

Foothill High School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Foothill High School
Street	19251 Dodge Ave.
City, State, Zip	Santa Ana, CA 92705
Phone Number	(714) 730-7464
Principal	Mike Williams, Ed.D
E-mail Address	mwilliams@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us/foothill
CDS Code	30-73643-3032109

District Contact Information	
District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Gregory A. Franklin, Ed.D.
E-mail Address	gfranklin@tustin.k12.ca.us
Web Site	http://www.tustin.k12.ca.us

School Description and Mission Statement (School Year 2017-18)

Vision Statement:

Every student, Inspired to Learn, Empowered to Excel Every Day!

Foothill High School (FHS) is a public, four-year comprehensive school, located in North Tustin, Orange County, California. Built in 1963, the campus sprawls over fifteen acres and is clean, attractive, and in good repair. Until 1991, most FHS students came from middle to upper-middle income families. To add diversity, enrich the experiences of all students, and balance enrollment, the Tustin Unified School District (TUSD) revamped attendance boundaries, resulting in an overall increase in attendance to a rate of 2,535 in 2016-17, thereby increasing cultural diversity and broadening the range of socioeconomic levels within the school. FHS student body includes 30% socioeconomically disadvantaged, 5% English Learners, 43% Hispanic/Latino, and 45% White students. Of the 755 socioeconomically disadvantaged students, 83% are Hispanic/Latino.

During the 2017-2018 school year, FHS is committed to the following improvement goals:

Goal 1: By June 2018, student writing measured by the TUSD local assessments in English, mathematics, and science will demonstrate a 3% increase of students meeting or exceeding standards between the Fall and Spring administration.

Goal 2: By June 2018, FHS will increase the percent of graduating students meeting a-g requirement from 63% to 66%. Hispanic/Latino and socio-economically disadvantaged students will increase rates by 5%.

Goal 3: By June 2018, FHS will increase student active participation in school activities, arts, or athletics by 2%. FHS will identify common attributes of participation that yields highly engaged, motivated, and academically successful students. Also, Gallup Poll Results based on Student Involvement In and Enthusiastic About their School will rise 5% each year from the 36% baseline.

Schoolwide, FHS has a rich Tradition of Excellence in Academics, Athletics, Arts, and a Robust Career Tech Education Program. We have over 20 AP and IB academic classes to choose from, CIF Championship athletic programs, Award winning Art, and World Ranked Career Tech Ed opportunities.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	667
Grade 10	636
Grade 11	539
Grade 12	693
Total Enrollment	2,535

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.4
Asian	6.1
Filipino	1.6
Hispanic or Latino	42.7
Native Hawaiian or Pacific Islander	0.2
White	45.5
Two or More Races	2.3
Socioeconomically Disadvantaged	29.8
English Learners	5.6
Students with Disabilities	7
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	95	94	91	897
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	7	8	6	52

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	9	6
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: October 9, 2017

