

Foothill High School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Foothill High School
Street	9733 Deschutes Rd.
City, State, Zip	Palo Cedro CA 96073
Phone Number	530-547-1700
Principal	Steve Abbott
Email Address	sabbott@suhds.net
County-District-School (CDS) Code	45701364530044

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Shasta Union High School District
Phone Number	530-241-3261
Superintendent	Jim Cloney
Email Address	jcloney@suhds.net
Website	www.suhds.net

School Description and Mission Statement (School Year 2020-2021)

Foothill High School is an elite school where we work hard to provide a quality and comprehensive education for our students. Our qualified, dynamic staff is committed to the education of our students both in and out of the classroom. Students are valued and parents work with the school to help make our school culture very strong. Parent support is evident at our events and in our school's development of facilities. The learning environment is safe and comfortable. Many of our students are involved in extra curricular activities and enjoy the numerous opportunities our school offers. Assessment results have consistently shown that our teachers are providing a high quality standards-based curriculum for our students. When Foothill High School was created, the first staff members came together and wrote the Faculty Covenant as an expression of the educational beliefs of the school.

Faculty Covenant

We believe that education at Foothill High should foster a climate of caring in a community of students, staff, and volunteer workers which offers mutual support.

We believe that teachers and students should show a willingness to be flexible and open to change in an atmosphere of academic excellence. This will allow the students to feel the sense of satisfaction with the results of hard work, dedication, and achievement in all areas of endeavor.

We believe that the development of a person is as important as the learning of a subject. We support the total school program in the context of developing competencies not only in computation and composition but also in sensitive reflection, the individual's effect on others and on the community. As teachers, we will model respect for physical as well as intellectual competence. Foothill High School graduates will demonstrate an appropriate level of knowledge and skill in course work, as well as a vision of future goals.

We believe that students and teachers should have room to work and learn in their own appropriate ways. The goal of Foothill High School education is to lead students to focus on the use of their minds in life-long learning. By keeping the structure of education at Foothill High simple and flexible, we aim to provide the right incentives for students and teachers to achieve educational success.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	398
Grade 10	354
Grade 11	358
Grade 12	297
Total Enrollment	1,407

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	3
Asian	2.2
Filipino	0.4
Hispanic or Latino	10.3
Native Hawaiian or Pacific Islander	0.3
White	79.3
Two or More Races	3.6
Socioeconomically Disadvantaged	30.3
English Learners	0.2
Students with Disabilities	8
Foster Youth	0.9
Homeless	0.6

