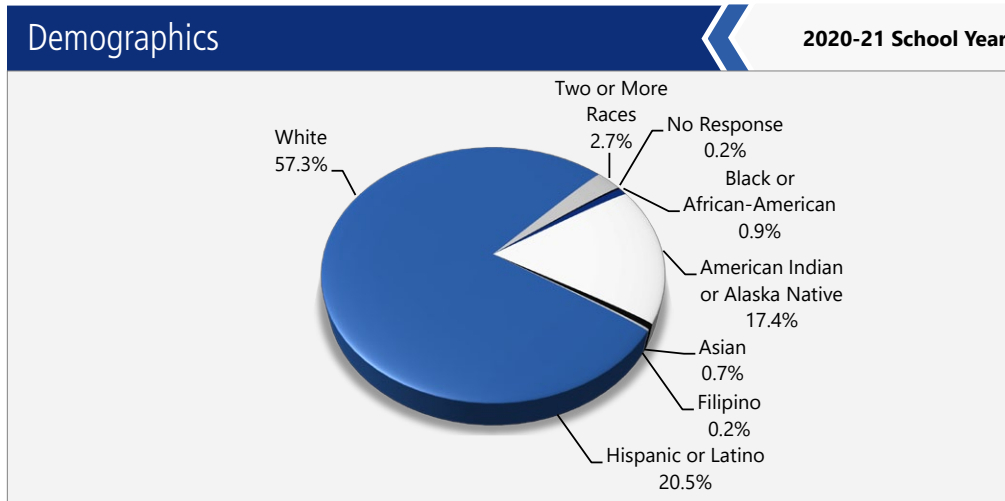
District Vision Statement

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.

Governing Board

Janet Bill

Cortney Burke

Jeremiah Gilbert

James Hoak

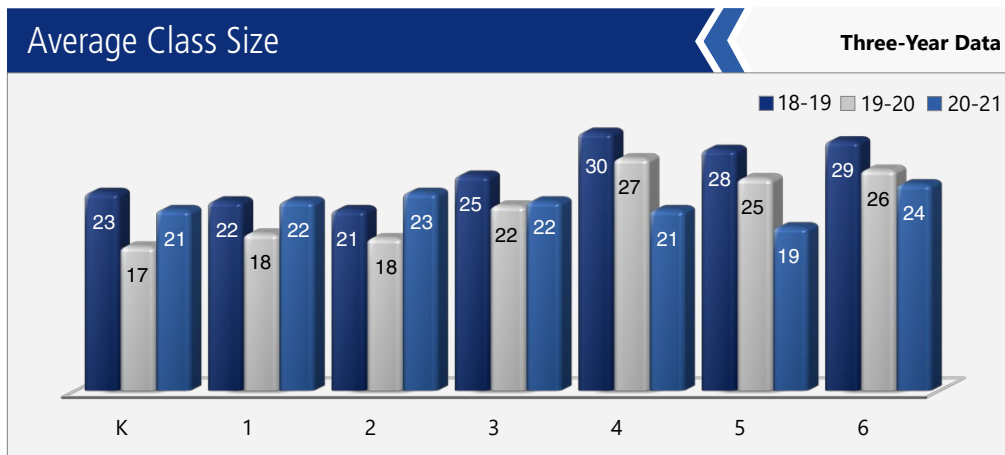Ben Kimbler

Lauri King

Connie Schlaefer

Enrollment by Student Group

The total enrollment at the school was 443 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2020-21 School Year

White 57.3%
Two or More Races 2.7%
No Response 0.2%
Black or African-American 0.9%
American Indian or Alaska Native 17.4%
Asian 0.7%
Filipino 0.2%
Hispanic or Latino 20.5%

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.

