



Foothill High School

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

George Sanchez, Principal

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2012-13 School Accountability Report Card Published During the 2013-14 School Year

East Side Union High School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (408) 928-9100.

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!

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.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 11	101
Gr. 12	257
Total	358

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	1.1
Asian	5.0
Filipino	2.8
Hispanic or Latino	79.1
Native Hawaiian/Pacific Islander	1.7
White	3.9
Two or More Races	0.3
Socioeconomically Disadvantaged	78.2
English Learners	40.2
Students with Disabilities	12.3

Average Class Size and Class Size Distribution												
Year	Average Class Size			Number of Classrooms*								
	11	12	13	1-20			21-32			33+		
	11	12	13	11	12	13	11	12	13	11	12	13
English	19.2	19.8	10	15	11	9	6	8	12	0	0	0
Math	17.1	17.4	20	10	9	7	3	3	4	0	0	0
Science	20.8	20.7	22	5	2	2	4	8	7	0	0	0
SS	18.5	21.7	19	16	7	14	2	12	5	0	0	0

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

Suspensions and Expulsions			
School	10-11	11-12	12-13
Suspensions Rate	8.43	12.15	5.87
Expulsions Rate	0	0	0
District	10-11	11-12	12-13
Suspensions Rate	11.87	15.53	5.05
Expulsions Rate	0.14	0.1	0.15

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

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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

The 2013/14 Foothill High School Site Safety Plan has a comprehensive, enforceable, and continuous:

- Behavior policy
- Rules and regulations
- Dress code policy
- Protocols for safety/emergency drills
- Tardy policy
- Attendance policy
- Referral process
- Partnership with community agencies, City of San Jose, San Jose Police Department, and other agencies and groups that offer support services
- Safety team
- Multi-service team

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: October 2013

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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[X]	Bldg F: HVAC - No Air Conditioning or Heating. Often there is a gas smell in the morning. Action/plan-Site to submit work order for M&O to schedule the work. Bldg A: HVAC often needs attention at the start of a season. As we turn on the heat, the last few years someone had to come out due to the gas smell that occurs. Action/plan-Site to submit work order for M&O to schedule the work. Discrepancy on comment section for Family learning center: It states that the heater is not working however the inspector did not mark the appropriate box. Action/plan-Site to submit work order for M&O to schedule the work. (Bldg A: Gas smell has been repaired)
Interior: Interior Surfaces	[]	[X]	[]	Bldg D: In the library entrance (near the C building), the carpet tile is lifting. This has been a near-workman's comp issue as we have been tripping over it, or a FH guest, all spring and summer. Action/plan-Site to submit work order for M&O to schedule the work. Bldg F: There is a broken ceiling tile. Action/plan-Site to submit work order for M&O to schedule the work. Family learning center: In Portable B on the interior surface, the floor needs replacing and in Portable C, the grills are filled with dirt and/or dust. Action/plan-Site to submit work order for M&O to schedule the work.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	Bldg F: 50 or more light bulbs are out. Action/plan-Site to submit work order for M&O to schedule the work.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Bldg A: Lounge needs new counter area/remove old ??? Action/plan-Site to submit work order for M&O to schedule the work.
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	

School Facility Good Repair Status

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[X]	[]	[]	Bldg E: The wood siding is cracked on the exterior. Action/plan-Site to submit work order for M&O to schedule the work. Bldg H: On the exterior wall facing the basketball court, the siding has a large spot of rot. It continues to get bigger each year. Action/plan-Site to submit work order for M&O to schedule the work. Bldg B: The overhang above electric roof is missing. Action/plan-Site to submit work order for M&O to schedule the work.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	Bldg G: There is a cracked window. Action/plan-Site to submit work order for M&O to schedule the work.
Overall Rating	Exemplary []	Good [X]	Fair []	Poor []

Teacher Credentials			
School	10-11	11-12	12-13
Fully Credentialed	20	19.4	20
Without Full Credential	0	1	1
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	978
Without Full Credential	♦	♦	28

Teacher Misassignments and Vacant Teacher Positions at this School			
School	11-12	12-13	12-13
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

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

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

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

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	8
Districtwide		
All Schools	96	4
High-Poverty Schools	96	4
Low-Poverty Schools		

* 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 25 percent or less in the free and reduced price meals program.