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	58	59	59	238
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	1	0	5	8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CP English I: Common Core Literature Grade 9; Pearson 2015 Honors English I: Foundations of Language and Literature; Bedford, Freeman Worth 2017 CP English II: Common Core Literature Grade 10; Pearson 2015 CP English III: Common Core Literature The American Experience: Pearson 2015 AP English III: Language of Composition; Bedford Freeman Worth 2018 CP English IV: ERWC 3.0 curriculum-- not a textbook	Yes	0%
Mathematics	STATS: Modeling the World 4th Edition, Pearson, 2015 Elementary Technical Mathematics 11th Edition: Cengage Learning, 2015 Financial Algebra, Cengage Learning, 2014 Core connections, CPM, Integrated 1, Integrated 2, and Integrated 3, 2015 Calculus: Graphical, Numerical, Algebraic 5th Edition, Pearson, 2016 Pre-Calculus: Graphical, Numerical, Algebraic Common Core, 2015	Yes	0%
Science	College Physics - A Strategic Approach, Knight, Jones, & Field, Pearson Publishers 2015 Modern Chemistry, Holt, Rinehart, and Winston, 2002 Inspire Earth Science, McGraw-Hill, 2020 Inspire Biology, McGraw-Hill, 2020 Conceptual Physics, Pearson, 2015 Pre-Engineering, McGraw-Hill, 2012 Electricity & Electronics, The Goodheart-Wilcox Company 2009 AP Biology, Pearson 2018 Essentials of Human Anatomy & Physiology, Pearson 2018	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	CP Human Geography: World Geography and Cultures (Glencoe McGraw-Hill) ©2012 AP Human Geography: The Cultural Landscape: an Introduction to Human Geography 12th Edition, James M. Rubenstein (PEARSON) © 2017 Sexual Health Education: Positive Prevention Plus Student Workbooks (Poor Richard's Press) (2018) 10th Grade: CP World History: Patterns of Interaction (HMH/Holt McDougall) ©2012 AP European History: Western Civilization (since 1300); AP - 9th edition (Wadsworth/Cengage) © 2016, 11th Grade: CP US History: The Americans: Reconstruction to the 21st Century (Houghton Mifflin Harcourt) ©2012 AP US History: US History "Give Me Liberty" 3rded. (W.W. Norton Co.) ©2011 12th Grade: CP Am Gov: "Magruder's American Government" (Pearson) ©2019 AP Am Gov: Institutions and Policies 16E by James Q Wilson, (Cengage) ©2019 CP Econ: "Contemporary Economics" by William A. McEachern (Cengage) ©2013 AP Econ: "Economics" by McConnell, Brue, Flynn, (McGrawHill Education) ©2015, Electives: CP Psychology: Myers "Psychology in Everyday Life" 4th Ed. (Bedford, Freeman Worth) ©2017 AP Psychology: Myers Psychology for AP (MacMillan Learning/BFW) ©2018	Yes	0%
Foreign Language	Spanish 1 uses Senderos 1, Vista Higher Learning, 2018 Spanish 2 uses Senderos 2, Vista Higher Learning, 2018 We also have Spanish 3, Senderos 3, Vista Higher Learning, 2018.	Yes	0%
Health	Personal Fitness: Looking Good-Feeling Good, Kendall/Hunt Publishing Company copyright 2013	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	Art: Art Talk (Glencoe/McGraw Hill) © 2000; Creative Artist (North Light Books); Keys to Drawing (North Light Books) Music: Essential Elements for Choirs (Glencoe/McGraw Hill); Guitar Method Books (Mel Bay); The Enjoyment of Music (Peoples Publishing); Music! Its Role & Importance in Our Lives (Glencoe/McGraw Hill); Sight Singing (Masterworks Press); Exercises for Ensemble Drill(JW Pepper Music Co); Artistry of Fundamentals-Band)	Yes	0%
Science Laboratory Equipment (grades 9-12)	All district science labs are fully equipped to teach students the standards-aligned science curricula.	Yes	0%

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

School Facility Conditions and Planned Improvements

Foothill High School has completed twenty years on the new campus in Palo Cedro, having opened the facility in the Fall of 1999. The campus is in excellent condition and is meticulously maintained by our maintenance and custodial staff. Construction has continued since the original design was completed in the Spring of 2001, by adding a three classroom science building, a fifteen classroom two story building (eliminating any need for portables on campus), a community stadium (complete with home/ visitor seating, lights, synthetic turf, scoreboard, restrooms, snack bar, and an all weather track), additional parking facilities and a second gymnasium. Foothill High School has a safety meeting on the last Tuesday of each month throughout the school year. In attendance at these meetings are supervisors from maintenance, cafeteria, and in school suspension along with administration, the schools health clerk and security. We have 25 cameras for safety and several speed bumps for traffic safety.

With the passage of Measure I (Nov. 2016) Foothill High School has benefited from a new pool and a barn for our Ag program. Additionally we have modernized our HVAC and added solar to supplement energy costs.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 06/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Water stains on some ceilings. Formica is damaged in some rooms. Carpet has waves in some rooms, trip hazard.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Improper drainage under bleachers/overflow on track.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	72	N/A	63	N/A	50	N/A
Mathematics (grades 3-8 and 11)	47	N/A	47	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	44	N/A	41	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

The Shasta Union High School District offers CTE Career Pathways in the following Industry Sectors that are all aligned to the Model Curriculum Standards:

Agriculture and Natural Resources
 Arts, Media, and Entertainment
 Building and Construction Trades
 Business and Finance
 Education, Child Development, and Family Services
 Engineering and Architecture
 Health Science and Medical Technology
 Hospitality, Tourism, and Recreation
 Information and Communication Technologies
 Manufacturing and Product Development
 Public Services

