Foothill Elementary School

1200 Jensen Drive ▪ Pittsburg, CA 94565 ▪ www.pittsburg.k12.ca.us/foothill
Nicole Paredes, Principal ▪ nparedes@pittsburgusd.net ▪ (925) 473-2450
Grades TK-5 ▪ CDS Code 07-61788-6098578

Pittsburg Unified School District

2000 Railroad Avenue ▪ Pittsburg, CA 94565 ▪ www.pittsburgusd.net
Janet Schulze, Superintendent ▪ jschulze@pittsburgusd.net ▪ (925) 473-2300

Principal's Message

Foothill Elementary School is a multicultural, multilingual community that promotes academic success for all. We strive to provide academic instruction that challenges our students and promotes a desire to be a lifelong learner. We are dedicated to meeting not only the academic but also the social and emotional needs of all our students so that they may become responsible, global citizens. For the 2024-25 school year, our staff vowed to focus on engaging and rigorous instruction, increase oral production, develop critical thinking skills and write using the writing process. We address all curriculum areas in creative ways that include technology. We currently have Chromebooks for each student and strive to provide ample opportunities to develop the skills necessary for the technological world in which we live.

We are a Dual Immersion school that teaches our students to have respect for the diverse cultures and languages of our community and the world. Students are encouraged to make responsible decisions that help keep our environment clean.

School Mission Statement

Educate, Inspire and Empower.

School Vision Statement

Learners Today. Leaders Tomorrow.

Parental Involvement

There are many ways to be involved, whether by participating in one of the parent committees described below, attending our school events, helping at school, or simply staying informed and partnering with us to help your child succeed.

- **English Learner Advisory Committee (ELAC):** Advises the principal and staff on programs and services for English learners (students that are learning English as their second language)
- **Dual Immersion (DI) Parents:** Focus is on our dual immersion (Spanish-English) bilingual program, which is designed to add English proficiency to Spanish speakers and Spanish proficiency to English speakers
- **School Site Council (SSC):** Consisting of five elected parents and four elected staff members plus the principal, its main function is providing input and oversight into development and implementation of the school plan and related budgets

Other parental involvement opportunities include:

- Assisting teachers in the classroom with materials and projects
- Assisting with events such as picture day and dental and vision screening
- Assisting with supervision on the playground, in the parking lot and during lunch
- Volunteering for traditional events such as Olympics, International Day and the school carnival, which are designed to increase the level of parental and community engagement with our school
- Providing expert advice and support as related to your job or expertise

For more information on how to become involved, contact our school office at (925) 473-2450.

School Safety

The school safety plan addresses how we respond to emergencies, such as earthquakes, fires and other disasters.

During the 2024-25 school year, the staff met to review our plan and its implementation. In addition, parents are encouraged to participate in our various parent committees and provide input on school safety. A copy of either plan may be requested at any of our committee meetings or from our office.

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

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

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2025.

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

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

Governing Board

Mr. Heliodoro Moreno, President

Ms. Taylor Sims, Vice President

Mr. George Miller, Trustee
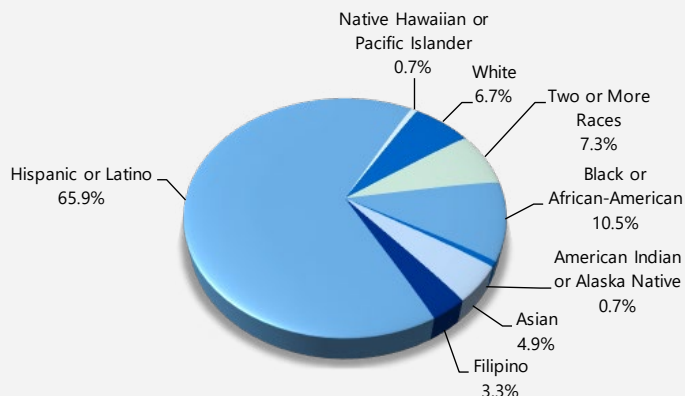
Mr. De'Shawn Woolridge, Trustee

