Pleasanton Unified School District
Foothill High School

Grades 9 through 12
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2013-14 School Accountability Report Card
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2014-15
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PLEASANTON UNIFIED SCHOOL DISTRICT
STRATEGIC PLAN

MISSION
Our students will make a better world.

VISION
Every student will be a resourceful, resilient,
responsible and engaged world citizen.

Principal's Message

Welcome to the 2014-15 school year. It is with a great deal of enthusiasm that I embark on my second year at Foothill High School. I always greet each school year with a renewed commitment to my primary goal of empowering students to achieve their educational potential. This goal is not easily reached. However, I am confident that Foothill has the necessary components of greatness to challenge and cultivate student engagement and success.

The Foothill community has many reasons to be proud: an Academic Performance Index (API) score of 886, a nationally-recognized array of extra and co-curricular programs and a dedicated staff of accomplished professionals. Foothill is undoubtedly one of the top high schools in the region, the state and the nation, but we must not let this record of success lead to complacency. Foothill aligns with the Pleasanton Unified School District's strategic plan to pursue college and career readiness for all of our students. We must continue to establish rich connections between the high school experience and the world beyond our classroom walls. Through the highest levels of professionalism, dedication and partnership, we will achieve these goals.

Foothill is committed to fostering a culture that provides every student with a safe and welcoming environment as well as a variety of opportunities to support student success. I encourage you to get involved. "School connectedness was found to be the strongest protective factor for both boys and girls to decrease substance use, school absenteeism, early sexual initiation, violence, and risk of unintentional injury (e.g., drinking and driving, not wearing seat belts)," according to the National Longitudinal Study of Adolescent Health. In this same study, school connectedness was second in importance, after family connectedness, as a protective factor against emotional distress, eating disorders and suicidal ideation and attempts.

We are grateful to the families and community of Pleasanton for their emphasis on the importance of education and support of student success. Resources provided by our generous support groups, particularly the PTO (formerly AABC), Athletic Boosters and Band Boosters, enhance our students' academic and extracurricular experiences at Foothill. We are proud of our students for having high expectations for themselves and their education and for their excitement about and pride in our school. Students and families, as you make Foothill your home, please get involved with our campus community. We believe that our students' connections to Foothill will define who we are and what we will become.

Success is never accomplished in isolation. The excellent staff of teachers, counselors, administrators and support personnel at Foothill is dedicated to helping students develop and achieve their individual goals. Administrators and counselors have an open-door policy for students with school-related concerns or personal issues. We value your feedback and encourage members of our educational community to approach us with ideas that can contribute to our vision.

I am excited about the partnerships we will build in the upcoming year. Through teamwork and valuing outside perspectives, I am committed to advancing the district's mission of students making the world a better place. I wish you the very best this school year. Go Falcons!

Mission Statement

The mission of Foothill High School is to nurture and stimulate the intellectual, emotional and physical growth of each student. Expected school-wide learning results emphasize four growth areas for all students:

• Become independent, life-long learners
• Live personal character
• Utilize essential skills
• Exercise active citizenship

School Profile

Foothill High School is located in the northwestern region of Pleasanton and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2013-14 school year, 2,158 students were enrolled, including 7.6% in special education, 2% qualifying for English Language Learner support, and 4.6% qualifying for free or reduced price lunch.

Student Enrollment by Ethnicity / Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African-Amer.	2.30%	Grade 9	533
Amer. Indian or Alaskan Native	0.70%	Grade 10	519
Asian	31.40%	Grade 11	543
Filipino	2.80%	Grade 12	563
Hisp. or Latino	8.60%		
Pacific Islander	0.50%		
Caucasian	51.00%		
Multi-Racial	2.70%		
		Total Enrollment	2,158

Student Achievement

Standardized State Assessments

Students at Foothill High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at Foothill High School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CST, CMA, and CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website http://star.cde.ca.gov.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Foothill High School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English Language Arts	82	81	79	82	84	82	54	56	55
Mathematics	51	50	44	72	73	72	49	50	50
Social Science	81	81	80	79	80	81	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Foothill High School			District			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (grades 5, 8, and 10)	85	83	81	88	87	89	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)	
Group	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)
All Students (District)	89
All Students (School)	81
Male	79
Female	83
African-Amer.	50
Amer. Indian or Alaskan Native	
Asian	86
Filipino	100
Hisp. or Latino	59
Pacific Islander	
Caucasian	83
Multi-Racial	94
English Learners	29
Economically Disadvantaged	43
Migrant Educ.	
Students with Disabilities	20

