

Foothill Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Foothill Elementary School
Street	2601 South Buena Vista Avenue
City, State, Zip	Corona, CA 92882
Phone Number	(951) 736-3441
Principal	Dr. Joni Howard
Email Address	jhoward@cnusd.k12.ca.us
Website	www.cnusd.k12.ca.us/foes
County-District-School (CDS) Code	33670336107668

Entity	Contact Information
District Name	Corona-Norco Unified School District
Phone Number	(951) 736-5000
Superintendent	Michael H. Lin, Ed.D.
Email Address	mclin@cnusd.k12.ca.us
Website	www.cnusd.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

MISSION STATEMENT - ALL FOR ONE AND ONE FOR ALL! STAFF, STUDENTS, PARENTS AND COMMUNITY LEARNING TOGETHER!

VISION STATEMENT - Our Vision is to foster a safe, respectful and accepting culture where learning takes place through collaboration, best practice, and rigorous academic expectations, which will result in a community of risk-takers, responsible citizens and life-long learners.

The Corona-Norco Unified School District is located approximately 45 miles southeast of Los Angeles in western Riverside County. We have currently thirty-one elementary schools, seven intermediate/middle schools, five comprehensive high schools, a middle college high school and three alternative schools. We have an enrollment of over 52,000 students and serve the cities of Corona, Norco and Eastvale. We are the largest school district in Riverside County and the tenth largest district in California and have been providing quality education to the students of the Corona and Norco area for over 120 years. Local businesses and industry in the county consists of several colleges and universities, a number of large factories and plants, light agriculture, and a typical range of goods and services.

Foothill Elementary School is a neighborhood Preschool-6th grade elementary school in south Corona. We are the home of the Foothill Coyotes. Students and staff proudly wear our team shirts on Fridays. The Coyote PACK is used in many aspects of the school. The PACK are our collective commitments including every member of our school being prepared, accepting responsibility, being caring and keeping safe. Our school is one of 31 elementary schools and includes a diverse ethnic, cultural, and socioeconomic background. The staff consists of 44 certificated teachers, including 2 resource teachers. Additionally we have 5.5 speech/language pathologists and one vision specialist. Our school is also served by itinerant staff that includes an instrumental music teacher, a psychologist, two adaptive P.E. teachers, occupational therapists, physical therapists, and a nurse. Our staff also includes a secretary, three full-time clerks, two part-time clerk typists, library clerk, 65+ special education instructional assistants, 4 custodians, a health clerk, 8 lunch supervisors, and one food service manager with two cafeteria workers.

The School Plan encourages school improvements in transitional kindergarten through sixth grade via a collaborative decision-making process within the school community to meet the educational, personal, and career needs of every student in a timely and effective manner. Staff development opportunities are made available through the district office and through the site. Standards, assessment, and accountability are utilized to ensure that all educational programs are aligned with the state guidelines. All students have equal access to integrated and coordinated programs based on student needs. The programs are based on educationally sound programs and legally acceptable educational practices. Parents and members of the community have the opportunity to assist in and support the educational process through participation in decision making, strategic plan development, volunteer activities, as well as the continuation of our Partners in Education.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	117
Grade 1	100
Grade 2	107
Grade 3	126
Grade 4	137
Grade 5	118
Grade 6	116
Total Enrollment	821

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.5
Asian	12.2
Filipino	1.1
Hispanic or Latino	45.2
Native Hawaiian or Pacific Islander	0.5
White	32
Two or More Races	3.4
Socioeconomically Disadvantaged	37.9
English Learners	13.6
Students with Disabilities	19
Foster Youth	0.5
Homeless	

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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	46	43	41	2210
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	101