Ms. Destiny Briscoe, Trustee

Enrollment by Student Group

The total enrollment at the school was 551 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.
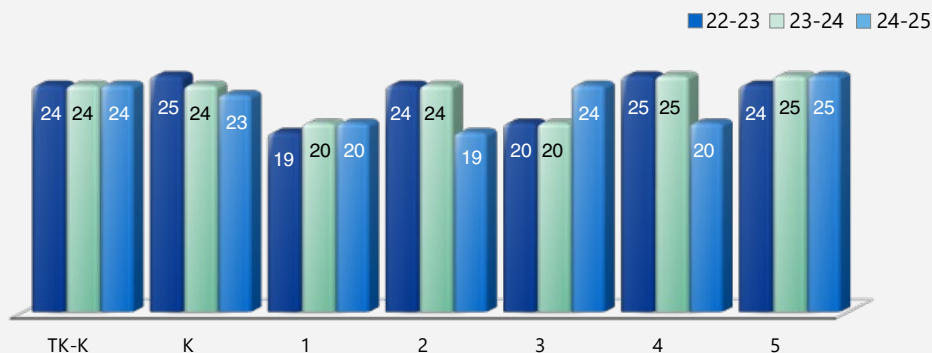
Demographics (2024-25 School Year)

Native Hawaiian or Pacific Islander 0.7%
White 6.7%
Two or More Races 7.3%
Black or African-American 10.5%
American Indian or Alaska Native 0.7%
Asian 4.9%
Filipino 3.3%
Hispanic or Latino 65.9%

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: 22-23, 23-24, 24-25

Grade	22-23	23-24	24-25
TK-K	24	24	24
K	25	24	23
1	19	20	20
2	24	24	19
3	20	20	24
4	25	25	20
5	24	25	25

Number of Classrooms by Size (Three-Year Data)

Grade	2022-23			2023-24			2024-25		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK-K		1			1			2	
K		3			3			3	
1	2	2		2	2		2	2	
2		4			4		2	2	
3	2	2		2	2			4	
4	1	3		1	3		2	2	
5		4			2	2		4	

Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	51.70%
Male	48.30%
Non-Binary	0.00%
English Learners	25.00%
Foster Youth	0.00%
Homeless	6.40%
Migrant	0.00%
Socioeconomically Disadvantaged	73.10%
Students with Disabilities	10.70%
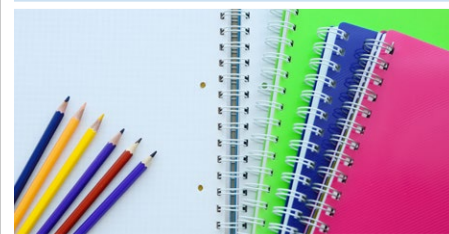
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade

Grade	Enrollment
K	119
1	81
2	74
3	97
4	80
5	100
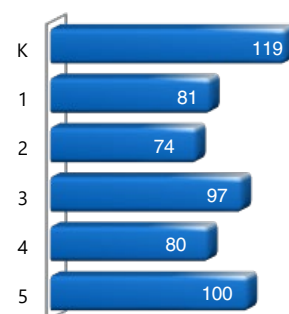
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)									
	Foothill ES			**Pittsburg USD**			**California**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
Suspension rates	3.50%	0.70%	1.20%	6.10%	4.40%	3.70%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)		
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	1.20%	0.00%
Female	0.30%	0.00%
Male	2.10%	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	4.50%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.50%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	2.60%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	3.10%	0.00%
Socioeconomically Disadvantaged	1.60%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.50%	0.00%

Board Goals

1. Student Achievement

- Students will demonstrate continuous improvement in academic excellence and be prepared for life after graduation, as measured by clear and accessible multiple assessments
- Opportunity gaps in grades and test scores will have accelerated reduction for our most vulnerable population through purposeful interventions and supports, including Ethnic Studies
- Our belief is every student is entitled to a high school diploma and our goal and commitment is to achieve a 100% graduation rate with a commitment to closing gaps in competencies by graduation.
- Every student deserves a quality and equitable education. Our students will demonstrate improvements in literacy, and gain knowledge in financial literacy.