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment

(CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 98% of Foothill High School's tenth grade students who took the test passed the math portion of the exam and 96% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Foothill High School			PUSD			California		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English Language Arts	86	86	84	87	86	86	56	57	56
Mathematics	84	89	84	87	89	87	58	60	62

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2013-14						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	14	19	67	13	34	53
All Students (School)	16	20	64	16	35	48
Male	20	20	60	15	29	55
Female	12	20	68	17	43	41
African-Amer.	25	25	50	45	30	25
Asian	12	10	77	8	17	74
Filipino	14	21	64	14	43	43
Hisp. or Latino	33	33	35	35	52	13
Caucasian	15	21	64	14	44	42
English Learners	93	7		50	36	14
Economically Disadvantaged	48	30	21	39	52	9
Students with Disabilities	50	27	23	39	37	24

Note: 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.

Physical Fitness

In the spring of each year, Foothill High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14			
	Number of Standards Met:		
Grade Tested	Four of Six	Five of Six	Six of Six
Ninth	12.5%	18.8%	64.4%

Note: 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.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2011	2012	2013
Statewide Rank	10	10	10
Similar Schools Rank	6	5	4

Results generated from 2011, 2012, and 2013 Base API Reports

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index (API) Three Year Performance Comparison			
	Increase/Decrease in API Score		
Results	2010-11	2011-12	2012-13
Schoolwide - All Students	-4	3	-15
Ethnic Subgroups			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	3	4	-12
Filipino	*	*	*
Hisp. or Latino	9	12	-46
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	-7	6	-13
Other Subgroups			
Students with Disabilities	-9	31	-71
Economically Disadvantaged	*	*	*
English Learners	*	*	*

* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Adequate Yearly Progress

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 assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Indicator	Site	PUSD
Overall Results	No	*
Participation Rate		
English Language Arts	Yes	*
Mathematics	Yes	*
Percent Proficient		
English Language Arts	No	*
Mathematics	No	*
Met API Criteria	N/A	*
Graduation Rate	Yes	N/A

A "" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.*

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, Foothill High School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2014-15		
	Site	PUSD
PI Status	Not in PI	In PI
First Year of PI	N/A	2012-2013
Year in PI	N/A	Year 2
No. of Schools Currently in PI		3
% of Schools Currently in PI		20.0%

Note: Cells with N/A values do not require data.
*DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in *Teacher Assignment*, including the Teacher Credentials & Misassignments & NCLB Compliance charts; *Instructional Materials*, including the Textbooks chart; and *School Facilities & Maintenance*, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in *Standardized State Assessments*, including the STAR Results and CAASPP charts; *Academic Performance Index*, including API chart; and *College Preparation & Work Readiness*, including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in *California High School Exit Exam*, including the CAHSEE charts; and *Physical Fitness*, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in *Parent Involvement*.

Pupil Engagement – State Priority 5: Covered in *Dropouts* and in *Graduation Requirements*, including Dropout & Graduation Rates and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in *Discipline & Climate for Learning*, including Suspension & Expulsion chart; and *School Site Safety Plan.*

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school marquee, the school website, eConnection, Talon Talk, an electronic bi-weekly newsletter, monthly meetings with the principal, administrative team (Friday Forum), and the electronic marquee. Contact the school office at (925) 461-6600 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone
Library Helper
Office Helper
Test Proctor Volunteer

Committees
English Learner Advisory Council
School Site Council
Foothill Athletic Booster Club
Foothill Band Booster Clubs
Parent Teacher Organization (PTO)

School Activities
Sports Events
Student Performances
Friday Forum
Student Registration
Dances

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Foothill High School's original facilities were built in 1973; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

• Plaster repairs to pool
• Ground squirrel eradication program in effect
• Installation of art work (uncontained potential), sculptures, representing arts program of the school
• Conversion of two classrooms to PLTW (project lead the way) for engineering pathway
• Resurfacing of student parking lot
• Installation of new parking signs
• Installation of sound system & projector in MPR
• Installation of 13 security cameras on campus (November 2014)