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

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,496	\$1,373	\$9,123	\$80,316
District	♦	♦	\$5,727	\$77,737
State	♦	♦	\$5,537	\$71,584
Percent Difference: School Site/District			59.3	1.6%
Percent Difference: School Site/ State			38.6%	10.1%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,104	\$42,865
Mid-Range Teacher Salary	\$74,444	\$69,484
Highest Teacher Salary	\$95,445	\$89,290
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$119,946
Average Principal Salary (HS)	\$117,702	\$128,378
Superintendent Salary	\$217,392	\$202,664
Percent of District Budget		
Teacher Salaries	39.7%	36.8%
Administrative Salaries	3.5%	4.9%

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

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2012

Textbooks and Instructional Materials

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>English 1 – “The Language of Literature” Grade 9 McDougal Littell 2002</p> <p>English 2 – “The Language of Literature” Grade 10 McDougal Littell 2002</p> <p>English 3 – “Timeless Voices Timeless Themes Am. Experience” Prentice Hall 2000</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Algebra I – “Algebra 1” McDougal Littell 2007</p> <p>Geometry – “Geometry” McDougal Littell 2007</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Integrated Science 1 – “Spectrum Physical Approach/Science/Explorations” Holt 2001, 03, 04</p> <p>Biology – “Biology: Web of Life; “Biology” Scott Foresman; Holt 1998, 99, 04</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>World History – “Modern World History” McDougal-Littell 1999 OR 03</p> <p>US History – “The American Vision” Glencoe 2006</p> <p>American Government – “Magruder’s American Government” Prentice Hall 1997</p> <p>American Government – “We the People” Center for Civic Education 2002</p> <p>Economics – “Holt Economics” Holt 2003</p>
<p>Foreign Language</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Health</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Visual and Performing Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Textbooks and Instructional Materials in use are standards aligned and officially adopted</p>
<p>Science Laboratory Equipment</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Science labs are adequately equipped</p>

Note: 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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	6	8	6	49	50	52	54	56	55
Math	1			30	29	28	49	50	50
Science				50	52	52	57	60	59
H-SS	10	9	6	43	43	45	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

2013 STAR Results by Student Group				
Group	Percent of Students Scoring at Proficient or Advanced			
	ELA	Math	Science	H-SS
All Students in the LEA	52	28	52	45
All Student at the School	6			6
Male	3			8
Female	9			3
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	7			7
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	5			4
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	20	-10	-38
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	43	21	-54
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-17	27	-34
English Learners			
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010	2011	2012
Statewide	B	B	B
Similar Schools	B	B	B

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	13	
Percent of Schools Currently in Program Improvement	81.3	

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group	School	District	State	
All Students at the School	Students	75	16,556	4,655,989
	API-G	551	751	790
Black or African American	Students	6	519	296,463
	API-G	661	661	708
American Indian or Alaska Native	Students	2	62	30,394
	API-G	694	694	743
Asian	Students	1	5,336	406,527
	API-G	863	863	906
Filipino	Students	1	1,445	121,054
	API-G	793	793	867
Hispanic or Latino	Students	57	7,488	2,438,951
	API-G	512	662	744
Native Hawaiian/Pacific Islander	Students	2	105	25,351
	API-G	679	679	774
White	Students	5	1,278	1,200,127
	API-G	791	791	853
Two or More Races	Students	1	305	125,025
	API-G	799	799	824
Socioeconomically Disadvantaged	Students	58	8,310	2,774,640
	API-G	523	701	743
English Learners	Students	33	8,673	1,482,316
	API-G	464	730	721
Students with Disabilities	Students	3	1,515	527,476
	API-G	466	466	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

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

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	68	5,412	418,598
Black or African American	6	198	28,078
American Indian or Alaska Native		11	3,123
Asian	2	1765	41,700
Filipino	3	524	12,745
Hispanic or Latino	52	2345	193,516
Native Hawaiian/Pacific Islander	1	43	2,585
White	4	460	127,801
Two or More Races		52	6,790
Socioeconomically Disadvantaged	58	2820	217,915
English Learners	29	1714	93,297
Students with Disabilities	5	361	31,683

Dropout Rate and Graduation Rate

Indicator	2009-10	2010-11	2011-12
Dropout Rate (1-year)	17.50	17.40	14.80
Graduation Rate	81.04	77.29	77.13
District			
Dropout Rate (1-year)	17.50	17.40	14.80
Graduation Rate	80.92	77.13	80.10
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced

Subject	2010-11	2011-12	2012-13
English-Language Arts			
Mathematics			
District			
English-Language Arts	55	54	56
Mathematics	61	61	63
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011-12)

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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	44	22	34	37	33	30
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	82.3
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

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.