2. Powerful Instruction

- Effective instruction aligned to the common core will be expected, supported and measured to ensure continuous improvement of student achievement

3. Outstanding Staff

- The district will recruit diverse, highly qualified and appropriately credentialed teachers and staff, with a commitment for teachers and staff to be representative of our community
- The district will support, retain and promote quality staff through good working conditions, competitive total compensation packages, and coaching and professional development

4. Quality Learning Environment

- High-quality facilities
- Safe, orderly and secure schools
- School site culture of caring and respect
- State-of-the-art technology
- Diverse, current, comprehensive curriculum and materials

5. High-Performing, Accountable Organization

- Fiscal stability and responsible long-range planning
- Comprehensive accountability system, including yearly progress reports on programs and services that contain the need, goal, measurement and outcome
- Effective informational and instructional technology
- Responsible, respectful, efficient and transparent service

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. 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 participating in each of the five fitness components 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 (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	86.20%	91.70%	95.40%	42.20%	95.40%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	582	572	135	23.60%
Female	298	293	65	22.20%
Male	284	279	70	25.10%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	27	27	7	25.90%
Black or African American	67	61	17	27.90%
Filipino	18	18	1	5.60%
Hispanic or Latino	377	374	89	23.80%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	45	44	8	18.20%
White	38	38	9	23.70%
English Learners	143	141	26	18.40%
Foster Youth	❖	❖	❖	❖
Homeless	32	27	9	33.30%
Socioeconomically Disadvantaged	431	421	111	26.40%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	69	69	20	29.00%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

Board Goals

- Commitment to the environment through sustainable and green practices

6. Meaningful Collaboration, Partnership and Parental Engagement

- Timely and accessible communication with community
- Strategic community partnerships
- Focus on parent and student engagement, including diverse opportunities for involvement
- Strong communication and relationships between parents/guardians and schools
- Proactive engagement in students' academic and personal growth
- Board and superintendent and staff communication

Types of Services Funded

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

- Collaboration and Intervention Team
- Professional development including ELA and math trainings, cross-cultural language and academic-development ELD and data protocol
- Parent and family engagement opportunities and training
- Extended-day and summer intervention programs
- College-readiness programs
- Counseling
- Class-size reduction
- Summer programs
- Credit recovery programs

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.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 10, 11 or 12).

CAASPP Test Results in Science for All Students

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		Pittsburg USD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	25.74%	28.85%	15.87%	16.31%	30.73%	32.33%

CAASPP Test Results in ELA and Mathematics for All Students

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		Pittsburg USD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	33%	37%	28%	33%	46%	48%
Mathematics	30%	28%	15%	17%	34%	37%

CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

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 by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	106	104	98.11%	1.89%	28.85%
Female	53	53	100.00%	0.00%	32.08%
Male	53	51	96.23%	3.77%	25.49%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	18	18	100.00%	0.00%	16.67%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	66	65	98.48%	1.52%	27.69%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	❖	❖	❖	❖	❖
English Learners	15	15	100.00%	0.00%	6.67%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	78	76	97.44%	2.56%	26.32%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	14	13	92.86%	7.14%	7.69%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

CAASPP Test Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	283	278	98.23%	1.77%	37.05%
Female	150	148	98.67%	1.33%	44.59%
Male	133	130	97.74%	2.26%	28.46%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	15	15	100.00%	0.00%	66.67%
Black or African American	36	36	100.00%	0.00%	41.67%
Filipino	11	11	100.00%	0.00%	54.55%
Hispanic or Latino	175	171	97.71%	2.29%	32.75%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	19	18	94.74%	5.26%	44.44%
White	20	20	100.00%	0.00%	35.00%
English Learners	59	56	94.92%	5.08%	10.71%
Foster Youth	❖	❖	❖	❖	❖
Homeless	11	11	100.00%	0.00%	36.36%
Military	31	31	100.00%	0.00%	22.58%
Socioeconomically Disadvantaged	215	211	98.14%	1.86%	32.70%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	39	38	97.44%	2.56%	10.53%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

CAASPP Test Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	283	281	99.29%	0.71%	28.11%
Female	150	150	100.00%	0.00%	24.00%
Male	133	131	98.50%	1.50%	32.82%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	15	15	100.00%	0.00%	60.00%
Black or African American	36	36	100.00%	0.00%	19.44%
Filipino	11	11	100.00%	0.00%	63.64%
Hispanic or Latino	175	174	99.43%	0.57%	24.71%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	19	18	94.74%	5.26%	38.89%
White	20	20	100.00%	0.00%	25.00%
English Learners	59	59	100.00%	0.00%	15.25%
Foster Youth	❖	❖	❖	❖	❖
Homeless	11	11	100.00%	0.00%	27.27%
Military	31	31	100.00%	0.00%	22.58%
Socioeconomically Disadvantaged	215	213	99.07%	0.93%	23.47%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	39	38	97.44%	2.56%	7.89%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.

