

# Foothill Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Foothill Elementary School
<b>Street</b>	2601 South Buena Vista Avenue
<b>City, State, Zip</b>	Corona, CA 92882
<b>Phone Number</b>	(951) 736-3441
<b>Principal</b>	Dr. Joni Howard
<b>E-mail Address</b>	jhoward@cnusd.k12.ca.us
<b>Web Site</b>	www.cnusd.k12.ca.us/foes
<b>CDS Code</b>	33670336107668

<b>District Contact Information</b>	
<b>District Name</b>	Corona-Norco Unified School District
<b>Phone Number</b>	(951) 736-5000
<b>Superintendent</b>	Michael H. Lin, Ed.D.
<b>E-mail Address</b>	mclin@cnusd.k12.ca.us
<b>Web Site</b>	www.cnusd.k12.ca.us

### **School Description and Mission Statement (School Year 2018-19)**

**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 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
Kindergarten	138
Grade 1	116
Grade 2	121
Grade 3	150
Grade 4	130
Grade 5	129
Grade 6	134
<b>Total Enrollment</b>	<b>918</b>

**Student Enrollment by Group (School Year 2017-18)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	5.1
American Indian or Alaska Native	0.4
Asian	12.6
Filipino	1.6
Hispanic or Latino	46.7
Native Hawaiian or Pacific Islander	0.3
White	29.5
Socioeconomically Disadvantaged	40.2
English Learners	12.9
Students with Disabilities	19.0
Foster Youth	0.8

## 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			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	47	46		43
<b>Without Full Credential</b>	0	0		0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0		0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b>	0	0	
<b>Total Teacher Misassignments *</b>	0	0	
<b>Vacant Teacher Positions</b>	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 2018-19)

**Year and month in which data were collected:** September 4, 2018

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 4, 2018, 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 2018-19 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	2017 Benchmark Education, Benchmark Advance 2013 Cengage Learning, Reach Level A 2014 Pearson, Opening the World of Learning		0 %

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	2014 Pearson, Connected Mathematics 3 2009 Scott Foresman Addison Wesley, enVision Math		0 %
<b>Science</b>	2008 Macmillan/McGraw-Hill, California Science		0 %
<b>History-Social Science</b>	2006 Harcourt School Publishers, Reflections: California Series		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

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month of the most recent FIT report: 4/5/2018</b>		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	K 1: 4. LAMINATE IS LOOSE ON COUNTER TOPS K 2: 4. LAMINATE IS LOOSE ON COUNTER TOPS RM D3: 4. WATER STAIN CEILING TILES RM F 3: 4. LAMINATE IS LOOSE ON COUNTER TOPS RM F4: 4. LAMINATE IS LOOSE ON COUNTER TOPS RM H1: 4. LAMINATE IS LOOSE ON COUNTER TOPS/ CEILING TILE HAS HOLE RM H2: 4. WATER STAIN CEILING TILES RM J5: 4. WATER STAIN CEILING TILES RM L1: 4. WALLPAPER IS TORN AT ENTRY RM M2: 4. WATER STAIN CEILING TILES WRK RM: 4. CEILING TILE IS CRACKED 7. OUTLET COVER IS MISSING ON CEILING
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	BOYS RR: 7. LIGHT DIFFUSER IS CRACKED AND LOOSE RM F 1: 7. WATER STAIN IN LIGHT DIFFUSER RM I1: 7. ETHERNET COVER IS MISSING AT ENTRY RM I3: 7. OUTLET COVER IS CRACKED RM L4: 7. WATER STAIN IN LIGHT DIFFUSER WRK RM: 4. CEILING TILE IS CRACKED 7. OUTLET COVER IS MISSING ON CEILING
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	MPR: 9. TILES HAVE HOLES BELOW DRINKING FOUNTAIN IN HALLWAY 11. PAINT IS CHIPPING ON WALL ABOVE TOWEL DISPENSER IN HALLWAY
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	MPR: 9. TILES HAVE HOLES BELOW DRINKING FOUNTAIN IN HALLWAY 11. PAINT IS CHIPPING ON WALL ABOVE TOWEL DISPENSER IN HALLWAY RM F 5: 11. NO SKID PAINT IS PEELING ON RAMP 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
<b>Structural:</b> Structural Damage, Roofs	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 4/5/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM O3: 15. METAL WEATHER STRIPPING IS BENT AND LOOSE ON DOOR FRAME

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 4/5/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	54.0	60.0	59.0	61.0	48.0	50.0
Mathematics (grades 3-8 and 11)	41.0	49.0	45.0	46.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	530	527	99.43	59.96
Male	305	303	99.34	54.46
Female	225	224	99.56	67.41

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Black or African American	27	27	100.00	59.26
American Indian or Alaska Native	--	--	--	--
Asian	66	64	96.97	68.75
Filipino	--	--	--	--
Hispanic or Latino	251	251	100.00	45.82
White	158	157	99.37	75.16
Two or More Races	12	12	100.00	91.67
Socioeconomically Disadvantaged	229	227	99.13	45.37
English Learners	100	98	98.00	42.86
Students with Disabilities	92	91	98.91	16.48
Foster Youth	--	--	--	--

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	530	528	99.62	48.86
Male	305	303	99.34	46.2
Female	225	225	100	52.44
Black or African American	27	27	100	37.04
American Indian or Alaska Native	--	--	--	--
Asian	66	65	98.48	69.23
Filipino	--	--	--	--
Hispanic or Latino	251	251	100	36.65
White	158	157	99.37	57.96
Two or More Races	12	12	100	75
Socioeconomically Disadvantaged	229	228	99.56	33.33
English Learners	100	99	99	35.35
Students with Disabilities	92	91	98.91	12.09
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.4	24.2	27.4

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.

**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 2018-19)**

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.9	0.7	0.6	2.7	2.9	2.9	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1

**School Safety Plan (School Year 2018-19)**

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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	3	5		19	3	4		20	3	4	
1	28		4		30		4		28		4	
2	27		5		26	1	4		25	1	4	
3	24	1	4		28		5		29		5	
4	29		5		26	1	4		31		4	
5	32		3	1	28		5		31		4	
6	28	1	5		29	1	1	3	26		5	
Other	13	2							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.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>		
<b>Counselor (Social/Behavioral or Career Development)</b>		N/A
<b>Library Media Teacher (Librarian)</b>	1	N/A
<b>Library Media Services Staff (Paraprofessional)</b>		N/A
<b>Psychologist</b>	1	N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>	1	N/A
<b>Speech/Language/Hearing Specialist</b>	10	N/A
<b>Resource Specialist (non-teaching)</b>		N/A
<b>Other</b>		N/A

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

\*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	0	2944.526	6082.89	94954.43
District	N/A	N/A	\$6,293	\$96,620
Percent Difference: School Site and District	N/A	N/A	-13.3	-2.1
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-17.6	16.6

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 2017-18)

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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	61750	47903
Mid-Range Teacher Salary	93809	74481
Highest Teacher Salary	115444	98269
Average Principal Salary (Elementary)	129415	123495
Average Principal Salary (Middle)	134095	129482
Average Principal Salary (High)	140885	142414
Superintendent Salary	360747	271429
Percent of Budget for Teacher Salaries	41.0	35.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

## Professional Development (Most Recent Three Years)

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### 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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- 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.