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



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

**SARC Overview**

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

**DataQuest**

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

**California School Dashboard**

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

## 2023-24 School Contact Information

| | |
|---|---|
| **School Name** | Foothill High School |
| **Street** | 230 Pala Ave. |
| **City, State, Zip** | San Jose, CA 95127 |
| **Phone Number** | (408) 928-9100 |
| **Principal** | Noemi Covarrubias Ramirez |
| **Email Address** | ramirezn@esuhsd.org |
| **School Website** | http://foothill.esuhsd.org/ |
| **County-District-School (CDS) Code** | 43694274332318 |

## 2023-24 District Contact Information

| | |
|---|---|
| **District Name** | East Side Union High School District |
| **Phone Number** | (408) 347-5000 |
| **Superintendent** | Glenn Vander Zee |
| **Email Address** | vanderzeeg@esuhsd.org |
| **District Website** | www.esuhsd.org |

## 2023-24 School Description and Mission Statement

Foothill High School welcomes all 11-12 grade students who want to continue on their path to a high school diploma.    Foothill is committed to giving all students the necessary skills and academic background to be successful in their academic studies. We offer all 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, and credit-earning opportunities, and also request special projects to assist them in earning credits in specific courses.

Our Mission: Create a positive and safe learning environment for our students where they will feel the support of a connected community, the empowerment of self-belief, and a new faith that they can be successful in education and their life path. Mustangs take the reins.

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

# About this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 11 | 64 |
| Grade 12 | 183 |
| Total Enrollment | 247 |

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 51.8% |
| Male | 48.2% |
| American Indian or Alaska Native | 0.4% |
| Asian | 5.3% |
| Black or African American | 2.8% |
| Filipino | 2% |
| Hispanic or Latino | 85.8% |
| Native Hawaiian or Pacific Islander | 1.2% |
| Two or More Races | 1.2% |
| White | 1.2% |
| English Learners | 31.6% |
| Foster Youth | 0.8% |
| Homeless | 17% |
| Migrant | 1.2% |
| Socioeconomically Disadvantaged | 77.3% |
| Students with Disabilities | 10.9% |

## A. Conditions of Learning

### State Priority: Basic

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

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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 13.80 | 88.22 | 854.6 | 89.1 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 16.8 | 1.9 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 22.7 | 2.4 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.80 | 11.78 | 17.8 | 1.9 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 0 | 0 | 18854.30 | 6.86 |
| Total Teaching Positions | 15.70 | 100.00 | 959.6 | 100 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 14.30 | 87.73 | 852.0 | 87.9 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 20.8 | 2.1 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.31 | 24.4 | 2.5 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.90 | 11.96 | 21.1 | 2.2 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 0 | 0 | 15831.90 | 5.67 |
| Total Teaching Positions | 16.30 | 100.00 | 969.1 | 100 | 279044.80 | 100.00 |

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|---|---|---|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

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

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

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.60 | 0.00 |
| Local Assignment Options | 1.20 | 1.90 |
| Total Out-of-Field Teachers | 1.80 | 1.90 |

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

## Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 6.1 | 1.2 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 14.8 | 0 |

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

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

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

Foothill High School utilizes textbooks and instructional materials approved and adopted through our IPC. These materials most directly support standards-based teaching aligned with common core teaching.

| Year and month in which the data were collected | November 2023 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|

| | | | |
|---|---|---|---|
| **Reading/Language Arts** | English 1 – CommonLit, Inc. Grade 9, 2023<br>"The Language of Literature" Grade 9 McDougal Littell 2002<br>English 2 – CommonLit, Inc. Grade 10, 2023<br>"The Language of Literature" Grade 10 McDougal Littell 2002<br>English 3 – MyPerspectives: American Literature//Pearson<br>ERWC (English 4) Expository Reading and Writing Course Reader 2021 | Yes | 0% |
| **Mathematics** | CCSS Math 1 – "Big Ideas Integrated Mathematics I," Big Ideas Learning, LLC 2016<br>CCSS Math 2 – "Big Ideas Integrated Mathematics II," Big Ideas Learning, LLC 2016<br>CCSS Math 3 – "Big Ideas Integrated Mathematics III," Big Ideas Learning, LLC 2016 | Yes | 0% |
| **Science** | NGSS Biology - The Living Earth -- CK-12 eTextbook<br>Integrated Science - Holt Spectrum | Yes | 0% |
| **History-Social Science** | World History – " World History Interactive" SAVVAS 2022<br>US History – "United States History Interactive" SAVVAS 2022<br>American Government – "Government Alive! Power, Politics and You" TCI 2014<br>Economics – "Econ Alive! The Power to Choose" TCI 2015<br>World Geography - "Geography Alive!" TCI 2011 | Yes | 0% |
| **Foreign Language** | Textbooks and Instructional Materials in use are standards aligned and officially adopted | Yes | 0% |
| **Health** | Textbooks and Instructional Materials in use are standards aligned and officially adopted | Yes | 0% |
| **Visual and Performing Arts** | Textbooks and Instructional Materials in use are standards aligned and officially adopted | Yes | 0% |
| **Science Laboratory Equipment (grades 9-12)** | N/A | N/A | 0% |