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two day custodians and five evening custodians are assigned to Foothill High School. The day custodians are responsible for:

• Classroom cleaning
• Groundskeeping
• Restroom cleaning
• Event setup/cleanup
• Hall maintenance
• Lunch cleanup
• Gym and parking lot cleaning
• General facility calls

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

• Classroom cleaning
• Office area cleaning
• Restroom cleaning
• Event setup/cleanup
• Cafeteria cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1973
Acreage	43.60
Square Footage	207,671
	Quantity
Permanent Classrooms	114
Portable Classrooms	7
Restrooms (sets)	7
Computer Lab(s)	4
Gymnasium(s)	2
Staff Lounge(s)	4
Cafeteria	1
Multipurpose Room(s)	1
Library	1
Community Classroom	1

Deferred Maintenance

Foothill High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, Foothill High School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

Facilities Inspection

The district's maintenance department inspects Foothill High School on an annual basis in accordance with Education Code §17592.72(c)(1). Foothill High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 29, 2014. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Wednesday, October 29, 2014			
Item Inspected	**Repair Status**		
	Good	Fair	Poor
1. Gas Leaks	✔		
2. Mechanical Systems	✔		
3. Windows/ Doors/ Gates (Interior and Exterior)	✔		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✔		
5. Hazardous Materials (Interior & Exterior)	✔		
6. Structural Damage	✔		
7. Fire Safety	✔		
8. Electrical (Interior & Exterior)	✔		
9. Pest/ Vermin Infestation	✔		
10. Drinking Fountains (Interior & Exterior)	✔		
11. Restroom	✔		
12. Sewer	✔		
13. Playgrounds/ School Grounds	✔		
14. Roofs	✔		
15. Overall Cleanliness	✔		

Overall Summary of School Facility Good Repair Status			
Exemplary	**Good**	**Fair**	**Poor**
✔			

Rating Description
Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not signifcant and/or impact a very small area of the school.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators and campus supervisors patrol the campus, entrance areas, and designated common areas. Administrators, campus supervisors, and the school resource officer monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators and campus supervisors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner. As of November 2014, 13 security cameras were installed throughout the campus to increase the safety of students and staff.

Foothill High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Foothill High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in January 2014.

Classroom Environment

Discipline & Climate for Learning

Foothill High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	11-12	12-13	13-14
Site			
# of Students Suspended	132	92	91
# of Students Expelled	0	0	4
PUSD			
# of Students Suspended	471	324	331
# of Students Expelled	4	4	11
California			
# of Students Suspended	366629	329370	279383
# of Students Expelled	9553	8266	6611

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction			
2011-12			
	Avg. Class Size	**Number of Classrooms**		
Subject		**1-22**	**23-32**	**33+**
English	25.6	20	25	31
Mathematics	26.9	13	33	22
Science	30.1	5	20	27
Social Science	28.8	8	12	32
2012-13			
	Avg. Class Size	**Number of Classrooms**		
Subject		**1-22**	**23-32**	**33+**
English	26.0	20	43	25
Mathematics	29.0	11	26	36
Science	30.0	4	41	15
Social Science	30.0	9	18	47
2013-14			
	Avg. Class Size	**Number of Classrooms**		
Subject		**1-22**	**23-32**	**33+**
English	26.0	17	49	18
Mathematics	27.0	16	31	30
Science	32.0	2	22	30
Social Science	27.0	17	22	39

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

Dropouts

Foothill High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring attendance, holding Student Attendance Review Team meetings, monitoring student achievement data (e.g. grades, standardized test results- STAR, CAHSEE), monitoring student discipline and behavior data, AVID classes, Academic Support classes, Reading Improvement classes, and an after school peer tutoring program in the library. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2012-13 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Dropout & Graduation Rates			
Site			
	10-11	11-12	12-13
Dropout Rate	0.9%	0.4%	1.1%
Graduation Rate	97.6%	98.9%	97.6%
PUSD			
	10-11	11-12	12-13
Dropout Rate	2.0%	2.1%	2.1%
Graduation Rate	95.7%	95.7%	95.3%
California			
	10-11	11-12	12-13
Dropout Rate	14.7%	13.1%	11.4%
Graduation Rate	77.1%	78.9%	80.4%