On October 9, 2017, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Holt, Rinehart and Winston Elements of Literature (2000) and Elements of Writing (1998) are the adopted textbooks for high school Reading/Language Arts. The Board of Education adopted these textbooks in 2000. Supplemental Textbooks and Materials: National Geographic Edge (2008) is used as a supplemental material with English Language Learners.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Pearson/Prentice Hall California Algebra I (2008), McDougal Littell California Geometry (2007) and California Algebra 2 (2007), Informal Geometry (1992), Thomson Learning Precalculus: Mathematics for Calculus 4th Edition (2002), Precalculus: Mathematics for Calculus 5th Edition (2007), and Brooks/Cole-Thomson Single Variable Calculus – Early Transcendentals 4th Edition (1999), Brooks/Cole-Thomson Single Variable Calculus – Early Transcendentals Student Solutions Manual 4th Edition (1999), Glencoe/McGraw-Hill California Algebra 2: Concepts, Skills, and Problem Solving (2007), Addison Wesley Longman, Inc. Calculus and its Applications (2007) are the adopted textbooks for high school Mathematics.	Yes	0%
Science	Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Glencoe/McGraw Hill Earth Science California (2007), Marine Biology (2007) Biology – California Edition (2007), Biology – California Edition (2006), Pearson/Prentice Hall Chemistry – California Edition (2007), Chemistry: The Central Science AP Edition (2009), Conceptual Physics (2009), Physical Science: Concepts in Action (2009), Pearson Benjamin Cummings Biology” Concepts and Connections 5th Edition (2006), Biology AP Edition (2009), Biology (2007), Criminalistics:An Introduction to Forensic Science 8th Edition (2003), (Holt, Rinehart, and Winston Modern Chemistry (2006) and Holt Physics California Edition (2007), Cenage Physics for Scientists and Engineers (1997) and College Physics (1999), and J.W. Wiley Environmental Science 6th Edition (2007) are the adopted textbooks for high school science courses.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Glencoe World Geography (2005) and Economics: Principals and Practices (2005); Houghton Mifflin The Earth and Its People 3rd Edition (2005), The American Pageant 13th Edition (2006), and American Government 10th Edition (2006), The American Spirit Volume 1 and 2 (2005); Prentice Hall World History: Modern World (2007) and Magruder’s American Government (2006); Thomson Western Civilization 6th Edition (2006) and Principals for Economics 4th Edition (2007); Worth Psychology 8th Edition (2007); and Holt, Rinehart and Winston Psychology: Principles in Practice (2007) and Sociology: The Study of Human Relationships (2008), California American Anthem (2007) are the adopted textbooks for high school History-Social Science.	Yes	0%
Foreign Language	Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. The school district has purchased and provided each student with textbooks and materials in this subject area that are aligned to state standards. Cseng and Tsui Integrated Chinese Level 1 Part I Traditional Character Text – 1st Edition (1999), Integrated Chinese Level 1 Part I Traditional Character Text – 2nd Edition (2006), Integrated Chinese Level 2 Part I Traditional Character Text – 1st Edition (2010), Integrated Chinese Level 1 Part 2 Traditional Character Text – 2nd Edition (2010); Pearson/Prentice Hall Ecce Romani (2000); Glencoe Bienvenue (1998), A Bord (1998), En Voyage (1998), Tresors du Temps (1997), Conexiones:Comunicacion y Cultura (1998) Sendas Literarias Lecel 1 and 2 (2001); McDougal Littell Images Un (1999), Aventuras Literarias 5th Edition (2000); and Holt, Rinehart and Winston Litteratures En Contexte (1994), Ven Conmigo Level1 (2000), Ven Conmigo Level 2 (2000), Ven Conmigo Level 3 (2000), Sorpresas 2nd Edition; Heinle & Heinle Abriendo Paso Gramatica (2000), and Abriendo Paso Lectura (2000) are the adopted textbooks for high school Foreign Language.	Yes	0%
Health	Textbooks and instructional materials are available consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Health curriculum materials are incorporated in the Science textbooks in high school.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Visual and Performing Arts	LTD Publications Guitar Method Book 1 (2009); ITP Gardner's Art Through Ages (2005)	Yes	0%
Science Laboratory Equipment (grades 9-12)	Supplemental Materials The new Science center provides teachers and students with state of the art technology, which includes; wireless data projectors, document cameras, and interactive boards.		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at <https://tinyurl.com/TUSD-Facility-Inspection-Tool>. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Foothill High School is a 50 year old campus that has gone through major renovations in the last six years. All bathrooms have been remodeled and meet all ADA requirements, this also includes locker rooms and faculty bathrooms. A new quad was constructed providing better student egress and ingress, while opening up the area for greater visibility. The new Science Center has been completed and was opened in November, 2009. It consists of 14 rooms, each containing a full lecture area and a full lab area. The 50 meter pool was completed in August, 2010 with the adjacent locker rooms completed in November, 2010. A second gym (Event Center) also to be used as a multipurpose room, was completed in May, 2012. A tennis complex was completed in June, 2012. The previous science class rooms were renovated to accommodate the World Language department. A new all-weather track and off street parking was completed in August, 2013. The 100 building, containing 22 classrooms were renovated in 2015 with new air-conditioning, carpet and paint. A new turf field was completed in January, 2017.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/07/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/07/17				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	75	81	62	62	48	48
Mathematics (grades 3-8 and 11)	51	54	52	52	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	521	516	99.04	81.01
Male	267	265	99.25	77.74
Female	254	251	98.82	84.46
Black or African American	--	--	--	--
Asian	29	29	100	96.55
Filipino	--	--	--	--
Hispanic or Latino	185	183	98.92	72.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	286	284	99.3	85.21
Two or More Races	11	10	90.91	90
Socioeconomically Disadvantaged	135	134	99.26	65.67
English Learners	36	35	97.22	31.43
Students with Disabilities	28	28	100	39.29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	521	511	98.08	53.62
Male	267	264	98.88	50
Female	254	247	97.24	57.49
Black or African American	--	--	--	--
Asian	29	29	100	75.86
Filipino	--	--	--	--
Hispanic or Latino	185	181	97.84	38.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	286	282	98.6	59.93
Two or More Races	11	10	90.91	70
Socioeconomically Disadvantaged	135	133	98.52	34.59
English Learners	36	34	94.44	5.88
Students with Disabilities	28	28	100	21.43
Foster Youth	--	--	--	--