# School Facility Conditions and Planned Improvements

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 floor 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 6 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.
Hooper Hall which is our multi-purpose building and has upgrades that allow for more indoor seating areas for our students.

| Year and month of the most recent FIT report | October 2023 |
|---|---|

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:** Interior Surfaces | | X | | A few classrooms need ceiling tiles replaced. Site will take care of this. |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | | X | | Two classrooms need to be cleaned, organized and decluttered. Site will address these issues. |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | |
| **Safety:** Fire Safety, Hazardous Materials | | X | | A few classrooms had extension cords used for permanent power. Site will address this issue. |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

# Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | X | | |

| | |
|---|---|
| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |

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

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

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

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

**College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 5 | 10 | 62 | 61 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 0 | 0 | 37 | 34 | 33 | 34 |

## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 89 | 77 | 86.52 | 13.48 | 10.39 |
| Female | 49 | 39 | 79.59 | 20.41 | 15.38 |
| Male | 40 | 38 | 95.00 | 5.00 | 5.26 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 75 | 65 | 86.67 | 13.33 | 9.23 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 35 | 30 | 85.71 | 14.29 | 3.33 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 37 | 31 | 83.78 | 16.22 | 3.23 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 78 | 67 | 85.90 | 14.10 | 10.45 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

| CAASPP<br>Student Groups | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|---|---|---|---|---|
| All Students | 89 | 79 | 88.76 | 11.24 | 0.00 |
| Female | 49 | 40 | 81.63 | 18.37 | 0.00 |
| Male | 40 | 39 | 97.50 | 2.50 | 0.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 75 | 67 | 89.33 | 10.67 | 0.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | 35 | 31 | 88.57 | 11.43 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 37 | 33 | 89.19 | 10.81 | 0.00 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 78 | 69 | 88.46 | 11.54 | 0.00 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |

## CAASPP Test Results in Science for All Students

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

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | 1.74 | 2.41 | 37.48 | 37.24 | 29.47 | 30.29 |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 186 | 166 | 89.25 | 10.75 | 2.41 |
| Female | 91 | 79 | 86.81 | 13.19 | 1.27 |
| Male | 95 | 87 | 91.58 | 8.42 | 3.45 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 161 | 145 | 90.06 | 9.94 | 2.07 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 66 | 59 | 89.39 | 10.61 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 64 | 57 | 89.06 | 10.94 | 3.51 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 159 | 142 | 89.31 | 10.69 | 2.82 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 16 | 14 | 87.50 | 12.50 | 0.00 |

## 2022-23 Career Technical Education Programs

Foothill High School works very closely with SVCTE to provide career and vocational courses to our students. Each semester students participate in programs and classes that directly relate to their career choice. In addition, we provide college fair and college visit for our students to ensure the transition after high school.

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

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | 8 |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | 16.7 |
| **Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | |

## Course Enrollment/Completion

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

| UC/CSU Course Measure | Percent |
|---|---|
| **2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission** | 82.59 |
| **2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission** | 0 |

| B. Pupil Outcomes | State Priority: Other Pupil Outcomes |
|---|---|
| | The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education. |

## 2022-23 California Physical Fitness Test Results

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

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|---|---|---|---|---|---|

| C. Engagement | State Priority: Parental Involvement |
|---|---|
| | The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site. |

## 2023-24 Opportunities for Parental Involvement

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. Moreover, our school counselor annually schedules parent visits and workshops that include college information, financial aid, and student graduation status. For additional information, please call 408-928-9111.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | 18 | 24.8 | 9.9 | 7.1 | 5.6 | 5.8 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 27.3 | 35.2 | 28.4 | 89.2 | 90.4 | 87.0 | 83.6 | 87 | 86.2 |

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

This table displays the 2022-23 graduation rate by student group.  For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| All Students | 162 | 46 | 28.4 |
| Female | 74 | 23 | 31.1 |
| Male | 88 | 23 | 26.1 |
| Non-Binary | | | |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | 12 | 5 | 41.7 |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 136 | 34 | 25.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | -- | -- | -- |
| English Learners | 55 | 12 | 21.8 |
| Foster Youth | -- | -- | -- |
| Homeless | 77 | 33 | 42.9 |
| Socioeconomically Disadvantaged | 150 | 44 | 29.3 |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | 18 | 5 | 27.8 |