Graduation Requirements

Students must accumulate 230 course credits, pass the math portion of CAHSEE, pass the language arts portion of CAHSEE, and earn a passing grade in Algebra 1 to receive a high school diploma from Foothill High School. Alternative methods of acquiring a diploma are available through the Continuation School for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Foothill High School. The following table illustrates the percentage of students graduating from Foothill High School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2012-13**		
Foothill High School	**PUSD**	**California**
98.0 %	95.3 %	80.4 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published
** Most current information available

Completion of High School Graduation Requirements for the Graduating Class of: 2013			
Group	Site	PUSD	State
All Students	98%	93%	84%
African-Amer.	85%	84%	75%
Amer. Indian or Alaskan Native	100%	81%	77%
Asian	98%	98%	92%
Filipino	100%	91%	92%
Hisp. or Latino	100%	91%	80%
Pacific Islander	100%	100%	84%
Caucasian	98%	92%	90%
Multi-Racial	100%	100%	89%
English Learners	90%	66%	53%
Economically Disadvantaged	100%	89%	82%
Students with Disabilities	73%	62%	60%

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Foothill High School revolve around the Common Core State Standards. During the 2013-14 school year, Foothill High School held staff development devoted to:

- Data Analysis
- Instructional Strategies
- WASC Activities
- Common Assessments
- Data on Student Achievement
- WASC Preparation
- Goal Setting (SMART)
- Homework & Grading
- Bullying/Cyberbullying
- Drug Identification & Awareness
- Depression/Suicide Awareness
- OARS Training
- Serving underserved Students/EQUITY
- Planning & Assessment
- Common Core State Standards
- Mandated Reporting
- Curriculum Committees
- WICOR Strategies

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Foothill High School supports ongoing professional growth throughout the year on weekly minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2013-14 school year, Foothill High School's teachers attended the following events hosted by the Pleasanton Unified School District:

- SMART Boards
- Bridging the Achievement Gap Using SMART Technologies and Treasures/Tesoros
- Implementing iCommunication in the Classroom
- Special Education Job Alike
- Getting Started with Google Sites
- Technical Writing for Science Class
- Greater Good Summer Institute for Educators
- Learning Circles Seminar Series
- CHSSP (California History/Social Studies Project)
- Google in Education California Summit
- Universal Design for Learning (UDL) and the Common

Core Standards
- IntegratED Conference - Improving Education with Technology
- World Language Collaboration
- Standards of Mathematical Practice
- Math Articulation from Middle to High School

Foothill High School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
3	3	3

Instructional Materials

All textbooks used in the core curriculum at Foothill High School are currently being aligned to the Common Core State Standards. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Tuesday, November 18, 2014, the Pleasanton Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 2014-2015.08 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, Pleasanton Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
1999	Harcourt School Publishers, *Adventures in English Literature*	0 %
2007	Holt McDougal, *Holt Elements of Literature*	0 %
2007	Pearson Prentice Hall, *Timeless Voices, Timeless Themes*	0 %
2007	Pearson Prentice Hall, *Writing and Grammar Communication in Action*	0 %
History-Social Science		
2007	Glencoe/McGraw-Hill, *Economics: Principles and Practices*	0 %
2007	Glencoe/McGraw-Hill, *World Geography and Cultures*	0 %
2007	Holt McDougal, *Holt American Anthem, Modern American History*	0 %
2007	Houghton Mifflin, *Earth and It's People*	0 %
2007	McGraw Hill, *American History*	0 %
2007	Pearson Prentice Hall, *Economics Principles in Action*	0 %
2007	Pearson Prentice Hall, *Magruder's American Government*	0 %
2007	Pearson Prentice Hall, *World History: The Modern World*	0 %
Mathematics		
2003	Glencoe/McGraw-Hill, *Algebra 2*	0 %
2003	Glencoe/McGraw-Hill, *Algebra: Concepts and Applications*	0 %
2003	Glencoe/McGraw-Hill, *Geometry*	0 %
2003	Glencoe/McGraw-Hill, *Geometry: Concepts and Applications*	0 %
2005	Glencoe/McGraw-Hill, *Mathematics with Business Applications*	0 %
2003	Glencoe/McGraw-Hill, *Pre-Algebra*	0 %
2007	Key Curriculum Press, *Problem Solving Strategies*	0 %
2003	McDougal Littell, *Algebra 2*	0 %
2003	McDougal Littell, *Geometry*	0 %
2007	Pearson, *Calculus*	0 %
2003	Pearson Prentice Hall, *Algebra 2*	0 %
2003	Pearson Prentice Hall, *Algebra I*	0 %
2003	Pearson/Addison Wesley, *Precalculus*	0 %
Science		
2008	Glencoe/McGraw Hill (Sopris West), *Physics, Principles and Problems*	0 %
2006	Glencoe/McGraw-Hill, *Glencoe Health*	0 %
2008	McDougal Littell, *Biology*	0 %
2008	McDougal Littell, *World of Chemistry*	0 %
2008	Pearson, *Biology*	0 %
2001	Pearson Prentice Hall, *Biology, The Web of Life*	0 %
2008	Pearson Prentice Hall, *Chemistry*	0 %
2009	Pearson Prentice Hall, *Conceptual Physics*	0 %
	Science Laboratory Equipment	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

