

# Foothill High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

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

#### DataQuest



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

#### 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.

#### 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.

## 2023-24 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>	Kevin Greene
<b>Email Address</b>	kgreene@suhds.net
<b>School Website</b>	www.foothillcougars.com
<b>County-District-School (CDS) Code</b>	45701364530044

## 2023-24 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@suhds.net
<b>District Website</b>	www.suhds.net

## 2023-24 School Description and Mission Statement

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 which has made great gains coming out of the pandemic. Parent support is evident at our events and in our school's development of facilities. The learning environment is safe and comfortable. A good number 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

- collaborate to achieve a common purpose
- seek to continually improve student learning
- use data-driven instructional goals
- demonstrate a personal commitment to the academic success and well-being of each student
- build valuable student-teacher relationships and help connect students with one another

### Mission:

To prepare ALL our students to become independent contributors to society for success in college, career, and life.

### Vision:

We - Collaborate to achieve a common purpose, Seek to continually improve student learning, Use data-driven instructional goals, Demonstrate a personal commitment to the academic success and well-being of each student, Build valuable student-teacher relationships and help connect students with one another.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	401
Grade 10	364
Grade 11	333
Grade 12	300
Total Enrollment	1,398

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1%
Male	51.6%
American Indian or Alaska Native	3.1%
Asian	1.9%
Black or African American	0.9%
Hispanic or Latino	12.6%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	4.3%
White	75.3%
English Learners	1.1%
Foster Youth	0.3%
Homeless	0.8%
Socioeconomically Disadvantaged	43.8%
Students with Disabilities	9%

### 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

## 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>	47.70	85.71	211.60	81.13	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.60	1.08	1.60	0.61	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.60	1.08	6.20	2.41	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.00	3.64	29.40	11.28	12115.80	4.41
<b>Unknown</b>	4.70	8.47	11.80	4.55	18854.30	6.86
<b>Total Teaching Positions</b>	55.70	100.00	260.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 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>	48.60	86.30	212.70	82.76	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.90	0.77	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.80	1.53	5.30	2.06	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.80	6.74	28.10	10.93	11953.10	4.28
<b>Unknown</b>	3.00	5.40	8.90	3.46	15831.90	5.67
<b>Total Teaching Positions</b>	56.30	100.00	257.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.60	0.80
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.60</b>	<b>0.80</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.60
Local Assignment Options	2.00	3.20
<b>Total Out-of-Field Teachers</b>	<b>2.00</b>	<b>3.80</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.1	6.8
<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	0.9

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
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	Yes	0%