Average Class Size

Three-Year Data

Legend: 18-19, 19-20, 20-21

Grade	18-19	19-20	20-21
K	23	17	21
1	22	18	22
2	21	18	23
3	25	22	22
4	30	27	21
5	28	25	19
6	29	26	24

Number of Classrooms by Size

Three-Year Data

Grade	2018-19			2019-20			2020-21		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4		4				3	
1		4		4				4	
2		4		4				3	
3		4		1	3			3	
4		3			3		1	3	
5		3			3		3	1	
6		3			3			3	

Enrollment by Student Group

Demographics

2020-21 School Year	
Female	48.80%
Male	51.20%
Non-Binary	0.00%
English learners	0.70%
Foster youth	1.80%
Homeless	15.10%
Migrant	0.00%
Socioeconomically Disadvantaged	88.30%
Students with Disabilities	15.30%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade

Grade	Students
K	72
1	67
2	52
3	56
4	73
5	60
6	63
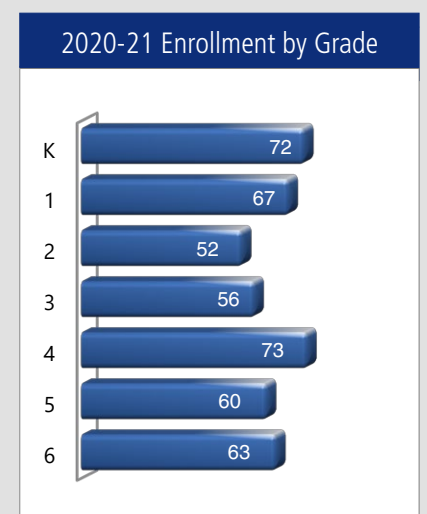
Suspensions and Expulsions

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

Suspensions and Expulsions						Two-Year Data
	Foothill ES		Sierra USD		California	
	18-19	20-21	18-19	20-21	18-19	20-21
Suspension rates	7.7%	0.8%	6.8%	1.5%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

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

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

Suspensions and Expulsions			2019-20 School Year
	Foothill ES	Sierra USD	California
	19-20	19-20	19-20
Suspension rates	3.7%	3.8%	2.5%
Expulsion rates	0.0%	0.0%	0.1%

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

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	0.80%	0.00%
Female	1.00%	0.00%
Male	0.70%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	3.60%	0.00%
White	1.20%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	1.40%	0.00%
Socioeconomically Disadvantaged	1.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.00%	0.00%

Professional Development

All teachers are provided with five full days of professional development districtwide. In addition, late start days (one 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	
Number of school days dedicated to staff development and continuous improvement	
2019-20	5
2020-21	5
2021-22	6

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	2020-21 School Year
Percentage of Students Meeting Fitness Standards	**Foothill ES**
	Grade 5
Four of six standards	◈
Five of six standards	◈
Six of six standards	◈

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group				2020-21 School Year
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	607	582	99	17.00%
Female	299	287	50	17.40%
Male	308	295	49	16.60%
American Indian or Alaska Native	89	86	30	34.90%
Asian	6	4	0	0.00%
Black or African American	2	2	1	50.00%
Filipino	3	3	2	66.70%
Hispanic or Latino	130	124	25	20.20%
Native Hawaiian or Pacific Islander	0	0	0	0.00%
Two or More Races	28	24	5	20.80%
White	348	338	36	10.70%
English Learners	7	7	2	28.60%
Foster Youth	20	19	7	36.80%
Homeless	366	365	57	15.60%
Socioeconomically Disadvantaged	523	511	91	17.80%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	98	94	31	33.00%

◈ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

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 Jessica Young (559) 855-3551.

California School Dashboard

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

SARC Reporting in the 2020–21 School Year Only

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

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

Options

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

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

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

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

Percentage of Students Meeting or Exceeding State Standard						Two-Year Data
	Foothill ES		Sierra USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	⁂	■	30.26%	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

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

Percentage of Students Meeting or Exceeding State Standard						Two-Year Data
	Foothill ES		Sierra USD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

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

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

Statewide Assessments

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

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

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

Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at https://www.cde.ca.gov/re/es/.