Many of the CTE courses are Dual Enrolled or Articulated with Shasta College and offer students an opportunity to earn college credit and receive a strong experience and understanding of all aspects of the industry they may consider pursuing a future career. Most pathways also offer Industry Certifications and/or local Internship opportunities. A variety of CTE courses are also A-G approved. The District promotes, supports, and provides services that ensure all students have full and equitable participation in all CTE programs and courses. Support services are available for students with special needs. These services may include guidance and counseling, assessment; transitional services; and modifications to and reasonable accommodations for curriculum, equipment, and facilities. These services ensure special needs students are recruited, enrolled, supported, and complete CTE courses and programs.

Program sequences are offered in 27 Career Pathways that lead to post-secondary educational opportunities, industry certifications, and employment placements:

INDUSTRY SECTOR: AGRICULTURE and NATURAL RESOURCES

CAREER PATHWAY: PLANT and SOIL SCIENCE Integrated AG Biology Plant & Soil Science

CAREER PATHWAY: ANIMAL SCIENCE Integrated AG Biology Animal Science

CAREER PATHWAY: AGRICULTURAL MECHANICS AG Mechanics 1 AG Mechanics 2 AG Mechanics 3-4

CAREER PATHWAY: PLANT and SOIL SCIENCE Viticulture

CAREER PATHWAY: AGRISCIENCE AG Physical Science Integrated AG Biology

INDUSTRY SECTOR: BUILDING and CONSTRUCTION TRADES

CAREER PATHWAY: RESIDENTIAL and COMMERCIAL CONSTRUCTION Construction Technology Careers

CAREER PATHWAY: CABINETRY, MILLWORK, and WOODWORKING Construction Principles The Art of Fine Woodworking

INDUSTRY SECTOR: BUSINESS and FINANCE

CAREER PATHWAY: BUSINESS MANAGEMENT Computer Literacy Introduction to Business

INDUSTRY SECTOR: EDUCATION, CHILD DEVELOPMENT, and FAMILY SERVICES

CAREER PATHWAY: EDUCATION Early Childhood Education Careers

INDUSTRY SECTOR: ENGINEERING and ARCHITECTURE

CAREER PATHWAY: ARCHITECTURAL DESIGN Exploring Engineering Computer Science Principles

CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering Robotics Applications

CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering Space Science and Engineering

CAREER PATHWAY: ENGINEERING TECHNOLOGY Robotics Eng. Tech. Space Science and Engineering

CAREER PATHWAY: ENGINEERING DESIGN Exploring Engineering Computer Aided Drafting

INDUSTRY SECTOR: HEALTH SCIENCE and MEDICAL TECHNOLOGY

CAREER PATHWAY: PATIENT CARE Intro. to Medical Careers Medical Clinical

CAREER PATHWAY: PATIENT CARE Dental Careers

CAREER PATHWAY: PATIENT CARE Sports Medicine

INDUSTRY SECTOR: HOSPITALITY, TOURISM, and RECREATION

CAREER PATHWAY: FOOD SERVICE and HOSPITALITY Culinary Arts

CAREER PATHWAY: FOOD SERVICE and HOSPITALITY

Catering, Baking, & Contemporary Cuisine
 Chef Prep

INDUSTRY SECTOR: INFORMATION and COMMUNICATION TECHNOLOGIES

CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT

CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT

Computer Literacy

Computer Literacy

Computer Science Principles

PC Graphics and Design

INDUSTRY SECTOR: MANUFACTURING and PRODUCT DEVELOPMENT

CAREER PATHWAY: MACHINING and FORMING TECHNOLOGIES

CAREER PATHWAY: PRODUCT INNOVATION and DESIGN

CAREER PATHWAY: GRAPHIC PRODUCTION TECHNOLOGIES

Exploring Engineering

Computer-Aided Drafting

Exploring Engineering

Advanced Manufacturing

Advanced Manufacturing

PC Graphics and Design

INDUSTRY SECTOR: PUBLIC SERVICES

CAREER PATHWAY: EMERGENCY RESPONSE

CAREER PATHWAY: EMERGENCY RESPONSE

CAREER PATHWAY: PUBLIC SAFETY

Fire Technology

Emergency Medical Technician

Administration of Justice

Programs are evaluated and updated each year with the CTE Director and program advisory committees. The District CTE Advisory is run by the CTE Director and includes industry representatives from all the CTE pathways in the District.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	692
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	44.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	94.69
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	41.31