School Leadership

The principal works closely with the vice principals and head counselor alongside the school Instructional Leadership Team to provide a well-balanced, rigorous core curriculum aligned with state standards. Principal Jason Krolikowski is responsible for the day-to-day operations of the school and overall instructional program. Coordinating efforts with the Principal is the Instructional Leadership Team, comprised of the principal, vice principals, head counselor, and department chairs. The Instructional Leadership Team

meets monthly throughout the year to discuss progress in meeting student learning needs and identifying areas for improvement. In addition to this core leadership team, shared and collaborative leadership is encouraged and developed through teacher leader teams including the WASC Focus Group Leaders, Equity Committee, and the Climate Task Force.

Principal Jason Krolikowski has been in the educational field for 16 years and serving Foothill High School for two years (as of 2013-14). Previous positions held in other schools includes (most recent first): Assistant Principal at Dougherty Valley High School, Alhambra High School, and DeAnza High School. Principal Jason Krolikowski began as a Physical Education Teacher and Head Football Coach at Lowell High School. Principal Jason Krolikowski holds a bachelor's degree in Physical Education, a master's degree in Educational Leadership, a Single Subject Teaching Credential and a Clear Administrative Services Credential.

College Preparation & Work Readiness

College Preparation Courses
Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

Admission Requirements for California 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 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 admission requirements please visit the University of California Website at http://www.universityofcalifornia.edu/admissions/general.html.

California State University
Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Website at http://www.calstate.edu/admission/.

Courses for UC/CSU Admission	
	%
2013-14 Students enrolled in courses required for UC/CSU admission	80.7
2012-13 Graduates who completed all courses required for UC/CSU admission	74.4

Advanced Placement
In 2013-14, Foothill High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2013-14		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	2	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	9	N/A
Mathematics	11	N/A
Science	8	N/A
Social Science	25	N/A
All Courses	59	0.8

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

Workforce Preparation
Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Foothill High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

• Regional Occupational Programs
• Workability
• Work Co-Op
• Career Pathways
• Vocational Education Courses
• Career Academies
• Project Lead the Way

Individual student assessment of work readiness skills takes place through: End of course exams; completion of course-required projects; on-the-job observation; and classroom observation.

Work experience students are partnered with local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Regional Occupational Programs (ROP) are offered in partnership with the the Tri-Valley Regional Occupational Center. A variety of career technical education courses are available to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. Courses include: Alternative/Renew Energy, Animation & Motion Graphics I and II, AP Environmental Science, Auto Collision Rep I and II, Automotive Repair & Engine Rebuild, Career/Prep, Cosmetology, Crime Scene Investigation, Criminal Justice/CSI, Developmental Psychology I and II, Economics & Business, Manicurist, Marketing, Medical Occupations, Multimedia I and II, Nursing Careers, Small Engines/Motorcycles, Sports & Entertainment, Sports Medicine, Television Production, Video Game Design, Visual Communications I and II,and Water Pollution Control.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan. During the 2013-14 school year, Foothill High School offered the following career technical education programs as elective courses: Business Pathway, Health and Bio Science Pathway, Arts Pathway, Media & Entertainment Pathway, Public & Human Services Pathway, Culinary Arts Pathway, Catering, Child Growth/Development, Health and Society I, and Intro Health Science.