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

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	✿	✿	✿	✿	✿
Female	✿	✿	✿	✿	✿
Male	✿	✿	✿	✿	✿
American Indian or Alaska Native	✿	✿	✿	✿	✿
Asian	✿	✿	✿	✿	✿
Black or African American	✿	✿	✿	✿	✿
Filipino	✿	✿	✿	✿	✿
Hispanic or Latino	✿	✿	✿	✿	✿
Native Hawaiian or Pacific Islander	✿	✿	✿	✿	✿
Two or more races	✿	✿	✿	✿	✿
White	✿	✿	✿	✿	✿
English Learners	✿	✿	✿	✿	✿
Foster Youth	✿	✿	✿	✿	✿
Homeless	✿	✿	✿	✿	✿
Military	✿	✿	✿	✿	✿
Socioeconomically disadvantaged	✿	✿	✿	✿	✿
Students receiving Migrant Education services	✿	✿	✿	✿	✿
Students with Disabilities	✿	✿	✿	✿	✿

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

CAASPP Test Results by Student Group: English Language Arts (grades 3-6)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards   **2020-21 School Year**

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	291	277	95.19%	4.81%	48.19%
Female	148	141	95.27%	4.73%	50.00%
Male	143	136	95.10%	4.90%	46.32%
American Indian or Alaska Native	48	45	93.75%	6.25%	26.67%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	51	50	98.04%	1.96%	44.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	12	11	91.67%	8.33%	63.64%
White	173	166	95.95%	4.05%	53.94%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	248	235	94.76%	5.24%	48.29%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	48	45	93.75%	6.25%	28.89%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results by Student Group: Mathematics (grades 3-6)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards — 2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	290	277	95.52%	4.48%	37.32%
Female	148	141	95.27%	4.73%	32.14%
Male	142	136	95.77%	4.23%	42.65%
American Indian or Alaska Native	47	45	95.74%	4.26%	20.00%
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	51	50	98.04%	1.96%	28.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	12	11	91.67%	8.33%	36.36%
White	173	166	95.95%	4.05%	44.24%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	247	235	95.14%	4.86%	35.47%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	48	45	93.75%	6.25%	17.78%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. 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.
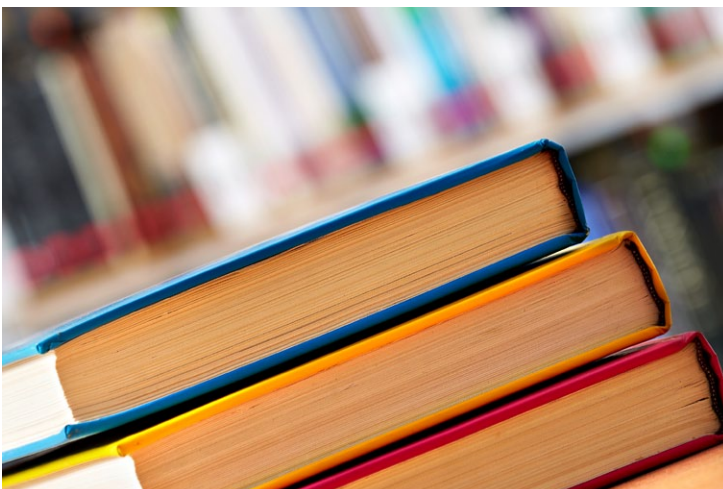
Textbooks and Instructional Materials

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. Additionally, materials are reviewed to ensure they will 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. Community members are invited to conduct a review of content and then 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 school site or district office staff.

The Board of Trustees vote 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 — 2021-22 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*, Twig 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 — 2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	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 — 2021-22 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.
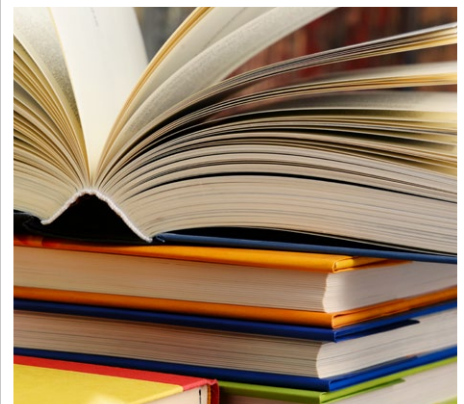
Currency of Textbooks — 2021-22 School Year

Data collection date	9/13/2021

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	2021-22 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	Poor
Overall summary of facility conditions	Fair
Date of the most recent school site inspection	9/17/2021

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 qualified consulting organizations to provide services necessary in the Long-Range Facilities Master Plan (LRFMP) with specific services as described in the contents of the LRFMP.

