Foothill High School

230 Pala Ave. • San Jose, CA 95127 • (408) 928-9100 • Grades 11-12
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2014-15 School Accountability Report Card
Published During the 2015-16 School Year

East Side Union High School District
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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

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 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 at (408) 928-9100 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 11	89
Grade 12	254
Total Enrollment	343

2014-15 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2.9
Asian	3.2
Filipino	2.9
Hispanic or Latino	83.7
Native Hawaiian or Pacific Islander	1.2
White	4.7
Two or More Races	1.5
Socioeconomically Disadvantaged	77.6
English Learners	21.6
Students with Disabilities	14.6
Foster Youth	2

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	**13-14**	**14-15**	**15-16**
With Full Credential	20	20	18
Without Full Credential	1	0	2
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	**13-14**	**14-15**	**15-16**
With Full Credential	♦	♦	948
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Foothill High School	**13-14**	**14-15**	**15-16**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	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

2014-15 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	92.4	7.6
Districtwide		
All Schools	94.3	5.7
High-Poverty Schools	93.2	6.9
Low-Poverty Schools	97.5	2.5

*   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 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: July, 2015	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Mathematics Vision Project, Secondary Math 1, 2012 Mathematics Vision Project, Secondary Math 2, 2012 Geometry – "Geometry" McDougal Littell 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	Integrated Science 1 – "Spectrum Physical Approach/Science/Explorations" Holt 2001, 03, 04 Biology – CK-12 Flexbook 2015 Forensic Science- Criminalistics: An Introduction to Forensic Science, Prentice Hall 2004 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	World History – "Modern World History" McDougal-Littell 2003 US History – "The American Vision" Glencoe/McGraw Hill 2006 American Government – "Magruder's American Government" Prentice Hall 1997 Economics – "Holt Economics" Holt 2003 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Foreign Language	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Visual and Performing Arts	Textbooks and Instructional Materials in use are standards aligned and officially adopted **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science Laboratory Equipment	Science labs are adequately equipped **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%

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 2015				
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 and M&O will schedule the repair. Bld F Hooper Hall: there is no AC in the bldg. Gas smell mostly in the mornings-Action/plan- site to place work order and M&O will schedule the repair. 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 and M&O will schedule the repair. Field Complex: item noted for Sewer but no comment-Action/plan- site to place work order and M&O will schedule the repair.
Interior: Interior Surfaces	X			Bld B Portable FLC: some floor tiles replaced, should resurface entire floor-Action/plan- site to place work order and M&O will schedule the repair. Bld H2 Portable: orange carpet makes room look old, runs on carpet, can definitely use new carpet-Action/plan- site to place work order and M&O will schedule the repair.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Field Complex: playing field has many holes from previous gophers, too many ground squirrel holes-Action/plan- site to place work order and M&O will schedule the repair. Landscape/Hardscape: quad storm drain across "B" Bldg on lawn; dirt sinks down around it-Action/plan- site to place work order and M&O will schedule the repair. Parking Lots: ground squirrel problem-Action/plan- site to place work order and M&O will schedule the repair. Solar PVs: dirt is becoming noticeable on some panels, mostly around light covers-Action/plan- site to place work order and M&O will schedule the repair.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Currently, there are two wash fountains that don't work. One in the boys' restroom and one in the girls' restroom.
Safety: Fire Safety, Hazardous Materials	X			No items noted

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2015				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Structural: Structural Damage, Roofs		X		Bld B: overhand over electrical room door is damaged (rot)-Action/plan- site to place work order and M&O will schedule the repair. Bld C: overhang over electrical room is missing-Action/plan- site to place work order and M&O will schedule the repair. Bld Family Learning Ctr: playground storage siding needs to be replaced (rear area)-Action/plan- site to place work order and M&O will schedule the repair. Exterior Lighting: most night light covers are yellowing, lighting seems dim-Action/plan- site to place work order and M&O will schedule the repair. Parking Lots: sidewalk is buckled.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Basketball Courts: Surface seal applied 2014 new backboards and hoops. Informational only. Bld F Hooper Hall: cracked window-Action/plan- site to place work order and M&O will schedule the repair. Bld G: cracked window hallway-Action/plan- site to place work order and M&O will schedule the repair. Field Complex: new irrigation needed, has two lateral lines, needs one more-Action/plan- site to place work order and M&O will schedule the repair.

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], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**		
	School	**District**	**State**
ELA	9	59	44
Math	0	38	33

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

CAASPP 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**		
	12-13	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**	**12-13**	**13-14**	**14-15**
Science				52	54	50	59	60	56

* Results are for 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.