Textbooks and Instructional Materials

California state-adopted textbooks are recommended by district committees, adopted by the board and then purchased. Each site, through funds supplied by the district, has been able to provide each student with a copy of every core textbook to use in class and take home for homework.

The district has purchased textbooks and instructional materials for grades K-12; said textbooks and instructional materials are used by students at each grade level in each school. The Pittsburg Unified School District Governing Board declared during its fall school board meeting that PUSD has provided sufficient textbooks and instructional materials consistent with the state board-adopted curriculum framework cycle.

Textbooks and Instructional Materials List (2025-26 School Year)

Subject	Textbook	Adopted
Reading/language arts	Reading Wonders, Macmillan McGraw Hill ELD Reading Wonders, Macmillan McGraw Hill (K-5) DI Lecturas Maravillas, Mcgraw Hill	2017
Mathematics	Illustrative Math, Imagine Learning (K-5)	2024
Science	Amplify Education, Amplify Science (K-5)	2022
History/social science	History/Social Science for California, Scott Foresman (K-5)	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks (2025-26 School Year)

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Professional Development

The Local Control Accountability Plan (LCAP) and the sites' School Plan for Student Achievement (SPSA) document the selected focus for professional development. The data from student achievement drives the selection of adult learning opportunities. Based on student-achievement data, including the data from underserved student groups, the district is continuing to focus professional development on integrating the Common Core State Standards in English language arts (ELA) and mathematics, Equity, Social-Emotional Learning and Multi-Tiered Systems of Support.

Every teacher participates in three full-release professional-development days. In addition, educators collaborate with each other in facilitated grade-level/department meetings. Site administrators also provide support and feedback to staff members related to targeted improvements. Pittsburg teachers collaborate with their colleagues to create common lessons/units that they teach in their classrooms.

Summer institutes are numerous and comprehensive. In-depth trainings are available to support implementing core curricula, intervention programs, and English language development (ELD), and include but are not limited to structured engagement, expository writing, reading comprehension and mathematics. Compensation is provided to teachers who attend professional development outside the workday.

Professional Development Days (Three-Year Data)

	2023-24	2024-25	2025-26
Number of school days dedicated to staff development and continuous improvement	3	3	3

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

2025-26 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧

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

2025-26 School Year	
Data collection date	9/10/2025

Public Internet Access

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

✧ Not applicable.

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 (2025-26 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)	Good
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	Good
Overall summary of facility conditions	Exemplary
Date of the most recent FIT report	7/11/2025

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.

Deficiencies and Repairs (2025-26 School Year)	
Items Inspected	**Repairs Needed and Action Taken or Planned**
Interior	Room C-1 Stained Ceiling tiles; Center A-Pod Broken ceiling tile; Center B-Pod Stained Ceiling tiles; Center C-Pod 1 broken ceiling tile 1 stained ceiling tile; Multi-Purpose Room - Some of the floor tiles are starting to crack; Portable - Carpet is torn (D) Walls appear to have hazards from tears and holes. Repairs completed.
Cleanliness	Room 100-66 Can't get in the walk ins, they are locked; Room B-10 . Stains in carpet near desk; Room B-3 Items hanging from ceiling, not sure if this is ok; Room C-1 Some light fixtures are dirty; Center C-Pod Stains in carpet; Kitchen - Stain in carpet. Repairs completed.
Electrical	Library - a few light bulbs are out. Repairs completed.
External	General Grounds - Coming down the ramp from E pod. Uneven and a gap from sidewalk to asphalt. 2. Behind solar inverter. Pieces of concrete missing. 3. Behind custodian room large gap in concrete. 4. Behind kitchen. Large gap in concrete. Repairs completed.

School Facilities

Foothill was built in 1977 with a "pod" design that has clusters of five classrooms around a common sixth room. Each of our five pods has a teachers' lounge/workroom and restroom. We have 32 classrooms in all.

We have an attractive campus since we went through modernization in the summer of 2010. We also renovated all of the classrooms in the summer of 2013.

We have a library with more than 16,000 books, including multicultural books, bilingual books and books in languages other than English. We also have a multipurpose room that contains our cafeteria and stage. The stage's floor was replaced in the fall of 2005. We currently have four playground structures: one for kindergarten and three for lower grades. The first and third grade play structures were replaced in August 2018. There are three outdoor full-court basketball courts and two half-courts. We also have three lawn play areas—one for kindergarten, one for grades 1-2 and one for grades 3-5.