	<p>CP English II: Common Core Literature Grade 10; Pearson 2015</p> <p>CP English III: Common Core Literature The American Experience: Pearson 2015</p> <p>AP English III: Language of Composition; Bedford Freeman Worth 2018</p> <p>AP English IV: Literature 2022</p> <p>CP English IV: ERWC 3.0 curriculum-- adopted in 2019</p>		
<b>Mathematics</b>	<p>CP &amp; Honors Math 1-CPM Core Connections Integrated 1-2014</p> <p>CP Honors Math 2, 2A &amp; 2B-CPM Core ZConnections Integrated 2 -2015</p> <p>CP Math 3- CPM Core Connections Integrated 3-2015</p> <p>AP Trig/Pre-Calc-Pearson Precalculus 8th Edition-2022</p> <p>CP Statistics: Stats in Your World (Pearson) ;2012</p> <p>AP Statistics: Stats Modeling the World; 2016</p> <p>AP Calculus: Calculus Graphical, Numerical, Algebraic; 2016</p> <p>Financial Literacy-Cengage Financial Algebra 2nd Edition-2022</p>	Yes	0%
<b>Science</b>	<p>AP Physics: College Physics - A Strategic Approach, Knight, Jones, &amp; Field, Pearson Publishers 2015</p> <p>Modern Chemistry, Holt, Rinehart, and Winston, 2020</p> <p>Inspire Earth Science, McGraw-Hill, 2020</p> <p>Inspire Biology, McGraw-Hill, 2020</p> <p>Applied Sci: Conceptual Integrated Science (Pearson)-2015</p> <p>APES: Environmental Science for the AP Course -2018</p> <p>AP Biology, Pearson 2018</p> <p>Essentials of Human Anatomy &amp; Physiology, Pearson 2019</p>	Yes	0%
<b>History-Social Science</b>	<p>CP Geography—The Human and Physical World ©2018; McGraw-Hill (new edition 2020)</p> <p>AP-Human Geography -Cultural Landscape An Introduction to Human Geography 14th Edition, James M. Rubenstein (PEARSON) (c 2024) Adopted 2023-24</p> <p>CP Modern World History (1 st Ed) – adopted Fall 2022</p> <p>AP European History: Western Civilization 2021</p> <p>U.S. History: CP = HMH US History ©2018 – adopted Fall 2022</p> <p>AP US History: Give me Liberty! AP Edition 6th edition (W.W Norton Co) 2020</p> <p>CP Economics “Contemporary Economics” 4th ed (William A. McEachern) 2014</p> <p>AP Economics: Macroeconomics “Krugman’s Economics for AP” (Margaret Ray and David Anderson) 3rd Edition ©2019 Worth Publishers adopted 2021-22</p> <p>AP Economics: Microeconomics Principles of Economics author: Mankiw</p> <p>AP Economics: Microeconomics “economics” by McConnell, Brue, Flynn, 2015,</p> <p>American Government: Magruder’s American Government (Prentice Hall); 2019</p> <p>AP Government: American Government: Institutions and Policies 16E by James Q Wilson, ©2019</p> <p>AP Government: Stories of a Nation c2021 1st edition (BFW Publishers) adopted 2022</p>	Yes	0%

	AP Psychology: Myers Psychology for AP (MacMillan Learning/BFW) ©2018 adopted 2018-19 Psychology: Psychology in Everyday Life (Bedford, Freeman & Worth) 2018		
<b>Foreign Language</b>	Spanish: TPRS Instructional Materials (Blaine Ray Workshops); 2007 French: Bien Dit! (Holt-McDougal); 2009 ASL: A Basic Course in ASL (TJ Publishers/Harris Communication) 1999 Signing Naturally (DawnSign Press); 1999 ASL: Green Book Series (The Green Book); 2000 Chinese: Integrated Chinese (Cheng & Tsuzi Co.); 2014	Yes	0%
<b>Health</b>	Positive Prevention Plus – consumable workbooks © 2021; adopted Spring 2016	Yes	0%
<b>Visual and Performing Arts</b>	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%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

## School Facility Conditions and Planned Improvements

Foothill High School is in its 23rd year on the new campus in Palo Cedro, California, having opened the facility in the Fall of 1999. Our campus is in excellent condition thanks to the hard work of our on-site maintenance and custodial crew with an oversight by our district Maintenance & Operations. New to Foothill High School is a new pool, solar to support the energy costs, farm, green-house, vineyard, and shop for our CTE Fire program and EMT. Additionally, new parking area by the tennis courts has added much need parking for athletic events. Foothill High School safety committee meets monthly throughout the school year to discuss any concerns brought forth by staff, students, parents or community members. In attendance at these meetings are supervisors from maintenance, cafeteria, and in school suspension personnel along with administration, the schools health clerk and security. We have 65 cameras for safety and several speed bumps for traffic safety. Finally, we have modernized our HVAC units.

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

9/8/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Gas systems and pipes appear safe & not broke,, functional, free of leaks and adequate air supply to all classrooms, work spaces and facilities.
<b>Interior:</b> Interior Surfaces	X			Water stains on some ceilings in multiple locations. Paint chipping on doors and many doors.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X	X		School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Interior surfaces received an 81.02 rating (fair) with an overall rating of 93.20% which is a %5.71% lower than last year.

