Foothill High School

230 Pala Ave. • San Jose, CA 95127 • (408) 928-9100 • Grades 11-12
George Sanchez, Principal
sanchezg@esuhsd.org

2013-14 School Accountability Report Card
Published During the 2014-15 School Year

East Side Union High School District
830 N. Capitol Avenue
San Jose, CA 95133
(408) 347-5000
www.esuhsd.org

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School Description

Welcome to Foothill High School. The information in this summary is designed to provide you with an overview of the school's direction and progress.

Foothill is a school for all students who are down credits but want to do whatever is necessary to earn their high school diploma. Foothill is committed to give all students the necessary skills and academic background to be successful with their academic studies. These skills will give students the opportunity to gain employment or continue their education at the college level. Staff encourages and supports students in the classroom and also with CEOS (Credit Earning Opportunities) that the students are involved in. Parents are encouraged to support their students and help them accomplish their goal of graduating from Foothill High School.

We offer most courses required for graduation and the support services necessary to prepare students to be productive and positive adults. Students are encouraged to take advantage of the class schedule, CEOs, and also request special projects to assist them in earning credits in specific courses.

We offer several opportunities for students, parents, guardians and teachers to meet in order to check the student's progress towards graduation. From Student Review Boards (meetings immediately after school with student) to our 5th Year Senior Meetings, the goal is for everyone to know what needs to be done so that the student reaches their goal of earning a diploma.

We also know that there are times that learning can't take place until the social/emotional load a student might be carrying becomes a bit less. We offer counseling services via San Jose State University social work interns that can meet with your student on a regular basis to help them work out personal problems that are keeping them from doing well in school. They become better decision makers in the process. We also can refer students to other types of counselors who can help them with the different issues.

Foothill is dedicated to equity and success for all students and eagerly looks forward to providing the best learning opportunities possible. With your partnership, we will meet them where they are at today, give them what they need and hope to put them in a better learning experience, so that they have the future we all wish them to have as positive adults!

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at (408) 928-9100.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 11	73
Gr. 12	253
Total	326

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.6
American Indian or Alaska Native	1.2
Asian	3.7
Filipino	2.8
Hispanic or Latino	82.8
Native Hawaiian/Pacific Islander	0.3
White	3.7
Two or More Races	0.9
Socioeconomically Disadvantaged	74.8
English Learners	19.9
Students with Disabilities	12.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Foothill High School	12-13	13-14	14-15
Fully Credentialed	20	20	20
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	949
Without Full Credential	♦	♦	32
Teaching Outside Subject Area of Competence	♦	♦	5

Teacher Misassignments and Vacant Teacher Positions at this School			
Foothill High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.51	6.49
Districtwide		
All Schools	96.57	3.43
High-Poverty Schools	95.73	4.27
Low-Poverty Schools	98.84	1.16

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and Instructional Materials Year and month in which data were collected: September 2014	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	English 1 – "The Language of Literature" Grade 9 McDougal Littell 2002 English 2 – "The Language of Literature" Grade 10 McDougal Littell 2002 English 3 – "Timeless Voices Timeless Themes Am. Experience" Prentice Hall 2000
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Mathematics Vision Project, Secondary Math 1, 2012 Geometry – "Geometry" McDougal Littell 2007
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Integrated Science 1 – "Spectrum Physical Approach/Science/Explorations" Holt 2001, 03, 04 Biology – CK-12 Flexbook 2014
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	World History – "Modern World History" McDougal-Littell 1999 OR 03 US History – "The AmericanVision" Glencoe 2006 American Government – "Magruder's American Government" Prentice Hall 1997 American Government – "We the People" Center for Civic Education 2002 Economics – "Holt Economics" Holt 2003
Foreign Language The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Health The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Visual and Performing Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Textbooks and Instructional Materials in use are standards aligned and officially adopted
Science Laboratory Equipment The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Science labs are adequately equipped

School Facility Conditions and Planned Improvements (Most Recent Year)

Overview

The District makes every effort 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. The results of this survey are available at the school office and at the district office.

Cleaning Process and Schedule

The district's Board of Trustees has adopted cleaning standards for all schools in the district. The Management Team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floors systems.

Age Of School Buildings

Although the main school campus was constructed in 1967, portable buildings have been added to accommodate diverse program needs as well as two science classrooms that have a separate lab area for students. Our library is 5 years old.

