

# School Accountability Report Card Reported for School Year 2003-2004

*Published During 2004-2005*

## Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site <http://www.cde.ca.gov/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years (2001-02 and 2002-03). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

School Information		District Information	
<b>School Name</b>	Foothill High	<b>District Name</b>	East Side Union High
<b>Principal</b>	Soriano, Jer	<b>Superintendent</b>	Zendejas, Esperanza
<b>Street</b>	230 Pala Ave.	<b>Street</b>	830 N. Capitol Ave.
<b>City, State, Zip</b>	San Jose, CA 95127-1862	<b>City, State, Zip</b>	San Jose, CA 95133-1316
<b>Phone Number</b>	408-928-9100	<b>Phone Number</b>	408-347-5000
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## School Description and Mission Statement

Foothill High School is an alternative education school for the East Side Union High School District. Unlike most alternative/continuation school sites in the state, Foothill's campus was intended to be a small, flexible and supportive continuation site from the very beginning. It's an alternative option for students experiencing difficulty in the traditional school. Small class size of twenty-three students to each teacher and team teaching strategies, used regularly and well, promote individualized attention. Each student has a personalized learning plan and a homeroom teacher in a modified block schedule setting. Foothill has twenty-seven certificated and classified staff. The staff serves a diverse school population of about (425) students coming from urban middle class and low socio-economic families.

Foothill High School serves a culturally and economically diverse student population by means of distinct small learning communities. These SLC's include CORE, Transition, The Family Learning Center for young parents program, New Directions Special Day Class, and 21<sup>st</sup> Century. Students are referred to Foothill High School from the eleven comprehensive East Side Union High School District schools for many reasons. Students may be referred because they are deficient in credits, have major disciplinary problems, low academic skills, truancy, and social or emotional problems.

Foothill's Mission Statement: To provide a safe and caring learning environment for each student in order that she/he may achieve academic, personal, and social development required to continue learning, pursue post-secondary education, compete in a dynamic job market and make positive contributions to our diverse, democratic society.

## Opportunities for Parental Involvement

<b>Contact Person Name</b>	Soriano, Jer	<b>Contact Person Phone Number</b>	408-928-9100

## I. Demographic Information

### Student Enrollment, by Grade Level

Data reported is the number of students in each grade level as reported by the California Basic Educational Data System

(CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	1
Grade 1	0	Grade 10	57
Grade 2	0	Grade 11	156
Grade 3	0	Grade 12	296
Grade 4	0	Ungraded Secondary	0
Grade 5	0		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	510

## Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	34	6.7	Hispanic or Latino	354	69.4
American Indian or Alaska Native	3	0.6	Pacific Islander	9	1.8
Asian	44	8.6	White (Not Hispanic)	43	8.4
Filipino	23	4.5	Multiple or No Response	0	0.0

## II. School Safety and Climate for Learning

### School Safety Plan

<b>Date of Last Review/Update</b>	<b>06/11/04</b>	<b>Date Last Discussed with Staff</b>	<b>08/25/03</b>
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Foothill has a School Safety Team which meets on a monthly basis to discuss any campus or community incidences that relate to the Safety Emergency Action Plan. The committee consists of a parent(s), a student, classified, certificated, and the administration. The safety plan includes the mandated components of the Senate Bill 187 including:

- ?????????Child Abuse reporting procedures
- ?????????Routine and emergency disaster procedures
- ?????????Code Red
- ?????????Policies pursuant to Education Code 48915(c) and other designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- ?????????Procedures to notify teachers of potential dangerous students.
- ?????????Sexual Harassment Policy.
- ?????????Dress Code
- ?????????Safe ingress and egress to and from school.
- ?????????Safe and orderly environment conducive to learning rules and procedures on school discipline.

Other procedures in the Safety Plan to insure student safety include:

- ?????????Hate motivated crimes
- ?????????School community alerts on sexual predators.
- ?????????Suicides on campus
- ?????????Student Arrests

### School Programs and Practices that Promote a Positive Learning Environment

During the school year the school programs and practices that promote positive learning environment is on an on-going basis via staff/faculty in-service and collaborative meetings. The campus also consists of (MST) student service providers to assist students through conflict mediation, health and nutrition and gang, drug, and sex preventive awareness.

## Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2002	2003	2004	2002	2003	2004
<b>Number of Suspensions</b>	108	150	153	2109	2621	
<b>Rate of Suspensions</b>	.19	.16	.19	9.3	11.2	
<b>Number of Expulsions</b>	5	5	2	31	47	
<b>Rate of Expulsions</b>	.5	.38	.4	.1	.2	.

## School Facilities

Safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair. Description of the condition and cleanliness of the school grounds, buildings, and restrooms.