## School Facility Conditions and Planned Improvements

<b>Electrical</b>			X	There are many lightbulbs out in multiple facilities on campus which is the main cause for a low rating.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			The fire equipment and emergency systems appear to be functioning properly.
<b>Structural:</b> Structural Damage, Roofs	X			Improper drainage under bleachers/overflow on track. All major structure of the facility are not slopping or sagging with no visible evidence of severe cracking, dry rot, mold, or damage that undermines the structural components.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			There is no exposed broken glass exterior doors and gates are functioning and do not pose a security risk.

## 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).

#### College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	65	59	64	64	47	46
<b>Mathematics</b> (grades 3-8 and 11)	46	38	45	44	33	34

## 2022-23 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.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	317	287	90.54	9.46	59.23
<b>Female</b>	146	122	83.56	16.44	69.67
<b>Male</b>	169	163	96.45	3.55	50.92
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	42	38	90.48	9.52	60.53
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	33	28	84.85	15.15	75.00
<b>White</b>	225	205	91.11	8.89	57.56
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	92	84	91.30	8.70	57.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	26	89.66	10.34	23.08

## 2022-23 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	318	286	89.94	10.06	37.76
<b>Female</b>	147	120	81.63	18.37	39.17
<b>Male</b>	169	164	97.04	2.96	35.98
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	42	39	92.86	7.14	30.77
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	33	28	84.85	15.15	39.29
<b>White</b>	226	203	89.82	10.18	40.39
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	92	82	89.13	10.87	34.15
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	29	26	89.66	10.34	11.54

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	48.10	47.57	40.95	37.90	29.47	30.29

## 2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	612	560	91.50	8.50	47.41
<b>Female</b>	291	257	88.32	11.68	53.13
<b>Male</b>	319	301	94.36	5.64	42.19
<b>American Indian or Alaska Native</b>	15	14	93.33	6.67	28.57
<b>Asian</b>	14	14	100.00	0.00	61.54
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	80	72	90.00	10.00	40.28
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	44	39	88.64	11.36	56.41
<b>White</b>	454	416	91.63	8.37	47.84
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	172	159	92.44	7.56	41.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	55	48	87.27	12.73	8.33

## 2022-23 Career Technical Education Programs

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  
CAREER PATHWAY: ANIMAL SCIENCE Veterinarian Technician

**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 Introduction to culinary Arts, &

## 2022-23 Career Technical Education Programs

Contemporary Cuisine

CAREER PATHWAY: FOOD SERVICE and HOSPITALITY

Chef Prep

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: Arts, Media and Entertainment

CAREER PATHWAY: Design, Visual, and Media Arts

CAREER PATHWAY: Performing Arts

CAREER PATHWAY: Production and Managerial Arts

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

MANUFACTURING AND PRODUCT DEVELOPMENT:

Welding and Materials Joining

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.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	713
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	48.5
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	94.46
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	46.57

## 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	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
Grade 9	89.1	90.1	91.4	91.1	92.2

## 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.

#### 2023-24 Opportunities for Parental Involvement

One of Foothill High School's strengths is its outstanding parental support and involvement. Several active parent groups meet on a regular basis to support our students. Such groups are sports boosters, music boosters, Student Success Academy, Sober Grad committee and our FFA (Future Farmers of America) parent groups. Our sports boosters provide strong financial support for all athletic programs on campus along with providing student scholarships & support in fundraising for all sports. 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. FFA is strong with over 350 students and growing with a large parent support group.

School Site Council reviews our LCAP, SARC, and SPSA and provides feedback towards goals and progress. Foothill High School will begin outreach program called "Principal's Corner" which is an opportunity for parents/community to meet once a semester with the principal to discuss school progress, issues, concerns, etc.