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	74	71	73	71	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Foothill offers a wide range of Career Technical Educational Programs. Pathways include: Visual Imagery, Culinary Arts, Fashion Design, Media Arts, Computer Science, Graphic Design, Manufacturing, Engineering, and Robotics. Foothill's Career Engineering and Technology department specifically focuses on the at risk, mid-range, and high performing students. Our program is recognized not only locally, but we have teams in the top world ranking. This pushes our reputation with the top tier colleges and the availability of opportunities in these colleges around the country. Our facilities have been highly upgraded to provide an array of capstone projects for each student level.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	1,036
% of pupils completing a CTE program and earning a high school diploma	15%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	28%

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

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.8
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	59.24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	13.6	17.3	65.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents have the opportunity to become involved in the Foothill Educational Community in numerous ways. They could become members of the following:

The School Site Council- Five members are elected from the parent community. The SSC meets once a quarter.

The PTO meets the second Wednesday of each month. Parents can volunteer for numerous Board positions or attend any meeting as a member-at-large.

Parent Teacher Organization (PTO)- Parents can volunteer for assisting the librarian in the distribution and collecting of text books. This occurs in September, June, and August.

Parent Teacher Organization (PTO)- Parents can volunteer for assisting the school nurse in assessing students vision and hearing.

Parent Teacher Organization (PTO)- Parents can volunteer to chaperone dances and other ASB activities.

Parent Teacher Organization (PTO)- Parents can volunteer to help coordinate events , such as Principal's Honor Award and Awards of Excellence.

Parent Teacher Organization (PTO)- Parents can volunteer to help with the Foothill Order of the Knight, an awards luncheon for students and teachers.

Advanced Placement (AP) Tutorial - This gives parents the opportunity to help out as a proctor for the AP tests given beginning the first week of May.

Foothill Educational Foundation - Parents have the opportunity to become a Foothill Educational Foundation (FEF) member and/ or support the FEF financially or with donations to the FEF Auction.

Summer Registration - All parents have the opportunity to volunteer with the summer mail-out and registration. This is scheduled in late May and Late August.

Grad Night Committee - All parents, but mostly senior parents have the opportunity to help with the after graduation all-night party for the Seniors.

Copy room Moms - Parent volunteers to run the Foothill copy room and copy teacher requests.

ELAC Committee - Parents of English Learners have an opportunity to learn about and give input regarding resource allocations pertaining to English Learners.

Booster Club Involvement - Multiple parents provide support for the many programs that are offered around Foothill

Translation services and languages is offered at various parent gatherings throughout the year. All written correspondences include a English and a Spanish version.

Multiple Parent Gathering Nights to assist communication with our Parent Community: Back to School Nights, Report Card Nights, College Nights, Naviance training, Aeries

Community Liaison Work - We have several community liaisons to work with parents. We hold a Parent Awareness Night two times a year to cover Social Media, Drug/Alcohol Awareness, Lower Anxiety

For more information, please contact our school office assistant Christine Goth - 714-730-7464

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	1	0.3	1.6	2.1	1.1	1.6	11.5	10.7	9.7
Graduation Rate	98.48	98.78	97.59	96.97	98.06	97.59	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	96.34	95.8	87.11
Black or African American	100	83.72	79.19
American Indian or Alaska Native	100	85.71	80.17
Asian	95	97.29	94.42
Filipino	100	100	93.76
Hispanic or Latino	95.42	94.21	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	97.34	98.17	90.99
Two or More Races	87.5	100	90.59
Socioeconomically Disadvantaged	94.64	92.39	85.45
English Learners	73.33	64.03	55.44
Students with Disabilities	83.33	80.43	63.9
Foster Youth	75	53.85	68.19