Grade Level	2014-15 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.

2014-15 CAASPP Results by Student Group	
Group	**Percent of Students Scoring at Proficient or Advanced**
	Science (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.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	120	85	70.8	51	28	9	0
Male	11	120	43	35.8	53	23	12	0
Female	11	120	42	35.0	48	33	7	0
Black or African American	11	120	2	1.7	--	--	--	--
Asian	11	120	2	1.7	--	--	--	--
Filipino	11	120	1	0.8	--	--	--	--
Hispanic or Latino	11	120	76	63.3	53	26	9	0
Native Hawaiian or Pacific Islander	11	120	0	0.0	--	--	--	--
White	11	120	3	2.5	--	--	--	--
Two or More Races	11	120	1	0.8	--	--	--	--
Socioeconomically Disadvantaged	11	120	49	40.8	55	22	6	0
Students with Disabilities	11	120	9	7.5	--	--	--	--
Students Receiving Migrant Education Services	11	120	1	0.8	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	120	83	69.2	78	4	0	0
Male	11	120	44	36.7	84	0	0	0
Female	11	120	39	32.5	72	8	0	0
Black or African American	11	120	2	1.7	--	--	--	--
Asian	11	120	1	0.8	--	--	--	--
Filipino	11	120	1	0.8	--	--	--	--
Hispanic or Latino	11	120	74	61.7	78	4	0	0
Native Hawaiian or Pacific Islander	11	120	0	0.0	--	--	--	--
White	11	120	4	3.3	--	--	--	--
Two or More Races	11	120	1	0.8	--	--	--	--
Socioeconomically Disadvantaged	11	120	47	39.2	83	4	0	0

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	11	120	9	7.5	--	--	--	--
Students Receiving Migrant Education Services	11	120	1	0.8	--	--	--	--
Foster Youth	11	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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
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	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	4.05	3.63	8.35
Expulsions Rate	0.00	0.00	0.00
District	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	4.16	4.52	3.51
Expulsions Rate	0.14	0.12	0.04
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	**School**	**District**	**State**
English Language Arts			
Met Participation Rate	No	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	No	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	No	No	Yes
Met Attendance Rate	N/A	N/A	Yes
Met Graduation Rate	No	No	Yes

2015-16 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		75.0

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
English	22	17	18	9	24	21	12	1	4			
Math	20	19	19	7	10	5	4	3	2			
Science	22	20	18	2	5	7	7	5	3			
SS	19	18	18	14	21	18	5		4			

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.33
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	337

* 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.

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 2013-14 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$49,378	$44,363
Mid-Range Teacher Salary	$78,040	$71,768
Highest Teacher Salary	$100,055	$92,368
Average Principal Salary (ES)		
Average Principal Salary (MS)		$121,276
Average Principal Salary (HS)	$131,750	$133,673
Superintendent Salary	$239,583	$210,998
Percent of District Budget		
Teacher Salaries	38%	36%
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 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$12,799	$1,746	$11,053	$78,423
District	♦	♦	$6,672	$80,860
State	♦	♦	$5,348	$74,908
Percent Difference: School Site/District			65.7	2.6
Percent Difference: School Site/ State			135.7	8.5

* 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 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.

2014-15 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	46	21	32	39	32	29

*   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	**2012-13**	**2013-14**	**2014-15**
English-Language Arts			
Mathematics			
East Side Union High School District	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	56	50	50
Mathematics	63	56	56
California	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	57	56	58
Mathematics	60	62	59

*   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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Foothill High School	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	14.80	13.50	12.00
Graduation Rate	80.11	81.95	82.86
East Side Union High School District	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	14.80	13.50	12.00
Graduation Rate	80.11	81.95	82.86
California	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

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 2014		
	School	District	State
All Students	26.48	82.2	84.6
Black or African American	38.46	78.16	76
American Indian or Alaska Native		75	78.07
Asian	30	94.09	92.62
Filipino	12.5	89.46	96.49
Hispanic or Latino	26.21	73.24	81.28
Native Hawaiian/Pacific Islander		86.21	83.58
White	40	87.32	89.93
Two or More Races		71.64	82.8
Socioeconomically Disadvantaged	48.65	59.15	61.28
English Learners	28.85	58.78	50.76
Students with Disabilities	24.74	77.06	81.36
Foster Youth	--	--	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	88.63
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2014-15 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.

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, the county, and the state. 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.