

Foothill High School

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



East Side Union High School District

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District Governing Board

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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 all courses required for graduation and the support services necessary to prepare students to be productive and positive adults. Students are encouraged to take advantage of the class schedule, 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 students 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	85
Grade 12	242
Total Enrollment	327

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.3
Asian	5.5
Filipino	1.2
Hispanic or Latino	87.2
Native Hawaiian or Pacific Islander	0.9
White	1.2
Two or More Races	0.9
Socioeconomically Disadvantaged	78.6
English Learners	23.9
Students with Disabilities	8.3
Foster Youth	1.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Foothill High School	15-16	16-17	17-18
With Full Credential	18	18	19
Without Full Credential	2	0	0
Teaching Outside Subject Area of Competence	0	0	0
East Side Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	961.4
Without Full Credential	♦	♦	48.2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Foothill High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: October 2017	
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 ERWC (English 4) Expository Reading and Writing Course Reader The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	CCSS Math 1 – “Big Ideas Integrated Mathematics I,” Big Ideas Learning, LLC 2016 CCSS Math 2 – “Big Ideas Integrated Mathematics II,” Big Ideas Learning, LLC 2016 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 2017 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 2004 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 World Geography - "Geography Alive!" TCI 2011 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	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

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 6 years old.

Modernization Projects

In the 2012/2011 school year, we modernized 12 classrooms and also installed SmartBoards in most of the classrooms and the library. 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: 10/30/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Bld A Portable FLC: Waiting for air conditioner part to come in so the unit can be fixed. Bld Administration: Waiting for air conditioner part to come in so the unit can be fixed. Bld B Portable FLC: Waiting for air conditioner part to come in so the unit can be fixed. Bld Family Learning Ctr: We are waiting for a part to fix the air conditioning system in this building. Site to submit work order.
Interior: Interior Surfaces	X			FYI -Hooper Hall is going through renovation at this time. The interior is being completely redone. The same roof will stay and will not be replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			FYI- Parking lines for the parking spaces were painted this past year.
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	13	6	61	63	48	48
Math		0	38	39	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16

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

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	119	93	78.15	6.45
Male	67	50	74.63	8
Female	52	43	82.69	4.65
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	106	83	78.3	6.02
White	--	--	--	--
Socioeconomically Disadvantaged	88	67	76.14	7.46
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: 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.

Note: 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 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	117	93	79.49	0
Male	67	50	74.63	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	104	83	79.81	0
White	--	--	--	--
Socioeconomically Disadvantaged	87	67	77.01	0
English Learners	39	32	82.05	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Note: 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.

Note: 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 State priority: Parental Involvement (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 2017-18)

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, our school counselor annually schedules parent visits and workshops that include college information, financial aid, and student graduation status. For additional information, please call Principal George Sanchez @ 408-928-9110.

State Priority: School Climate

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

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

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 2017/2018 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	2014-15	2015-16	2016-17
Suspensions Rate	8.4	8.8	14.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.5	3.8	4.0
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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	71.4	

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	327

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	18	20	18	21	20	19	4	15	2			
Mathematics	19	18	2	5	2	2	2	3				
Science	18	18	18	7	7	7	3	3	3			
Social Science	18	19	18	18	21	23	4	7	2			

* 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. BTSAs 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. We realize how critical Staff Development is to the continued growth of student achievement.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$54,131	\$50,221
Mid-Range Teacher Salary	\$88,881	\$83,072
Highest Teacher Salary	\$109,686	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$128,094
Average Principal Salary (HS)	\$145,985	\$146,114
Superintendent Salary	\$273,721	\$226,121
Percent of District Budget		
Teacher Salaries	36%	34%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$15,932	\$1,341	\$14,591	\$86,500
District	♦	♦	\$7,573	\$87,300
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			92.7	2.1
Percent Difference: School Site/ State			157.0	11.1

* 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 Language Arts Program

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

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	2013-14	2014-15	2015-16
Dropout Rate	51.2	42.1	37.8
Graduation Rate	13.53	22.49	23.96
East Side Union High School District	2013-14	2014-15	2015-16
Dropout Rate	12	11.7	10
Graduation Rate	82.86	83.03	85
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

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%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	90.24
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0

* Where there are student course enrollments.

2016-17 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		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	35.69	83.9	87.11
Black or African American	57.14	83.52	79.19
American Indian or Alaska Native	0	78.95	80.17
Asian	45.45	94	94.42
Filipino	100	93.32	93.76
Hispanic or Latino	32.89	75.63	84.58
Native Hawaiian/Pacific Islander	75	93.75	86.57
White	45.45	90.95	90.99
Two or More Races	0	87.14	90.59
Socioeconomically Disadvantaged	38.46	60.06	63.9
English Learners	21.21	48.6	55.44
Students with Disabilities	36.45	79.67	85.45
Foster Youth	37.5	39.02	68.19

Career Technical Education Programs

Foothill High School works very closely with SVCTE 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 of the course offerings.

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.