Foothill High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Foothill High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. The CTE table in this report shows the total number of students participating in the district's CTE courses and regional occupational programs and program completion rates. For more information on career technical programs, ROP, workability, partnership academies, and work experience, visit the state's career technical website at http://www.cde.ca.gov/ci/ct/.

Career Technical Education (CTE) Program Participation 2013-14	
Total number of students participating in CTE programs	177
Percentage of students completing CTE program and earning a high school diploma	100.0 %
Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education	72.0 %

Professional Staff

Counseling & Support Staff
Foothill High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Foothill High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE
Academic Counselor	5	4.2
Adaptive PE	1	0.40
Child Welfare	1	0.20
Counselor (At-Risk)	1	0.80
Health Clerk	1	1.0
Hearing Therapist	1	0.20
Library Technician	1	1.0
Nurse	1	*
Psychologist	1	1.0
Speech Therapist	1	1.0
Technology Specialist	1	1.0

* as needed
Counselor-to-Student Ratio: 1:432
Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment
During the 2013-14 school year, Foothill High School had 90 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core

academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2013-14		
	Taught by NCLB-Compliant Teachers	Taught by non- NCLB-Compliant Teachers
Foothill High School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	Site			PUSD
	12-13	13-14	14-15	14-15
Total Teachers	95	93	92	672
Teachers with full credentials	94	90	89	667
Teachers without full credentials	1	3	3	5
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	1

Note: "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.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2012-13		
	PUSD	State Average of Districts in Same Category
Beginning Teacher Salary	$55,646	$41,318
Mid-Range Teacher Salary	$80,752	$65,615
Highest Teacher Salary	$98,045	$84,981
Superintendent Salary	$220,000	$206,292
Average Principal Salaries:		
High School	$136,959	$121,455
Percentage of Budget:		
Teacher Salaries	49%	40%
Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Student

For the 2012-13 school year, Pleasanton Unified School District spent an average of $7,838 of total general funds to educate each student (based on 2012-13 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the district received categorical, special education, and support programs funds for:

• Class Size Reduction, Grades K-3 (optional)
• Economic Impact Aid (EIA)
• Education Protection Account
• Lottery: Instructional Materials
• Other Local: Locally defined
• Special Education
• State Lottery
• Title I, II, III
• Transportation
• Transportation: Special Education
• Vocational Programs

Expense of Education Per Pupil 2012-13					
	Dollars Spent per Student				
	Site	PUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	2047	N/A	N/A	N/A	N/A
Total**	$5,289	N/A	N/A	N/A	N/A
Restr.†	$297	N/A	N/A	N/A	N/A
Unrestr.††	$4,992	$4,854	102.84	$4,690	106.44
Avg. Teacher Salary	$83,324	$85,446	97.52	$69,360	120.13

* Average Daily Attendance

** Total Restricted and Unrestricted $ per student

† Restricted (Supplemental) $ per student

†† Unrestricted (Basic) $ per student

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

SARC Data

DataQuest
DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Foothill High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location
Parents may access Foothill High School's SARC and access the internet at any of the county's public libraries. The closest public library to Foothill High School is Pleasanton Public Library.

Address: 400 Old Bernal Ave., Pleasanton
Phone Number: (925) 931-3400
WebSite: http://www.ci.pleasanton.ca.us/library.html
Number of Computers Available: 24

Disclosure
The statistical information disclosed in this report is obtained from the California Department of Education and the Pleasanton Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2014. Data to prepare the school facilities section were acquired in November 2014.

Nondiscrimination
The District's programs and activities shall provide equal access to and shall not unlawfully discriminate based on actual race, color, ancestry, national origin, ethnic group identification, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics and against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; students preparing for nontraditional fields; single parents and single pregnant females; displaced homemakers; and students with limited English proficiency. (20 USC 2302, 2354, 2373)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)