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0		0

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

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

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

Year and month in which data were collected: September 3, 2019

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 3, 2019, the Corona-Norco Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 46 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2019-20 school year, Corona-Norco Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2014 Pearson, Opening the World of Learning		0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Math-Pearson 2 Envision Math 2016 K-2, Math-Pearson EnVision Math California Common Core 2015 Grade 3-6, Math Teacher Supplemental Materials Heinemann Grade 3-5, Grade 6 Envision Math 2009 & Connected Mathematics,		0 %
Science	2008 Macmillan/McGraw-Hill, California Science		0 %
History-Social Science	2006,2007 Social Studies California Reflection-Harcourt, Kinder Social Studies Our World Now and Long ago, Grade 1 Social Studies Harcourt A Childs View, Grade 2 Social Studies Harcourt People we Know, Grade 3 Social Studies Harcourt Our Communities, Grade 4 Social Studies Harcourt California: A Changing State, Grade 5 Social Studies Harcourt, The United States: Making New Nation, Grade 6 Social Science Harcourt Ancient Civilization,		0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Foothill Elementary School's original facilities were built in 1991; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Converted classroom to computer lab
- Modernized perimeter fencing (2017-18)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three evening custodians are assigned to Foothill Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Groundskeeping
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Cafeteria cleanup
- Office area cleaning
- Restroom cleaning

Administration communicates with custodial staff daily concerning maintenance and school safety issues.

Facilities Inspection

The district's maintenance department inspects Foothill Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Foothill Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, October 17, 2017. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2017-18, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 4/3/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	K 2: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD AT ASPHALT CEMENT SEAM P RM I1: 4. WATER STAIN CEILING TILES 7. ETHERNET OUTLET COVER IS MISSING AT ENTRY P RM I3: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS BROKEN P RM I4: 4. WATER STAIN CEILING TILES RM D3: 4. WATER STAIN CEILING TILES RM D4: 4. WATER STAIN CEILING TILES RM D5: 4. SMALL WATER STAIN CEILING TILES RM D8: 4. WATER STAIN CEILING TILES 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM F 1: 4. WATER STAIN CEILING TILES RM F 3: 4. LAMINATE IS LOOSE ON COUNTER TOPS RM G 1: 4. WATER STAIN CEILING TILES RM H2: 4. WATER STAIN CEILING TILES RM J4: 4. WATER STAIN CEILING TILE IN RESTROOM RM M2: 4. WATER STAIN CEILING TILES WRK RM: 4. CEILING TILE IS CRACKED 7. OUTLET COVER IS MISSING ON CEILING/ WATER STAIN IN LIGHT DIFFUSER

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	BOYS RR: 7. LIGHT DIFFUSER IS CRACKED AND LOOSE LIBRARY: 7. LIGHT ARE FLICKERING P RM I1: 4. WATER STAIN CEILING TILES 7. ETHERNET OUTLET COVER IS MISSING AT ENTRY P RM I3: 4. WATER STAIN CEILING TILES 7. OUTLET COVER IS BROKEN WRK RM: 4. CEILING TILE IS CRACKED 7. OUTLET COVER IS MISSING ON CEILING/ WATER STAIN IN LIGHT DIFFUSER
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	MPR: 11. PAINT IS CHIPPING ON WALL ABOVE TOWEL DISPENSER IN HALLWAY RM D2: 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM D6: 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM D7: 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM D8: 4. WATER STAIN CEILING TILES 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM F 5: 11. NO SKID PAINT IS PEELING ON RAMP RM H 4: 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM H1: 11. CLEANING SUPPLIES ARE STORED UNDER SINK (KEEP OUT OF REACH OF CHILDREN) RM J2: 11. PAINT IS CHIPPING ON EAVES RM L3: 11. PAINT IS CHIPPING ON EAVES RM M1: 11. PAINT IS CHIPPING ON EAVES RM M3: 11. PAINT IS CHIPPING ON EAVES RM M4: 11. PAINT IS CHIPPING ON EAVES RM M7: 11. PAINT IS CHIPPING ON EAVES RM M8: 11. PAINT IS CHIPPING ON EAVES
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	K 2: 4. WATER STAIN CEILING TILES 14. TRIP HAZARD AT ASPHALT CEMENT SEAM
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	60	61	61	61	50	50
Mathematics (grades 3-8 and 11)	49	45	46	47	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	492	492	100.00	0.00	60.90
Male	271	271	100.00	0.00	54.24
Female	221	221	100.00	0.00	69.09
Black or African American	26	26	100.00	0.00	50.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	57	57	100.00	0.00	67.86
Filipino	--	--	--	--	--
Hispanic or Latino	223	223	100.00	0.00	52.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	156	156	100.00	0.00	67.95
Two or More Races	15	15	100.00	0.00	73.33
Socioeconomically Disadvantaged	203	203	100.00	0.00	48.28
English Learners	94	94	100.00	0.00	42.55
Students with Disabilities	100	100	100.00	0.00	21.21
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	492	492	100.00	0.00	44.51
Male	271	271	100.00	0.00	42.80
Female	221	221	100.00	0.00	46.61
Black or African American	26	26	100.00	0.00	26.92
American Indian or Alaska Native	--	--	--	--	--
Asian	57	57	100.00	0.00	68.42
Filipino	--	--	--	--	--
Hispanic or Latino	223	223	100.00	0.00	32.74
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	156	156	100.00	0.00	53.21
Two or More Races	15	15	100.00	0.00	60.00
Socioeconomically Disadvantaged	203	203	100.00	0.00	31.03
English Learners	94	94	100.00	0.00	35.11
Students with Disabilities	100	100	100.00	0.00	14.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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.