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

One of Foothill High School's strengths is its outstanding parental involvement. Several active parent groups meet on a regular basis to support our students. Such groups are sports boosters, music boosters, our academic awards program, the Sober Grad committee, and our FFA (Future Farmers of America) parent boosters. Our sports boosters provide strong financial support for our students who participate in athletics; funds are given to individual teams, athletic administration (for school site needs) and students through various scholarships. Our music boosters provide support in facilitating fundraising activities and offering support throughout the year for the many activities and trips our band students enjoy.

School Site Council reviews our LCAP and provides feedback towards goals and progress. We welcome all newcomers and encourage any parent to get involved in one or more of our parent groups.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	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
Dropout Rate	1	1.4	1.3	3.6	4.4	3.5	9.1	9.6	9
Graduation Rate	95.9	96.5	97.1	90.2	89.4	92.3	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.8	5.2	5.1	5.7	3.5	3.5
Expulsions	0.1	0.5	0.1	0.3	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.6	2.9	
Expulsions	.06	.02	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Foothill High School prides itself on maintaining a clean, secure campus with a thriving learning environment. Our school safety committee consists of administration, faculty, maintenance, campus security, classified staff and a full time school resource officer. This committee meets monthly to address our safety plan and any safety concerns brought forth by the parents, students or staff. Foothill is a closed campus. Students must have an authorized pass to leave the premises at anytime. Administration and security check student passes daily to ensure overall school safety. Visitors to the campus must check in with the office and wear visitor's passes. Facility walks are conducted each year with district office personnel to address important facility needs and ways of creating the safest environment possible for the students, staff and surrounding community. Students maintained a rate of attendance over 95%, which is the highest rate over the past four years. Plan was reviewed and updated on January 24, 2019. Review with faculty is ongoing.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	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+
English Language Arts	28	10	18	18	27	13	17	18	28	8	23	17
Mathematics	25	14	23	13	25	14	21	15	26	16	21	13
Science	28	6	12	12	27	6	18	10	27	7	19	7
Social Science	28	8	22	17	28	11	17	17	26	12	25	13

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	351.8

*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.6

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8665	2033	6633.0	75071
District	N/A	N/A	6591	\$76,402
Percent Difference - School Site and District	N/A	N/A	0.6	-1.8
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	-15.5	-18.4

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

Types of Services Funded (Fiscal Year 2019-2020)

In the 20-21 school year, our district funds lab (Access) classes for English, ELL, general support and credit recovery. Para professionals are in classes to add one on one support. We offer the support of an MFT, 3 days per week.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,724	\$52,670
Mid-Range Teacher Salary	\$72,057	\$89,660
Highest Teacher Salary	\$93,658	\$112,761
Average Principal Salary (Elementary)		

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$139,134	\$158,074
Superintendent Salary	\$170,876	\$250,285
Percent of Budget for Teacher Salaries	30.0	32.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	4	N/A
Science	2	N/A
Social Science	8	N/A
All courses	18	17.8

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	36

Our main focus over the last two years has been to implement the Professional Learning Community model. Every Wednesday we have staff PD time and at least two of those have been given each month to this goal. Our staff has focused aligning course rigor and skill development according to CA state standards. This is designed to allow all students and equitable opportunity to access education. Access labs have been installed to provide at-risk students with support that can be used specifically for mathematics and English skill developments or for general academic support. District-wide, formative assessment collaboration is a vital part of our mission; this allows teachers to focus on improved instruction based on periodic benchmark tests, as opposed to summative assessment data at the end of each semester. Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. Our staff development focus is on literacy throughout the curriculum and teachers took part in various programs focused on this goal. Professional Learning Communities are utilized to share effective teaching strategies and continue cross-curricular planning as a method of enhancing overall student achievement.