School Facilities

Continued from left

We make extensive efforts to keep all our students safe before, during and after school. We teach students to be safe, respectful and responsible. We reward them for following those school rules. During school hours, we require school visitors to sign in and wear a visitor or volunteer badge when on campus. We have a safe school plan that is updated every year and includes a lockdown and intruder procedure. Security Cameras were installed throughout the school grounds during the summer of 2015.

Teachers are assigned to supervision duty before school, during recess and after school. Classified staff members are hired to provide supervision during breakfast, lunch and lunch recess. Each teacher has a desktop computer and laptop. Each student is provided a Chrome book. Every classroom has a document camera, a mounted projector and projector screen. In addition, we have one Smart Board that is shared amongst each grade level.

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

Every site is inspected on a yearly basis according to the guidelines generated by the Williams settlement decision. At this time, we have no safety-related discrepancies that have not been corrected. The site administrator and the custodial staff address school cleanliness daily. Restrooms are cleaned on a routine basis, and discrepancies are noted, work orders are created and corrections are made in a timely manner.

School grounds and facilities are adequate for the student enrollments assigned to the site. Deferred maintenance items are scheduled and completed in a timely manner.

Foothill Elementary School recently went through an extensive modernization during the summer of 2013. The major project included:

- New PA system and updated phone system
- New tables, desks and chairs for teachers and students
- New cafeteria tables
- New flooring, tackable wall panels, whiteboards and casework in each classroom
- New air-conditioning system in A-Pod, C-Pod, D-Pod, E-Pod and the administration building
- New computers for the computer lab

Solar panels were also installed during the summer of 2010. These solar panels were not part of the modernization in 2010, but will be used to provide energy to the school buildings. Solar panels were repainted October 2019.

Teacher Preparation and Placement

These tables display 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 (2021-22 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)	29.1	99.5%	449.5	85.0%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	16.0	3.0%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	19.7	3.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.2%	17.5	3.3%	11,953.1	4.3%
Unknown	0.1	0.3%	26.1	5.0%	15,831.9	5.7%
Total Teaching Positions	29.2	100.0%	529.0	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 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)	28.6	100.0%	405.2	80.7%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	16.4	3.3%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	30.4	6.1%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	27.4	5.5%	11,746.9	4.2%
Unknown	0.0	0.0%	22.4	4.5%	14,303.8	5.2%
Total Teaching Positions	28.6	100.0%	502.1	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 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)	25.5	92.7%	397.0	78.5%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.0	0.0%	9.6	1.9%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	7.3%	50.3	10.0%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	27.8	5.5%	12,112.8	4.3%
Unknown	0.0	0.0%	20.5	4.1%	13,705.8	4.9%
Total Teaching Positions	27.5	100.0%	505.4	100.0%	278,927.1	100.0%

Note: The data in these 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 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.

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

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	0.0	2.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	0.0	2.0

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

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. 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 (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	0.0

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. 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

2024-25 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.5
Social worker	0.0
Nurse	0.1
Speech/language/hearing specialist	0.8
Resource specialist (nonteaching)	1.0

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2022-23 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 (2023-24 Fiscal Year)

	Pittsburg USD	Similar Sized District
Beginning teacher salary	$64,002	$62,145
Midrange teacher salary	$95,578	$97,088
Highest teacher salary	$118,776	$120,435
Average elementary school principal salary	$162,797	$151,342
Average middle school principal salary	$171,418	$159,513
Average high school principal salary	$187,679	$177,260
Superintendent salary	$281,623	$294,804
Teacher salaries: percentage of budget	29.73%	29.95%
Administrative salaries: percentage of budget	5.88%	5.40%

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 (2023-24 Fiscal Year)

	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Foothill ES	$11,590	$107,379
Pittsburg USD	$12,542	$101,038
California	$11,146	$100,065
School and district: percentage difference	-7.6%	+6.3%
School and California: percentage difference	+4.0%	+7.3%

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

2023-24 Fiscal Year	
Total expenditures per pupil	$13,330
Expenditures per pupil from restricted sources	$1,740
Expenditures per pupil from unrestricted sources	$11,590
Annual average teacher salary	$107,379

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.