Deficiencies and Repairs		2021-22 School Year
Items Inspected	**Deficiencies and Action Taken or Planned**	**Date of Action**
Interior	29 deficiencies ranging from evidence of roof leaks, and/or ceiling staining. Flooring hazards, missing tile, warping, and tears. Wall cracks, tears or holes.	In progress
Restrooms/fountains	5 deficiencies ranging from rusted partitions, inoperative and leaking fountains.	In progress
External	31 deficiencies ranging from damaged window screens, inoperative door, windows, and rusted playground equipment.	In progress

"Our school mascot Kwi'na is a golden eagle who embodies being our best in body, intellect and spirit."

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.

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.

Teacher Preparation and Placement

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

Teacher Preparation and Placement					2020-21 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

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

Permits/wavers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments	2020-21 School Year
Authorization/Assignment	Foothill ES
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

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

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

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

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
  - "Ineffective" includes the following limited term emergency permits:
    - Provisional Internship Permits;
    - Short-Term Staff Permits;
    - Variable Term Waivers; and
    - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

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

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

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

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

Credentialed Teachers Assigned Out-of-Field	2020-21 School Year
Indicator	**Foothill ES**
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments

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

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

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

Class Assignments	2020-21 School Year
Indicator	**Foothill ES**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.
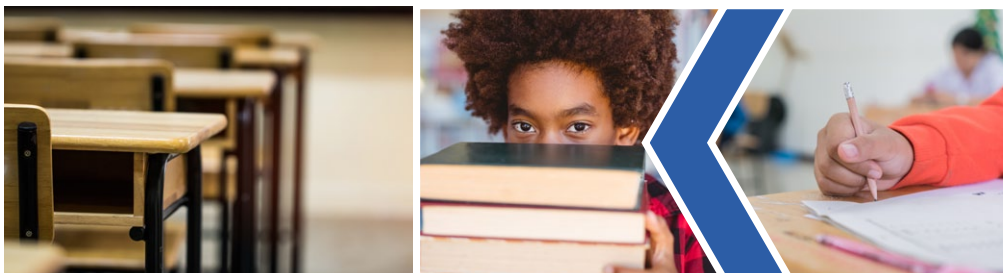
Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2020-21 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.75
Psychologist	1.00
Social worker	0.00
Nurse	1.00
Speech/language/hearing specialist	1.70
Resource specialist (nonteaching)	1.00
✧ Not applicable.	

Financial Data

The financial data displayed in this SARC is from the 2019-20 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	2019-20 Fiscal Year	
	Sierra USD	**Similar Sized District**
Beginning teacher salary	$44,131	$45,813
Midrange teacher salary	$68,476	$70,720
Highest teacher salary	$88,156	$93,973
Average elementary school principal salary	$108,763	$111,613
Average middle school principal salary	◆	$119,477
Average high school principal salary	$118,979	$120,270
Superintendent salary	$150,000	$150,704
Teacher salaries: percentage of budget	29%	29%
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	2019-20 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Foothill ES	$6,242	$67,257
Sierra USD	$11,389	$69,990
California	$8,444	$71,544
School and district: percentage difference	-45.2%	-3.9%
School and California: percentage difference	-26.1%	-6.0%

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	
2019-20 Fiscal Year	
Total expenditures per pupil	$7,604
Expenditures per pupil from restricted sources	$1,362
Expenditures per pupil from unrestricted sources	$6,242
Annual average teacher salary	$67,257

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 not available.

School Accountability Report Card

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