

Foothill High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

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	Michelle England
E-mail Address	mengland@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 2018-19)

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 32% socioeconomically disadvantaged, 6% English Learners, 44% Hispanic/Latino, and 42% White students. Of the 772 socioeconomically disadvantaged students, 83% are Hispanic/Latino.

During the 2018-19 school year, FHS is committed to the following improvement goals:

Goal 1: By June 2019, FHS students' academic achievement, as measured by the CAASPP in ELA and Mathematics, will demonstrate a 3% increase of students meeting or exceeding standards for the spring 2019 assessment. Students in significant subgroups of Hispanic/Latino and socio-economically disadvantaged will increase performance by 5%.

Goal 2: By June 2019, EL students' academic achievement will demonstrate a 5% increase of students meeting or exceeding standards for the spring CAASPP assessment in ELA and mathematics.

Goal 3: By June 2019, SPED students' academic achievement will demonstrate a 5% increase of students meeting or exceeding standards for the spring CAASPP 2019 assessment in ELA and mathematics.

Goal 4: FHS will actively participate in the Challenge Success Program to identify a Wellness solution to support all students. We will research solutions, revise practice, and implement the improvement surrounding student health and balance.

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 2017-18)

Grade Level	Number of Students
Grade 9	678
Grade 10	655
Grade 11	578
Grade 12	514
Total Enrollment	2,425

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	6.5
Filipino	1.4
Hispanic or Latino	42.5
Native Hawaiian or Pacific Islander	0.3
White	45.1
Socioeconomically Disadvantaged	32.3
English Learners	5.6
Students with Disabilities	7.5
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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	94	91	90	917
Without Full Credential	1	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	8	6	7	53

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	9	6	7
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 2018-19)

Year and month in which data were collected: October 2018

On October 22, 2018, 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	<p>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.</p> <p>Supplemental Textbooks and Materials: National Geographic Edge (2008) is used as a supplemental material with English Language Learners.</p>	Yes	0%
Mathematics	<p>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.</p> <p>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.</p>	Yes	0%
Science	<p>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</p>	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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.		
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	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	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.		
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%
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 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: 11/28/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/28/18	
Overall Rating	Exemplary

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	81.0	79.0	62.0	63.0	48.0	50.0
Mathematics (grades 3-8 and 11)	54.0	50.0	52.0	53.0	37.0	38.0

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

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	558	552	98.92	79.31
Male	269	264	98.14	77.19
Female	289	288	99.65	81.25
Black or African American	--	--	--	--
Asian	37	36	97.30	86.11
Filipino	--	--	--	--
Hispanic or Latino	225	223	99.11	70.40
Native Hawaiian or Pacific Islander	--	--	--	--
White	264	261	98.86	84.62
Two or More Races	16	16	100.00	87.50
Socioeconomically Disadvantaged	162	161	99.38	64.60
English Learners	46	45	97.83	22.22
Students with Disabilities	43	42	97.67	38.10
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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	558	549	98.39	50.46
Male	269	264	98.14	52.27
Female	289	285	98.62	48.77
Black or African American	--	--	--	--
Asian	37	35	94.59	85.71
Filipino	--	--	--	--
Hispanic or Latino	225	223	99.11	33.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	264	259	98.11	59.07
Two or More Races	16	16	100	50
Socioeconomically Disadvantaged	162	159	98.15	32.08
English Learners	46	46	100	8.7
Students with Disabilities	43	43	100	20.93
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Foothill offers a wide range of Career Technical Educational Programs. Pathways include: Visual Imagery, Culinary Arts, 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 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	835
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	99.5
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	63.4

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	17.8	15.8	57.2

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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.

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, Coffees with Counselors and Principal, 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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	0.3	1.6	0.4	1.1	1.6	0.8	10.7	9.7	9.1
Graduation Rate	98.8	97.6	97.8	98.1	97.6	95.7	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	97.7	95.8	88.7
Black or African American	100.0	89.4	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	97.8	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	96.4	94.0	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	98.4	97.5	92.1
Two or More Races	100.0	96.8	91.2
Socioeconomically Disadvantaged	96.3	94.9	88.6
English Learners	78.6	72.6	56.7
Students with Disabilities	95.2	82.5	67.1
Foster Youth	100.0	100.0	74.1

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.3	2.7	3.6	2.5	2.8	2.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Date Last Reviewed by School Site Council (SCC): October 16, 2018

Date Updated and Approved by SSC: October 16, 2018

Date Discussed by Staff: August 29, 2018

Foothill High School has an on going 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 in August, we discussed the Earthquake/Evacuation drill set for October. 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. Our School Safety Plan includes the following elements: child abuse reporting procedures, disaster procedures, routine and emergency (SEMS) procedures, suspension, expulsion or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; sexual harassment policy; provisions of a school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; and school safety goals and objectives.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	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	31.0	8	28	45	31.0	12	16	52	32.0	11	17	50
Mathematics	30.0	9	33	33	30.0	9	22	41	29.0	18	23	38
Science	32.0	9	15	44	32.0	7	20	44	31.0	13	15	47
Social Science	32.0	8	20	47	32.0	6	19	47	30.0	15	19	37

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	485
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.74375	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	.7	N/A
Resource Specialist (non-teaching)	.4	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,259	\$307	\$5,951	\$91,055
District	N/A	N/A	\$6,218	\$85,850
Percent Difference: School Site and District	N/A	N/A	-4.4	5.9
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-18.0	12.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,636	\$47,903
Mid-Range Teacher Salary	\$83,297	\$74,481
Highest Teacher Salary	\$110,872	\$98,269
Average Principal Salary (Elementary)	\$140,065	\$123,495
Average Principal Salary (Middle)	\$158,854	\$129,482
Average Principal Salary (High)	\$159,484	\$142,414
Superintendent Salary	\$329,796	\$271,429
Percent of Budget for Teacher Salaries	37.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	8	N/A
Fine and Performing Arts	3	N/A
Foreign Language	3	N/A
Mathematics	5	N/A
Science	14	N/A
Social Science	21	N/A
All courses	54	29.0

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.

2016-17

The direction of professional development for the school year was 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 met 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 were 13 late starts throughout the school year in which teachers met as an entire staff as well as in departments to collaborate on lesson plans, common assessments and future units. Teachers attended numerous trainings including teacher to teacher trainings, JOT, math pilot, and unit planning. There were two dedicated Digital Learning Coaches at FHS that helped teachers integrate technology into their daily lessons. Over the last three years, over 42 teachers have received personal coaching.

2018-19

Professional development for this year will focus heavily on collaborative instructional strategies to enhance students' reasoning skills in discussion and writing. Additionally, professional development began in the area of Social Emotional Learning to support all students. There were two days of site based professional development in late July to begin the school year. 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, math pilot, and unit planning. There are two dedicated Coaches at FHS this year that help teachers in collaborative learning strategies and provide framework and structures for instructional rounds. Over the last three years, over 60 teachers have received personal coaching.