Modernization Projects

In the 2012/2011 school year, we modernized 12 classrooms and also installed SmartBoards in most of the classrooms and the library.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	No items noted
Interior: Interior Surfaces	[X]	[ ]	[ ]	No items noted
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	No items noted
Electrical: Electrical	[X]	[ ]	[ ]	Exterior Lighting: one light is out outside the administration building-Action/plan-site to place work order and M&O will schedule the repair.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	No items noted
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	No items noted
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	No items noted
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	No items noted
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	[X]	[ ]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science				52	52	53	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	6	8	6	49	50	52	54	56	55
Math	1			30	29	28	49	50	50
HSS	10	9	6	43	43	45	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	B	B	B
Similar Schools	B	B	B

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards | | |
	4 of 6	5 of 6	6 of 6

* 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.

2013-14 CAASPP Results by Student Group

| Group | Percent of Students Scoring at Proficient or Advanced |
	Science (grades 5, 8, and 10)
All Students in the LEA	53
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

API Growth by Student Group – Three-Year Comparison

| Group | Actual API Change | | |
	10-11	11-12	12-13
All Students at the School	20	-10	-38
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	43	21	-54
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-17	27	-32
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (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
Foothill values and includes all stakeholders in all facets of the educational process. To encourage parent participation, Foothill maintains a system of open communication and employs a variety of ways to increase stakeholder communication. Pertinent school information, including the results of the school evaluation process, school assessment data, and school programs are also available to parents and guardians via several mailings that are, at times, sent to the home which are written in English, Spanish, and Vietnamese. In addition, to ensure ongoing communication, Foothill utilizes the district's website to provide parents with immediate access to their students' grades, attendance, test scores, school programs, and activities as well as to facilitate parent communication with staff members. Because parent and community participation is essential to student achievement, Foothill High School provides a number of parent involvement opportunities. The school has an active School Site Council that meets monthly to discuss the Single Plan for Student Achievement, the allocation of funds, Safety Plans and parent and student concern regarding Foothill's program. We also offer parenting classes for our pregnant minors, a range of parent in-services [i.e. living in harmony with your teenage child], host parent information nights, and provide multiple opportunities for parent volunteers. Moreover, counselors annually schedule parent visits and workshops that include college information, financial aid, and graduation status. For additional information, please call George Sanchez, Proud Principal at (408) 928.9110.

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

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

School Safety Plan
Foothill High School has a School Safety Committee made up of administrators, teachers, advisors, parents and community members. The School Safety Plan is reviewed each year by this committee. Foothill has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. This plan also contains the yearly safety goals as determined by the students, staff, and parents. The Safety Plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed and the results are communicated to all staff.

The 2013/14 Foothill High School Site Safety Plan has a comprehensive, enforceable, and continuous:
Behavior policy
Rules and regulations
Dress code policy
Protocols for safety/emergency drills
Tardy policy
Attendance policy
Referral process
Partnership with community agencies, City of San Jose, San Jose Police Department, and other agencies and groups that offer support services
Safety team
Multi-service team

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	4.2	4.0	3.6
Expulsions Rate	0.0	0.0	0.0
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.4	4.2	4.5
Expulsions Rate	0.1	0.1	0.1
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	N/A	No
Met Participation Rate: Mathematics	N/A	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes

Average Class Size and Class Size Distribution

| | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	19.8	22	17	11	9	24	8	12	1	0		
Math	17.4	20	19	9	7	10	3	4	3	0		
Science	20.7	22	20	2	2	5	8	7	5	0		
SS	21.7	19	18	7	14	21	12	5		0		

* 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.

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		84.2

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	355

* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,104	$42,957
Mid-Range Teacher Salary	$74,444	$69,613
Highest Teacher Salary	$95,445	$89,407
Average Principal Salary (ES)	$0	
Average Principal Salary (MS)	$0	$120,526
Average Principal Salary (HS)	$128,614	$129,506
Superintendent Salary	$235,000	$207,044
Percent of District Budget		
Teacher Salaries	39	37
Administrative Salaries	4	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
	Total	Restricted	Unrestricted	
School Site	$10,780	$1,991	$8,789	$73,241
District	♦	♦	$5,722	$76,437
State	♦	♦	$4,690	$72,276
Percent Difference: School Site/District			53.6	-5.8
Percent Difference: School Site/ State			58.7	2.3

Types of Services Funded at Foothill High School

Categorical funds come from the state or federal government. Each categorical fund was created to address a certain student need, and is based in the legislation that was passed to address that need. For example, Title I is intended to mitigate the effects of poverty by supporting supplemental educational opportunities for students, bringing them to a 'level playing field' with other students who are not living in poverty. Title III is intended to support the achievement of English Learner and immigrant students and is restricted to the purposes laid out in the original legislation that created policy, programs and their associated funding. Each categorical fund has a formula for determining how it is allocated. Some are by enrollment (CBEDS) and some are by a characteristic of the student (if they receive free or reduced lunch, or if they are an English Learner). How these funds are disbursed at the school level is determined in the Single Plan for Student Achievement which is approved initially by the Site Council and ultimately by the Board of Trustees.

