

# Foothill High School

## 2021 School Accountability Report Card

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Foothill High School
<b>Street</b>	9733 Deschutes Rd.
<b>City, State, Zip</b>	Palo Cedro CA 96073
<b>Phone Number</b>	530-547-1700
<b>Principal</b>	Steve Abbott
<b>Email Address</b>	sabbott@suhsd.net
<b>School Website</b>	www.foothillcougars.com
<b>County-District-School (CDS) Code</b>	45701364530044

## 2021-22 District Contact Information

<b>District Name</b>	Shasta Union High School District
<b>Phone Number</b>	530-241-3261
<b>Superintendent</b>	Jim Cloney
<b>Email Address</b>	jcloney@suhsd.net
<b>District Website Address</b>	www.suhsd.net

## 2021-22 School Overview

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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	376
Grade 10	333
Grade 11	308
Grade 12	309
Total Enrollment	1,326

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
American Indian or Alaska Native	2.6
Asian	1.8
Black or African American	0.5
Filipino	0.5
Hispanic or Latino	11.7
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.5
White	76.4
English Learners	0.4
Foster Youth	0.5
Homeless	0.5
Socioeconomically Disadvantaged	28.1
Students with Disabilities	8.5

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	47.7	85.7	211.6	81.1	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.6	1.1	1.6	0.6	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.6	1.1	6.2	2.4	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.0	3.6	29.4	11.3	12115.8	4.4
<b>Unknown</b>	4.7	8.5	11.8	4.6	18854.3	6.9
<b>Total Teaching Positions</b>	55.7	100.0	260.8	100.0	274759.1	100.0

Note: The data in this table 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.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.6
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.6

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	2.0
<b>Total Out-of-Field Teachers</b>	2.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.1
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.2

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

September 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	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%
<b>Science</b>	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%
<b>History-Social Science</b>	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:	Yes	0%

	<p>CP US History: The Americans: Reconstruction to the 21st Century (Houghton Mifflin Harcourt) ©2012</p> <p>AP US History: US History “Give Me Liberty” 3rded. (W.W. Norton Co.) ©2011</p> <p>12th Grade:</p> <p>CP Am Gov: “Magruder’s American Government” (Pearson) ©2019</p> <p>AP Am Gov: Institutions and Policies 16E by James Q Wilson, (Cengage) ©2019</p> <p>CP Econ: “Contemporary Economics” by William A. McEachern (Cengage) ©2013</p> <p>AP Econ: “Economics” by McConnell, Brue, Flynn, (McGrawHill Education) ©2015,</p> <p>Electives:</p> <p>CP Psychology: Myers “Psychology in Everyday Life” 4th Ed. (Bedford, Freeman Worth) ©2017</p> <p>AP Psychology: Myers Psychology for AP (MacMillan Learning/BFW) ©2018</p>		
<b>Foreign Language</b>	<p>Spanish 1 uses Senderos 1, Vista Higher Learning, 2018</p> <p>Spanish 2 uses Senderos 2, Vista Higher Learning, 2018</p> <p>We also have Spanish 3, Senderos 3, Vista Higher Learning, 2018.</p>	Yes	0%
<b>Health</b>	<p>Personal Fitness: Looking Good-Feeling Good, Kendall/Hunt Publishing Company copyright 2013</p>	Yes	0%
<b>Visual and Performing Arts</b>	<p>Art: Art Talk (Glencoe/McGraw Hill) © 2000; Creative Artist (North Light Books); Keys to Drawing (North Light Books)</p> <p>Music: Essential Elements for Choirs (Glencoe/McGraw Hill); Guitar Method Books (Mel Bay); The Enjoyment of Music (Peoples Publishing); Music! Its Role &amp; Importance in Our Lives (Glencoe/McGraw Hill); Sight Singing (Masterworks Press); Exercises for Ensemble Drill(JW Pepper Music Co); Artistry of Fundamentals-Band)</p>	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	<p>All district science labs are fully equipped to teach students the standards-aligned science curricula.</p>	Yes	0%