The school has recently planted trees on campus. The grounds are beautifully groomed. All classrooms and restrooms are clean and well maintained. There are no unsafe conditions.

## III. Academic Data

### Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. The NRT tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

### California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

### CST - All Students

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
<b>English-Language Arts</b>	12	10	6	30	31	33	32	35	36
<b>Mathematics</b>	10	8	4	15	17	16	31	35	34
<b>Science</b>	40	10	18	31	21	20	30	27	25
<b>History-Social Science</b>	7	6	9	21	25	27	28	28	29

### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
<b>English-Language Arts</b>	27		23		2		14
<b>Mathematics</b>			7		0		
<b>Science</b>					4		

History-Social Science			23		4		15
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## CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English-Language Arts	5	8	0	3	8		6	
Mathematics	4	4	0	5	4		4	
Science	20	18		15	19		18	
History-Social Science	7	11	2	5	10		9	

## Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

## NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	---	15	12	---	46	47	---	43	43
Mathematics	---	17	15	---	51	53	---	50	51

## NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	38		32		6		18
Mathematics	27		41		9		23

## NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Economically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	7	18	5	7	15		12	
Mathematics	15	14	12	10	16		15	

## Local Assessment

Data reported are the percent of students meeting or exceeding the district standard. As a continuation high school, Foothill has no match scores.

Grade Level	Reading			Writing			Mathematics		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
9									
10									
11									
12									

## California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

**As a continuation high school, Foothill does not offer Physical Education.**

**Academic Performance Index (API)**

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Growth Targets:** The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

**Statewide Rank:** Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

**Schoolwide API (ASAM is in lieu of the API)**

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
Percent Tested				Percent Tested			90
API Base Score				API Growth Score			409
Growth Target				Actual Growth			
Statewide Rank							
Similar Schools Rank							

**API Subgroups - Racial/Ethnic Groups**

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
<b>African-American</b>				<b>African-American</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
<b>Asian</b>				<b>Asian</b>			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score				API Growth Score			360
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score				API Growth Score			
Growth Target				Actual Growth			

### API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2001	2002	2003		From 2001 to 2002	From 2002 to 2003	From 2003 to 2004
API Base Score				API Growth Score			387
Growth Target				Actual Growth			

### State Award and Intervention Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

### Federal Intervention Programs

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		---
Year in Program Improvement		---
Year Exited Program Improvement		---
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Identified for Program Improvement	---	5.6

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "Yes" in the following table displaying Overall AYP Status indicated that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students	---	No	No	---	No	No
All Students	---	No	No	---	Yes	Yes
African American	---	n/a	n/a	---	Yes	Yes
American Indian or Alaska Native	---	n/a	n/a	---	n/a	n/a
Asian	---	n/a	n/a	---	Yes	Yes
Filipino	---	n/a	n/a	---	Yes	Yes

Hispanic or Latino	---	n/a	n/a	---	Yes	Yes
Pacific Islander	---	n/a	n/a	---	n/a	n/a
White (not Hispanic)	---	n/a	n/a	---	Yes	Yes
Socioeconomically Disadvantaged	---	n/a	n/a	---	Yes	Yes
English Learners	---	n/a	n/a	---	Yes	Yes
Students with Disabilities	---	n/a	n/a	---	No	No

## IV. School Completion (Secondary Schools)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
<b>Enrollment (9-12)</b>	509	541	524	24282	23664	24332	1735576	1772417	1830664
<b>Number of Dropouts</b>	51	83	99	601	438	737	47899	48210	58493
<b>Dropout Rate (1-year)</b>	10.0	15.3	18.9	2.5	1.9	3.0	2.8	2.7	3.2
<b>Graduation Rate</b>	45.7	83.8	89.6	82.6	83.8	89.6	86.7	87.0	86.7

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by grade level, as reported by CBEDS.

**Foothill's average class size is (20) per the Collective Bargaining Agreement. The max size is (23) students per class.**

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area, as reported by CBEDS.

Subject	2002			2003			2004		
	Avg	Count	Count	Avg	Count	Count	Avg	Count	Count
<b>English</b>	21.1	24	11	19.1	32	1	20.0	21	2
<b>Mathematics</b>	18.8	5	1	18.7	6		19.1	7	
<b>Science</b>	19.6	4	1	18.5	4		22.3	2	2
<b>Social Science</b>	21.7	9	5	18.1	11	2	21.6	9	2

### Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

## VI. Teacher and Staff Information

## Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
<b>This School</b>	51.7	---
<b>All Schools in District</b>	---	14.0
<b>High-Poverty Schools in District</b>	---	51.7
<b>Low-Poverty Schools in District</b>	---	15.3

## Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1". If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2002	2003	2004
<b>Total Teachers</b>	21	31	28
<b>Teachers with Full Credential</b>	16	21	19
<b>Teachers Teaching Outside Subject Area</b> (full credential but teaching outside subject area)			
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	4	3	3
<b>Pre-Internship</b>	0	2	2
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	9	10	6
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)	0	0	0

## Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
<b>Misassignments of Teachers of English Learners</b>	---	---	---
<b>Total Teacher Misassignments</b>	---	---	---

## Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
<b>Doctorate</b>	0.0	1.5
<b>Master's Degree plus 30 or more semester hours</b>	25.0	16.7
<b>Master's Degree</b>	21.4	15.5
<b>Bachelor's Degree plus 30 or more semester hours</b>	25.0	50.5
<b>Bachelor's Degree</b>	28.6	15.6
<b>Less than Bachelor's Degree</b>	0.0	0.2



## Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
<b>Vacant Teacher Positions</b>	---	---	---

## Teacher Evaluations

Teachers are evaluated every other year per district and state policy.

## Substitute Teachers

Only as needed and are required to ensure student safety and positive learning environment in the classroom.

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
<b>Counselor</b>	1.0
<b>Librarian</b>	1.0
<b>Psychologist</b>	1.0
<b>Social Worker</b>	
<b>Nurse</b>	1.0
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	.5

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
1.0	510.0

## VII. Curriculum and Instruction

### School Instruction and Leadership

Each school year, the site administrator establishes a site based decision making team. The purview of this team includes, but is not limited to, modifications, changes, alterations, or termination of local school practices and procedures. The committee is solely responsible for its internal organization and procedures. In the alternative schools this committee is made up of the administrator, teachers and support personnel. The administrator has also met with the ITL's or Department Chairpersons in regards to practices and procedures.

### Professional Development

Teachers learned about material intended for students that had difficulties in passing the High School Exit Exam.

### Quality and Currency of Textbooks and Other Instructional Materials

As a continuation school, students are issued variable credits. Students use teacher development materials. Texts are used as references. Contract work is available to students that addresses the California State standards.

### Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K to 12, inclusive); and science laboratory equipment (for grades 9 to 12, inclusive), as appropriate. There are (2) computers/laptops per student.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts	
Mathematics	
Science	
History/Social Science	
Foreign Language	
Health	
Science Laboratory Equipment (grades 9-12)	

### Instructional Minutes

The California *Education Code* establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
9		64,800
10		64,800
11		64,800
12		64,800

### Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9		180 days
10		180 days
11		180 days
12		180 days

### Total Number of Minimum Days

Foothill has no minimum days, but has established (2) collaborative days per month. The school day consists of (210) minutes per day.

## VIII. Postsecondary Preparation (Secondary Schools)

### Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

## Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

Number of Students Enrolled in All Courses	Number of Students Enrolled In Courses Required For UC and/or CSU Admission	Percent of Students Enrolled In Courses Required For UC and/or CSU Admission
1569	747	47.6

## Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

Number of Graduates	Number of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission	Percent of Graduates Who Have Completed All Courses Required For UC and/or CSU Admission
88	0	0.0

## SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/sp/ai/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Grade 12 Enrollment	280	285	296	5590	5952	5927	365,907	385,181	395,194
Percent of Grade 12 Enrollment Taking Test	7.5	6.0	8.8	40.2	38.2	34.5	37.3	36.7	35.2
Average Verbal Score	538	537	477	453	460	469	490	494	496
Average Math Score	522	547	500	493	498	506	516	518	519

## College Admission Test Preparation Course Program

College admission test preparation are offered through E.V.C. (3) times a year.

## Degree to Which Students are Prepared to Enter Workforce

Students are matriculated through the workforce via CCOC, Work Experience, and Junior College Orientation visits throughout the school year.

## Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2002-2003 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students		
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma

## IX. Fiscal and Expenditure Data

County offices of education are not required to report average salaries and expenditures. The California Department of Education's School Fiscal Services Division does not calculate statewide average salary and expenditure information for

county offices of education.

### Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Detailed information regarding salaries may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0203.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,151	\$37,434
Mid-Range Teacher Salary	\$65,037	\$61,368
Highest Teacher Salary	\$83,384	\$77,698
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$95,819
Average Principal Salary (High)	\$119,531	\$108,194
Superintendent Salary	\$221,642	\$154,991
Percent of Budget for Teacher Salaries	38.0	38.4
Percent of Budget for Administrative Salaries	5.0	5.3

### Expenditures (Fiscal Year 2002-2003)

Data reported are total dollars expended in the district and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ec/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$183,626,468	\$7,626	\$6,977	\$6,822

### Types of Services Funded

Students attending Foothill High School are supported through many types of support groups that assist with alcohol and drug dependency, emotional, social concerns, gang, pregnancy and sexual transmitted diseases.