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 409 | 333 | 267 | 80.2 |
| Female | 195 | 159 | 132 | 83.0 |
| Male | 214 | 174 | 135 | 77.6 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 1 | 100.0 |
| Asian | 22 | 18 | 13 | 72.2 |
| Black or African American | 8 | 7 | 4 | 57.1 |
| Filipino | 8 | 7 | 6 | 85.7 |
| Hispanic or Latino | 354 | 289 | 234 | 81.0 |
| Native Hawaiian or Pacific Islander | 6 | 3 | 1 | 33.3 |
| Two or More Races | 5 | 3 | 3 | 100.0 |
| White | 5 | 5 | 5 | 100.0 |
| English Learners | 134 | 108 | 86 | 79.6 |
| Foster Youth | 4 | 3 | 3 | 100.0 |
| Homeless | 112 | 111 | 85 | 76.6 |
| Socioeconomically Disadvantaged | 335 | 285 | 231 | 81.1 |
| Students Receiving Migrant Education Services | 3 | 3 | 2 | 66.7 |
| Students with Disabilities | 46 | 38 | 35 | 92.1 |

## C. Engagement

## State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 0.00 | 9.20 | 9.54 | 0.00 | 3.6 | 4.0 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.29 | 0.00 | 0.00 | 0.1 | 0.1 | 0.00 | 0.07 | 0.08 |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 9.54 | 0 |
| Female | 4.62 | 0 |
| Male | 14.02 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 9.09 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 8.76 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 9.7 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 10.71 | 0 |
| Socioeconomically Disadvantaged | 9.85 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 15.22 | 0 |

## 2023-24 School Safety Plan

Foothill High School has a School Safety Committee made up of administrators, teachers, 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.

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 and groups that offer support services
Safety team
Student Support Team

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

This table displays the 2020-21 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 22 | 8 | 12 | |
| Mathematics | 19 | 9 | 3 | |
| Science | 21 | 6 | 4 | |
| Social Science | 20 | 13 | 7 | |

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

This table displays the 2021-22 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 16 | 22 | | |
| Mathematics | 19 | 10 | | |
| Science | 17 | 11 | | |
| Social Science | 19 | 21 | 1 | |

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

This table displays the 2022-23 average class size and class size distribution.  The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| English Language Arts | 16 | 17 | 2 | 0 |
| Mathematics | 17 | 10 | 0 | 0 |
| Science | 18 | 10 | 0 | 0 |
| Social Science | 17 | 17 | 2 | 0 |

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor.  One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|---|---|
| Pupils to Academic Counselor | 247 |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|---|
| Counselor (Academic, Social/Behavioral or Career Development) | 1 |
| Library Media Teacher (Librarian) | 0.4 |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | 2 |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1 |

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $29,003 | $4,360 | $24,643 | $112,961 |
| District | N/A | N/A | $9,513 | $105,255 |
| Percent Difference - School Site and District | N/A | N/A | 88.6 | 11.4 |
| State | N/A | N/A | $7,607 | $97,850 |
| Percent Difference - School Site and State | N/A | N/A | 115.6 | 18.2 |

## Fiscal Year 2022-23 Types of Services Funded

Categorical funds come from the state or federal government. Each categorical fund was created to address a certain student need, and is based on 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 disadvantaged students.

From these funds the following programs are being funded:

Read 180 Language Arts Program

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

Student Support 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.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

| Category | District Amount | State Average for Districts in Same Category |
|---|---|---|
| Beginning Teacher Salary | $64,471 | $57,234 |
| Mid-Range Teacher Salary | $101,894 | $95,467 |
| Highest Teacher Salary | $130,638 | $122,669 |
| Average Principal Salary (Elementary) | $0 | |
| Average Principal Salary (Middle) | $0 | $153,476 |
| Average Principal Salary (High) | $171,239 | $173,198 |
| Superintendent Salary | $280,339 | $277,572 |
| Percent of Budget for Teacher Salaries | 32.81% | 31.17% |
| Percent of Budget for Administrative Salaries | 3.17% | 4.46% |

## 2022-23 Advanced Placement (AP) Courses

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

| | |
|---|---|
| **Percent of Students in AP Courses** | 0 |

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|---|---|
| **Computer Science** | 0 |
| **English** | 0 |
| **Fine and Performing Arts** | 0 |
| **Foreign Language** | 0 |
| **Mathematics** | 0 |
| **Science** | 0 |
| **Social Science** | 0 |
| **Total AP Courses Offered**<br>Where there are student course enrollments of at least one student. | 0 |

## Professional Development

Professional development opportunities for staff members are multifaceted and clearly and consistently linked to the state's Common Core Standards 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 that 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 the 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. 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.

Profession Development for Foothill High School includes weekly meetings of 2-3 hour sessions throughout the school year.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 30 | 30 | |