## 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.

**Year and month of the most recent FIT report**

06/2020

**System Inspected**

**Rate**

**Rate**

**Rate**

**Repair Needed and Action Taken or Planned**

## School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Water stains on some ceilings. Formica is damaged in some rooms. Carpet has waves in some rooms, trip hazard.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Improper drainage under bleachers/overflow on track.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	289	262	90.66	9.34	69.73
<b>Female</b>	143	137	95.8	4.2	77.94
<b>Male</b>	146	125	85.62	14.38	60.8
<b>American Indian or Alaska Native</b>		--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	35	32	91.43	8.57	71.88
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	12	11	91.67	8.33	63.64
<b>White</b>	230	210	91.3	8.7	69.38
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	64	59	92.19	7.81	66.1
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	28	96.55	3.45	17.86

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	289	265	91.70	8.30	44.70
Female	143	135	94.41	5.59	49.63
Male	146	130	89.04	10.96	39.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14	2.86	38.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	8	66.67	33.33	--
White	230	214	93.04	6.96	45.54
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	64	61	95.31	4.69	39.34
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	10.71

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	N/A	N/A	N/A	N/A	N/A
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\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	39.21	N/A	38.43	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	553	505	91.32	8.68	39.21
<b>Female</b>	268	239	89.18	10.82	41.84
<b>Male</b>	285	266	93.33	6.67	36.84
<b>American Indian or Alaska Native</b>	17	17	100.00	0.00	17.65
<b>Asian</b>	12	10	83.33	16.67	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	56	49	87.50	12.50	24.49
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	23	21	91.30	8.70	47.62
<b>White</b>	434	399	91.94	8.06	41.35
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	11	9	81.82	18.18	--
<b>Socioeconomically Disadvantaged</b>	126	116	92.06	7.94	33.62
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	35	33	94.29	5.71	9.09





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 Catering, Baking, & Contemporary Cuisine  
CAREER PATHWAY: FOOD SERVICE and HOSPITALITY Chef Prep

## 2020-21 Career Technical Education Programs

INDUSTRY SECTOR: INFORMATION and COMMUNICATION TECHNOLOGIES

CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT

Computer Literacy

Computer Science Principles

CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT

Computer Literacy

PC Graphics and Design

INDUSTRY SECTOR: MANUFACTURING and PRODUCT DEVELOPMENT

CAREER PATHWAY: MACHINING and FORMING TECHNOLOGIES

Exploring Engineering

Advanced Manufacturing

CAREER PATHWAY: PRODUCT INNOVATION and DESIGN

Computer-Aided Drafting Advanced Manufacturing

CAREER PATHWAY: GRAPHIC PRODUCTION TECHNOLOGIES

Exploring Engineering

PC Graphics and Design

Design

INDUSTRY SECTOR: PUBLIC SERVICES

CAREER PATHWAY: EMERGENCY RESPONSE

Fire Technology

CAREER PATHWAY: EMERGENCY RESPONSE

Emergency Medical Technician

CAREER PATHWAY: PUBLIC SAFETY

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.

## 2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	622
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	39.7
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	92.66
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	44.79



## B. Pupil Outcomes

### 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 area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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, SARC, and SPSA 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.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
<b>Dropout Rate</b>	1.3	3.0	1.4	3.5	4.0	4.2	9.0	8.9	9.4
<b>Graduation Rate</b>	97.1	97.0	96.3	92.3	90.8	88.7	84.5	84.2	83.6

## 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	295	284	96.3
<b>Female</b>	140	135	96.4
<b>Male</b>	155	149	96.1
<b>American Indian or Alaska Native</b>	14	14	100.0
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	24	24	100.0
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	12	11	91.7
<b>White</b>	227	219	96.5
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	114	106	93.0
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	24	19	79.2

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1418	1373	45	3.3
Female	677	650	23	3.5
Male	740	722	22	3.0
American Indian or Alaska Native	37	37	1	2.7
Asian	26	25	0	0.0
Black or African American	7	7	0	0.0
Filipino	6	6	0	0.0
Hispanic or Latino	166	160	6	3.8
Native Hawaiian or Pacific Islander	6	4	0	0.0
Two or More Races	78	77	3	3.9
White	1087	1052	35	3.3
English Learners	5	4	0	0.0
Foster Youth	13	12	4	33.3
Homeless	11	9	1	11.1
Socioeconomically Disadvantaged	443	421	29	6.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	128	124	11	8.9