## 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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	1.4	1.7	2.4	4.2	4.5	4	9.4	7.8	8.2
<b>Graduation Rate</b>	96.3	95.5	96.5	88.7	92.9	90.8	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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>	287	277	96.5
<b>Female</b>	139	136	97.8
<b>Male</b>	148	141	95.3
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.00
<b>Hispanic or Latino</b>	39	37	94.9
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	11	9	81.8
<b>White</b>	223	217	97.3
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	152	145	95.4
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	28	23	82.1



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1495	1447	281	19.4
Female	722	694	150	21.6
Male	769	749	129	17.2
Non-Binary	4	4	2	50.0
American Indian or Alaska Native	47	44	10	22.7
Asian	30	29	2	6.9
Black or African American	12	12	1	8.3
Filipino	0	0	0	0.0
Hispanic or Latino	182	177	34	19.2
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	66	63	10	15.9
White	1126	1091	216	19.8
English Learners	20	20	6	30.0
Foster Youth	6	6	1	16.7
Homeless	19	16	9	56.3
Socioeconomically Disadvantaged	702	679	182	26.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	144	136	42	30.9

### 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	2.54	4.82	3.95	2.10	5.61	5.65	0.20	3.17	3.60
Expulsions	0.00	0.14	0.00	0.00	0.03	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.95	0
Female	2.22	0
Male	5.59	0
Non-Binary		
American Indian or Alaska Native	6.38	0
Asian	0	0
Black or African American	8.33	0
Filipino	0	0
Hispanic or Latino	4.4	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.03	0
White	4	0
English Learners	10	0
Foster Youth	0	0
Homeless	5.26	0
Socioeconomically Disadvantaged	5.27	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.94	0

## 2023-24 School Safety Plan

Foothill High School prides itself on maintaining a clean, secure campus with a learning environment that fosters ALL student learning. Our school safety committee consists of administration, faculty, maintenance, campus security, classified staff and a part-time probation officer. This committee meets monthly to address our safety plan and any safety concerns brought forth by the parents, students or staff. Foothill continues to closed campus with security monitoring the one entrance which reduces non-foothill students and others that should not be on campus. Students must have an pre-approved pass to leave the premises at anytime which is earned with good grades, behavior & attendance. Administration and security check student passes daily to ensure overall school safety. Administration rotates monthly supervising sections of the campus to maximize coverage. Visitors to the campus must check in & out with the office and wear visitor's passes at all times while on campus. 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.

## 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

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	24	13	33	8
Mathematics	22	19	30	7
Science	23	16	21	4
Social Science	25	13	29	12

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	26	13	18	19
Mathematics	24	19	21	12
Science	25	9	21	6
Social Science	26	9	34	11

## 2022-23 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	349.5

## 2022-23 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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.6

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	\$9,345	\$2,022	\$7,322	\$78,048
District	N/A	N/A	\$7,266	\$79,693
Percent Difference - School Site and District	N/A	N/A	0.8	-2.1
State	N/A	N/A	\$7,607	\$85,804
Percent Difference - School Site and State	N/A	N/A	-3.8	-9.5

## Fiscal Year 2022-23 Types of Services Funded

In the 21-22 school year, our district funds lab (Access) classes for English, ELL, general support and credit recovery. After-school access to credit recovery is available along with academic Saturday Schools as teachers see fit to provide for students. Paraprofessionals are in classes to add one on one support.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$44,620	\$53,824
Mid-Range Teacher Salary	\$74,961	\$84,312
Highest Teacher Salary	\$100,488	\$104,930
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	
Average Principal Salary (High)	\$145,903	\$148,501
Superintendent Salary	\$172,585	\$199,596
Percent of Budget for Teacher Salaries	31.05%	28.73%
Percent of Budget for Administrative Salaries	4.52%	5.39%

## 2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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	2
English	9
Fine and Performing Arts	1
Foreign Language	0
Mathematics	9
Science	13
Social Science	10
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	42

## Professional Development

Our main focus since the return from the pandemic has been the implementation of Professional Learning Community (PLC) model. Every Wednesday, we have staff PD time and two Wednesdays of the month have been designated in making positive movement in fully implementing the PLC model across and within all curricular. The focus is to identify common standards and assessments as to better plan and implement curriculum to ALL students. 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

## Professional Development

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.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	36	36	36