

Foothill High School

230 Pala Ave. • San Jose, CA 95127 • (408) 928-9100 • Grades 11-12

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



East Side Union High School District

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District Governing Board

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District Administration

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Educational Services

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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 this 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

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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	68
Grade 12	269
Total Enrollment	337

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.3
Asian	3.9
Filipino	1.2
Hispanic or Latino	86.1
Native Hawaiian or Pacific Islander	1.2
White	3.6
Two or More Races	1.2
Socioeconomically Disadvantaged	81.3
English Learners	24.3
Students with Disabilities	13.4
Foster Youth	2.7

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	14-15	15-16	16-17
With Full Credential	20	18	18
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	14-15	15-16	16-17
With Full Credential	♦	♦	1016.6
Without Full Credential	♦	♦	51.7
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Foothill High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	1

* "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

2015-16 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	93.7	6.3
Districtwide		
All Schools	95.3	4.7
High-Poverty Schools	94.9	5.1
Low-Poverty Schools	96.2	3.8

* 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 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: October 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CCSS Math 1 – “SpringBoard Integrated Mathematics I,” College Board 2017 CCSS Math 2 – “SpringBoard Integrated Mathematics II,” College Board 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations” Holt 2001, 03, 04 Biology – CK-12 Flexbook 2016 Forensic Science- Criminalistics: An Introduction to Forensic Science, Prentice Hall 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>World History – “Modern World History” McDougal-Littell 2003 US History – “The American Vision” Glencoe/McGraw Hill 2006 American Government – “Government Alive! Power, Politics and You” TCI 2014 Economics – “Econ Alive! The Power to Choose” TCI 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Visual and Performing Arts	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science Laboratory Equipment	<p>Science labs are adequately equipped</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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. In 2016/17 Foothill is undergoing a few modernizations projects. These will include the building of a Student Union in the library, the modernization of Hooper Hall which is our multi-purpose building and the upgrades to our school grounds to allow for more eating areas for our students.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Bld Administration: HVAC often needs attention, excessive noise and vibration-Action/plan- site to place work order. Bld F Hooper Hall: there is no AC in the bldg. Gas smell mostly in the mornings-Action/plan- site to place work order. In addition, this building is in design for modernization. Bld Family Learning Ctr: heater not working, using portable heaters-Action/plan- site to place work order. Field Complex: item noted for Sewer but no comment-Action/plan- site to place work order.
Interior: Interior Surfaces	X			Bld B Portable FLC: some floor tiles replaced, should resurface entire floor-Action/plan- site to place a work order. Bld H2 Portable: Many runs on carpet, old orange carpet with some runnings, needs to be replaced. Action/plan- site to place work order.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Field Complex: No comments-Action/plan- site to place work order. Landscape Hardscape, Parking Lots: Playing field has many holes from previous gophers and ground squirrel problem-Action/plan- site to place work. Solar PVs: dirt is becoming noticeable on some panels, mostly around light covers-Action/plan- site to place work order.
Electrical: Electrical	X			No item noted.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No item noted.
Safety: Fire Safety, Hazardous Materials	X			No items noted
Structural: Structural Damage, Roofs		X		Bld B, Bld C: overhand over electrical room door is damaged (rot)-Action/plan- site to place work order. Bld Family Learning Ctr: playground storage siding needs to be replaced (rear area)-Action/plan- site to place work order. Exterior Lighting: most night light covers are yellowing, lighting seems dim-Action/plan- site to place work order. Parking Lots: sidewalk is buckled-Action/plan-site to place work order.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Basketball Courts: Surface seal applied 2014 new backboards and hoops. FYI only. Bld F Hooper Hall: cracked window-Action/plan- site to place work order. Bld G: cracked window hallway-Action/plan-site to place work order. Field Complex: Quad storm drain across B Bldg on lawn; dirt around storm drain sinks-Action/plan-site to place work order.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 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	
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15

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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	11	13	59	61	44	48
Math	0	0	37	38	34	36

* 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	106	84	79.3	13.2
Male	11	65	54	83.1	10.4
Female	11	41	30	73.2	17.9

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	11	91	72	79.1	12.3
Socioeconomically Disadvantaged	11	85	66	77.7	16.1
English Learners	11	24	16	66.7	6.7

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	106	75	70.8	
Male	11	65	49	75.4	
Female	11	41	26	63.4	
Hispanic or Latino	11	91	65	71.4	
Socioeconomically Disadvantaged	11	85	60	70.6	
English Learners	11	24	13	54.2	

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 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.

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 (School Year 2016-17)

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 2015/16 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	2013-14	2014-15	2015-16
Suspensions Rate	3.6	8.4	8.8
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	4.5	3.5	3.8
Expulsions Rate	0.1	0.0	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	15	
Percent of Schools Currently in Program Improvement	78.9	

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)	.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	328

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	17	18	20	24	21	20	1	4	15			
Mathematics	19	19	16	10	5	9	3	2	3			
Science	20	18	18	5	7	7	5	3	3			
Social Science	18	18	19	21	18	21		4	7			

* 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.

Professional Development provided for Teachers

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 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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,847	\$46,184
Mid-Range Teacher Salary	\$85,132	\$75,179
Highest Teacher Salary	\$105,058	\$96,169
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$124,243
Average Principal Salary (HS)	\$140,146	\$137,939
Superintendent Salary	\$251,562	\$217,637
Percent of District Budget		
Teacher Salaries	36%	35%
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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$13,877	\$1,403	\$12,474	\$85,429
District	♦	♦	\$6,960	\$84,725
State	♦	♦	\$5,677	\$77,824
Percent Difference: School Site/District			79.2	5.7
Percent Difference: School Site/ State			133.2	14.0

* Cells with ♦ do not require data.

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 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 disadvantaged students.

From these funds the following programs are being funded:

Read 180 Program

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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Foothill High School	2011-12	2013-14	2014-15
Dropout Rate	13.50	12.00	11.70
Graduation Rate	81.95	82.86	83.03
East Side Union High School District	2011-12	2013-14	2014-15
Dropout Rate	13.50	12.00	11.70
Graduation Rate	81.95	82.86	83.03
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

2015-16 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		

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%

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	38	83	86
Black or African American	50	78	78
American Indian or Alaska Native	0	67	78
Asian	50	94	93
Filipino	63	92	93
Hispanic or Latino	34	74	83
Native Hawaiian/Pacific Islander	0	79	85
White	75	90	91
Two or More Races	50	91	89
Socioeconomically Disadvantaged	39	66	66
English Learners	32	55	54
Students with Disabilities	36	78	78

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	88.63
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

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.

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.