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.0	2.3	2.7	2.8	2.5	2.8	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Date Last Reviewed by School Site Council (SCC): 10/17/2017

Date Updated and Approved by SSC: 10/17/2017

Date Discussed by Staff: 8/17/2017

Foothill High School has an ongoing comprehensive safety plan that is updated throughout the school year. The plan covers all types of emergency operations and is evaluated by the District and the School Site Council annually. Foothill's safety plan is presented in parts at each faculty meeting during the year. This year, at our Faculty Meeting on Aug 17, 2017, we discussed the Earthquake/Evacuation drill set for Oct 19, 2017. Foothill has at least two disaster drills per year (one per semester), alternating the specific drill, but always containing one lock down drill per year. Staff and students have prior instructions on the drill and expectations. Foothill has a complete Threat Assessment Plan for the school to follow with respect to all levels of threats. Foothill has set high expectations for student conduct on campus in the classroom, and at all related activities. Foothill has an School Resource Officer (SRO) assigned to the school by the Orange County Sheriff's Department. The School Safety plan details Child Abuse Reporting Procedures, Suspension and Expulsion information, Community Recourse lists, and School Discipline Policy.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	69.2

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15			2015-16			2016-17					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	30	12	23	51	31	8	28	45	31	12	16	52
Mathematics	30	10	27	40	30	9	33	33	30	9	22	41
Science	30	13	17	47	32	9	15	44	32	7	20	44
Social Science	32	5	22	47	32	8	20	47	32	6	19	47

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	507
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.74	N/A
Psychologist	1.4	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,128	\$748	\$5,381	\$87,650
District	N/A	N/A	\$5,415	\$82,661
Percent Difference: School Site and District	N/A	N/A	-0.6	6.0
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-18.1	10.6

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

Types of Services Funded (Fiscal Year 2016-17)

English Learner and LCFF supplemental funds were used to help students in two sub categories of the student population. Reading program, Language Live was purchased to help students with disabilities and English learners. EDGE curriculum was purchased for use in the ELD A & B classes. Additionally, LCFF funds contributed towards a fifth counselor and an EL supported Teacher Coach. CPA grant funds were used to support the Foothill Engineering and Technology (FEAT) program which also used Career Technical Education funds. Additional CTE funds were spent on pathway programs in culinary, fashion, visual imagery, graphic design, auto and video. Significant money was also used to support extracurricular activities such as athletics, arts, drama and music.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,132	\$47,808
Mid-Range Teacher Salary	\$80,871	\$73,555
Highest Teacher Salary	\$107,643	\$95,850
Average Principal Salary (Elementary)	\$136,023	\$120,448
Average Principal Salary (Middle)	\$151,302	\$125,592
Average Principal Salary (High)	\$157,782	\$138,175
Superintendent Salary	\$320,190	\$264,457
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	6	N/A
Social Science	5	N/A
All courses	17	29.7

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

All teachers are provided professional development opportunities throughout the school year.

2015-16

The focus for professional development was building teacher capacity in Engaging Instructional Strategies, using rigorous standards, all based on the use of technology. Leadership team reviewed the steps of the school progress and made modifications as the year progressed.

2016-17

The direction of professional development for the school year is student achievement levels focused on writing, technology, and college and career readiness. There were three days of site based professional development in late August. There were 17 late starts throughout the school year in which teachers meet as an entire staff as well as in departments to collaborate on lesson plans and future units. Teachers have attended numerous trainings including AVID, ERWC and unit planning. There were several pop in Digital Learning Coaches that helped teachers integrate technology into their daily lessons and they have mentored 27 teachers over the course of the last two years.

2017-18

The direction of professional development for the school year continued to include student achievement levels focused on writing, technology, and college and career readiness. There were two days of site based professional development in late August. There are 13 late starts throughout the school year in which teachers meet as an entire staff as well as in departments to collaborate on lesson plans, common assessments and future units. Teachers have attended numerous trainings including teacher to teacher trainings, JOT, math pilot, and unit planning. There are two dedicated Digital Learning Coaches at FHS this year that help teachers integrate technology into their daily lessons. Over the last three years, over 42 teachers have received personal coaching.