Foothill High School receives:

Title 1 Funds – These monies are used to ensure that all students have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency.

Economic Impact Aid [EIA] Funds - These funds are used to support additional programs and services for English Language learners and economically disadvantage students.

From these funds the following programs are being funded:

Read 180 Program

English Language Arts and Math California High School Exit Examination [CAHSEE] support program and related counseling services.

Supplemental Social Service Program to include three certified Social Workers, two of which provide mental health services and two intern Social Workers.

Multi Service Team that provides immediate intervention for students that are having difficulty focusing on their education, direct counseling services to include drug and alcohol counseling, conflict mediation, parent/student mediation, and referrals to social service agencies operated by Santa Clara County.

Professional Development provided for Teachers at Foothill High School

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's standards, district goals, the school's core values, and occur during the school year and summer break. Our school has a coherent, comprehensive plan for professional development that is data driven and directly linked to teaching and learning and the Common Core Standards. Not only do teachers and staff participate in staff development opportunities at the school, but they also take advantage of multiple professional development opportunities at the District. In addition, many teachers take professional growth classes at local colleges and universities and attend workshops offered by the Santa Clara County Office of Education. BTSA and new teacher orientation meetings which support new instructors. The school has created and successfully implemented a collaboration model for professional development. School wide and departmental meetings are held regularly so that teachers can continue to work on professional development to support school-wide efforts. These efforts align curriculum with rigorous state content standards as well as to provide instructional support for literacy and differentiation to assure the achievement of all students.

To ensure a cycle of continuous improvement, professional development is personalized to address the needs of all subject-area teachers, staff, and administrators. Not only do professional development activities for teachers reflect a best practices approach, but they also align with the California Standards for the Teaching Profession. Teachers and staff participate in professional development that is aligned with their individual fields and district plans at multiple levels. At the school level, professional development is structured to have a generalized focus (e.g., standards-based instruction), and specific facets of the professional development program (e.g., specific instructional strategies) are personalized to address the specific content area dynamics and needs. For example, in English, teachers are examining student work to ascertain effective standards-based instructional strategies. The district also offers a multitude of professional development opportunities to broaden teachers' knowledge, enhance their classroom management skills, and augment their repertoire of best practices instructional strategies.

2013-14 California High School Exit Examination Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	45	23	32	38	33	30
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Foothill High School	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
East Side Union High School District	2011-12	2012-13	2013-14
English-Language Arts	54	56	50
Mathematics	61	63	56
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	25.29	82.21	84.56
Black or African American	33.33	79.72	75.90
American Indian or Alaska Native	0.00	62.96	77.82
Asian	18.75	92.55	92.94
Filipino	11.11	90.53	92.20
Hispanic or Latino	26.11	73.24	80.83
Native Hawaiian/Pacific Islander	25.00	86.67	84.06
White	22.22	88.08	90.15
Two or More Races	0.00	88.46	89.03
Socioeconomically Disadvantaged	23.74	75.66	82.58
English Learners	21.15	55.53	53.68
Students with Disabilities	42.11	59.46	60.31

Dropout Rate and Graduation Rate			
Foothill High School	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	17.4	14.8	13.5
Graduation Rate	77.13	80.11	81.95
East Side Union High School District	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	17.4	14.8	13.5
Graduation Rate	77.13	80.11	81.95
California	**2010-11**	**2011-12**	**2012-13**
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

*   Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	**Percent**
2013-14 Enrollment in Courses Required for UC/CSU Admission	75.42
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	25
% of pupils completing a CTE program and earning a high school diploma	90%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	2%

Career Technical Education Programs

Foothill High School works very closely with CCOC to provide career and vocational courses to our students. Each semester nearly 50 students participate in programs and classes that directly relate to their career choice. Our students are in courses like Fire Science, Automotive Transmissions and others to name a few.