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	5.20	2.54	5.67	2.10	3.47	0.20
<b>Expulsions</b>	0.47	0.00	0.25	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	4.18	4.20	2.45
<b>Expulsions</b>	0.07	0.02	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	2.54	0.00
<b>Female</b>	2.22	0.00
<b>Male</b>	2.84	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	3.85	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	2.41	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	8.97	0.00
<b>White</b>	2.21	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	30.77	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	3.84	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	3.91	0.00

## 2021-22 School Safety Plan

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 September of 2020. Review with faculty is ongoing.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	13	17	18
Mathematics	25	14	21	15
Science	27	6	18	10
Social Science	28	11	17	17

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	8	23	17
Mathematics	26	16	21	13
Science	27	7	19	7
Social Science	26	12	25	13

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	13	34	6
Mathematics	22	20	25	9
Science	27	7	22	5
Social Science	22	19	32	6

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	331.5

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.6

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

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	\$76,081
Percent Difference - School Site and District	N/A	N/A	0.6	-1.3
State			\$8,444	\$83,672
Percent Difference - School Site and State	N/A	N/A	-24.0	-10.8

## 2020-21 Types of Services Funded

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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,320	\$50,546
Mid-Range Teacher Salary	\$72,778	\$81,807
Highest Teacher Salary	\$97,650	\$103,463
Average Principal Salary (Elementary)	\$0	\$0
Average Principal Salary (Middle)	\$0	\$169,216
Average Principal Salary (High)	\$145,903	\$140,004
Superintendent Salary	\$172,585	\$182,878
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	5%	6%

## 2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	19.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	1
Foreign Language	1
Mathematics	4
Science	2
Social Science	9
<b>Total AP Courses Offered</b>	<b>20</b>

## Professional Development

Our main focus over the last three 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. We have also invested in Grading with Equity training for teachers.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	36	36	

# Shasta Union High School District

## 2020-21 Local Accountability Report Card (LARC) Addendum



# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Shasta Union High School District
<b>Phone Number</b>	530-241-3261
<b>Superintendent</b>	Jim Cloney
<b>Email Address</b>	jcloney@suhsd.net
<b>District Website Address</b>	www.suhsd.net

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1040	849	81.63	18.37	67.26
<b>Female</b>	507	425	83.83	16.17	74.70
<b>Male</b>	533	424	79.55	20.45	59.81
<b>American Indian or Alaska Native</b>	29	22	75.86	24.14	63.64
<b>Asian</b>	53	42	79.25	20.75	73.81
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	160	132	82.50	17.50	62.12
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	78	62	79.49	20.51	59.68
<b>White</b>	698	573	82.09	17.91	69.65
<b>English Learners</b>	18	9	50.00	50.00	--
<b>Foster Youth</b>	13	8	61.54	38.46	--
<b>Homeless</b>	20	14	70.00	30.00	28.57
<b>Military</b>	23	20	86.96	13.04	55.00
<b>Socioeconomically Disadvantaged</b>	417	306	73.38	26.62	60.98
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	128	92	71.88	28.12	14.13

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1040	840	80.77	19.23	40.52
Female	507	417	82.25	17.75	41.97
Male	533	423	79.36	20.64	39.10
American Indian or Alaska Native	29	21	72.41	27.59	23.81
Asian	53	43	81.13	18.87	46.51
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	160	136	85.00	15.00	30.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	78	60	76.92	23.08	31.67
White	698	564	80.80		44.40
English Learners	18	8	44.44	55.56	--
Foster Youth	13	7	53.85	46.15	--
Homeless	20	16	80.00	20.00	0.00
Military	23	18	78.26	21.74	44.44
Socioeconomically Disadvantaged	417	299	71.70	28.30	29.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	128	87	67.97	32.03	10.34

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