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	25.9	18.1	21.6

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through the school marquee, school newsletters, the school website, School Messenger, Coyote Coffee, and Facebook. Contact the school office at (951) 736-3441 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips

Classroom Helper

Fundraising Activities

Library Assistant

PTA Events and Activities

Watch D.O.G.S (Dads of Great Students)

Computer Lab Assistant

Committees

English Learner Advisory Council

Parent Teacher Association

School Site Council

GATE Advisory Committee

ATP Committee

School Activities

Back to School Night

Family Nights

Movie Night

Open House

School Carnival

100-Mile Club

Campout

Jog-A-Thon

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.7	0.6	1.6	2.9	2.9	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Foothill Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in October 2017.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	3	4		20	3	4		23	3	1	1
1	30		4		28		4		25		4	
2	26	1	4		25	1	4		26		4	
3	28		5		29		5		31		4	
4	26	1	4		31		4		24	1	5	
5	28		5		31		4		28		4	
6	29	1	1	3	26		5		25	1	4	
Other**					13	2						

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

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9338.492812	3083.641325	6254.851487	97,644.93
District	N/A	N/A	\$6,293	\$97,905.00
Percent Difference - School Site and District	N/A	N/A	-0.6	-0.3
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-18.2	16.9

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

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

Types of Services Funded (Fiscal Year 2018-19)

For the 2015-16 school year, Corona-Norco Unified School District spent an average of \$9,901 of total general funds to educate each student (based on 2015-16 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Corona-Norco Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Agricultural Career Technical Education Incentive
- California Career Pathways Trust
- California Clean Energy Jobs Act
- Department of Rehabilitation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other ARRA Programs
- Other Federal Funds
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Tobacco-Use Prevention Education
- Vocational Programs

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$62,059	\$48,612
Mid-Range Teacher Salary	\$94,278	\$74,676
Highest Teacher Salary	\$116,021	\$99,791
Average Principal Salary (Elementary)	\$127,372	\$125,830
Average Principal Salary (Middle)	\$131,977	\$131,167
Average Principal Salary (High)	\$138,657	\$144,822
Superintendent Salary	\$374,392	\$275,796
Percent of Budget for Teacher Salaries	41%	34%
Percent of Budget for Administrative Salaries	4%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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

Staff Development

All training and curriculum development activities at Foothill Elementary School revolve around the Common Core State Standards for California. During the 2016-17 school year, Foothill Elementary School held staff development training devoted to:

- Common Core State Standards
- Data Analysis
- Instructional Strategies
- Learning Zone
- Rigor
- Student Engagement
- Professional Learning Communities (PLCs)
- Response to Intervention (RTI)
- Step Up to Writing
- PBIS
- Digicore Lessons
- Teacher Leader Training

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, data analysis, and assessment results to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Foothill Elementary School supports ongoing professional growth throughout the year by way of Professional Collaboration Time (PCT). Teachers meet in grade level teams to conduct data analysis to identify areas of need. The areas listed above were chosen and implemented to support students in all academic areas as well as in the social/emotional domain. In some cases teachers are released from the classroom to work in teacher teams to then present to staff, using the training of trainer model. In other cases, trainings occur at staff meetings or leadership team meetings or during other staff designated training time. Once strategies have been taught and learned, teacher teams support each other by discussing best practice and coaching. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2016-17 school year, Foothill Elementary School's teachers had the opportunity to attend the following events hosted by the Corona-Norco Unified School District:

- 21st Century Learning Design: SAMR
- 3rd Grade Fractions Unit
- Active Shooter
- Benchmark Planning
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism CPI Training
- Advancement Via Individual Determination Training
- Blended Learning
- BreathTaking Mindfulness
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- Capturing Kids' Hearts
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- ELA/Daily Five Planning
- Math Writing Planning
- ELA/Science/Social Studies Planning
- Classroom Management Skills
- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training
- iReady Training
- ELA/ELD McGraw-Hill Pilot Training
- Science for Everyone
- Engaging in Challenging Conversations
- Envision Overview
- GATE: Meeting the Needs of 21st Century Gifted Learners
- Grade Level Essential Standards Planning
- Introduction to Restorative Practices
- Next Generation Science Standards (NGSS)
- Number Talks
- SchoolMessenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Writing for the 21st Century Student

All training and curriculum development activities at Foothill Elementary School revolve around the Common Core State Standards for California. During the 2017-18 school year, Foothill Elementary School held staff development training devoted to:

- Common Core State Standards
- Benchmark Advance
- Data Analysis
- High Yield Instructional Strategies
- Achievement Level Descriptors
- Rigor including Depth of Knowledge
- Student Engagement
- Professional Learning Communities (PLCs)
- Step Up to Writing
- PBIS
- Digicore Lessons
- Mimio Technology
- iReady
- Teacher Leader Training

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- Active Shooter
- Benchmark Planning
- Application of Instructional Shifts in Lesson Design
- Assessment Building
- Autism Spectrum Disorder
- CPI Training
- Advancement Via Individual Determination Training
- Blended Learning
- BreathTaking Mindfulness
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- Capturing Kids' Hearts
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- ELA/Daily Five Planning
- Math Writing Planning
- ELA/Science/Social Studies Planning
- Classroom Management Skills
- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training
- iReady Training
- ELA/ELD McGraw-Hill Pilot Training
- Science for Everyone
- Engaging in Challenging Conversations
- Envision Overview
- GATE: Meeting the Needs of 21st Century Gifted Learners
- Grade Level Essential Standards Planning
- Introduction to Restorative Practices
- Next Generation Science Standards (NGSS)
- Number Talks
- SchoolMessenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Writing for the 21st Century Student

All training and curriculum development activities at Foothill Elementary School revolve around the California State Standards. During the 2018-19 school year, Foothill Elementary School held staff development training devoted to:

- Common Core State Standards
- Data Analysis
- Student Work Analysis Protocols
- High Yield Instructional Strategies
- Achievement Level Descriptors
- Proficiency Level Descriptors
- Rigor including Depth of Knowledge
- Student Engagement
- Professional Learning Communities (PLCs)
- PBIS
- Digital Citizenship
- iReady
- Teacher Leader Training

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- Blended Learning
- BreathTaking Mindfulness
- Canvas Training
- California Alternative Assessment Training
- Evidence Based Practices
- Capturing Kids' Hearts
- Positive Behavior Intervention and Support (PBIS)
- Close Reading
- ELA/Daily Five Planning
- Math Writing Planning
- ELA/Science/Social Studies Planning
- Classroom Management Skills
- Digital Citizenship
- Dual Language Immersion
- Educational Technology Training
- iReady Training
- ELA/ELD McGraw-Hill Pilot Training
- Science for Everyone
- Next Generation Science Standards
- Engaging in Challenging Conversations
- Envision Overview
- GATE: Meeting the Needs of 21st Century Gifted Learners
- Grade Level Essential Standards Planning
- Introduction to Restorative Practices
- Next Generation Science Standards (NGSS)
- Number Talks
- SchoolMessenger
- Shelter Instruction Observation Protocol (SIOP)
- Step Up to Writing
- Social Studies
- Writing for the 21st Century Student

Foothill Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.