

Foothill High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Foothill High School
Street	4375 Foothill Road
City, State, Zip	Pleasanton, CA 94588
Phone Number	PH: (925) 461-6600 FAX: (925) 461-6633
Principal	Sebastian Bull
Email Address	sbull@pleasantonusd.net
School Website	https://www.foothillfalcons.org/
County-District-School (CDS) Code	01 75101 0130096

2023-24 District Contact Information

District Name	Pleasanton Unified School District
Phone Number	(925) 462-5500
Superintendent	David Haglund, Ed.D.
Email Address	dhaglund@pleasantonusd.net
District Website	www.pleasantonusd.net

2023-24 School Description and Mission Statement

School Description

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 2023-24 school year, 2,198 students were enrolled, including 9.6% in special education, 3.9% qualifying for English Learner support, and 12.6% qualifying for free or reduced price lunch.

Mission Statement

Foothill High School's mission is to educate, empower, and inspire all students to become caring, contributing citizens able to succeed in an ever-changing world. We are committed to focusing on instructional rigor, cultivating individual academic success, and creating a community of respect and responsibility.

Student Learning Outcomes (SLO's). Upon graduation, Foothill students will be able to exhibit these traits and expected learning outcomes:

Flexibility- All students will become more flexible, resilient, and confident as they navigate new challenges.

Accountability in Technology- All students will utilize technology safely and responsibly in order to access, analyze, and evaluate information as well as create and share content for personal and professional purposes.

Lifelong Learning- All students will become lifelong learners through earnest inquiry, critical thinking, and persistence.

College & Career Readiness- All students will develop speaking, writing, and problem-solving skills leading to college and career readiness.

Openness & Outreach- All students will practice empathy, civility, and integrity to become valuable members of their communities.

Networking- All students will learn to communicate and collaborate effectively, respectfully, and responsibly in written, spoken, and digital formats.

2023-24 School Description and Mission Statement

Student Well-Being- All students will strive for a balanced lifestyle and develop healthy habits for their own mental, emotional, and physical well-being.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	569
Grade 10	505
Grade 11	575
Grade 12	550
Total Enrollment	2,199

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7%
Male	51.8%
American Indian or Alaska Native	0.1%
Asian	47.3%
Black or African American	1.5%
Filipino	2%
Hispanic or Latino	10.9%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	6.1%
White	31.7%
English Learners	3.3%
Foster Youth	0%
Homeless	0.3%
Socioeconomically Disadvantaged	8%
Students with Disabilities	8.8%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	80.30	85.82	572.20	89.80	228366.10	83.12
Intern Credential Holders Properly Assigned	1.40	1.53	1.40	0.22	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.60	10.35	57.00	8.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	2.29	6.40	1.02	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	93.60	100.00	637.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	84.30	92.05	551.00	90.32	234405.20	84.00
Intern Credential Holders Properly Assigned	0.30	0.43	4.30	0.72	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.10	2.36	11.70	1.92	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	0.37	4.70	0.78	11953.10	4.28
Unknown	4.30	4.78	38.10	6.25	15831.90	5.67
Total Teaching Positions	91.60	100.00	610.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.60	1.00
Misassignments	9.00	1.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	9.60	2.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	1.10	0.30
Total Out-of-Field Teachers	2.10	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.5	7.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.6	6.7

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Instructional Materials

All textbooks used in the core curriculum at Foothill High School are currently being aligned to the California 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, September 22, 2022, 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 2022-2023.09 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 2022-23 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.

Year and month in which the data were collected

November 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017- Pearson myPerspectives, 2017- National Geographic/Cengage- Edge, Inside the USA, 2017-Houghton Mifflin English 3D, 2016- Norton Anthology of African American Literature	Yes	0
Mathematics	2016- Stewart Calculus, 2015- HMH Algebra 1, 2015- HMH Algebra 2, 2015- HMH Geometry, 2015- CPM Core Connection Geometry, 2015- CPM Core Connections Algebra 2, 2015- CPM Core Connections Pre Calculus, 2015- W H Freeman Practice of Statistics, 2016- CPM Calculus, 2016- CPM Precalculus , 2016- CPM Algebra 2, 2016- CPM Geometry, 2016- For All Practical Purposes, 2016- Finney Calculus, Multivariable Calculus- Cengage	Yes	0
Science	2017: Pearson/Campbell- AP Biology in Focus, Cengage-Zumdahl Chemistry, Wiley- Fundamentals of AP Physics, Cengage- Living in the Environment ,2008:Glencoe Health, 2009: Prentice Hall- Conceptual Physics, 2019: Pearson- Biology, Physics, Chemistry, Anatomy and Physiology, McGraw Hill- Zoology, Botany 2001: Scott Foresman- Biological Science, Physical Science, 2009: Paradigm- Biotechnology, 2022 Earth Science Glencoe	Yes	0
History-Social Science	2020 : TCI- Global Studies, World History, US History, Civics. McGraw Hill- Economics. 2019: Pearson- AP Human Geography. 2019: Bedford Freeman and Worth- AP Psychology, AP US History, AP Economics. 2020: W.W. Norton-AP World History. 2020: Bedford Freeman and Worth- AP Government and Politics.	Yes	0

Foreign Language	2022 ASL Deafined: Digital Access ASL Deafined: 2022 Chemins 1, 2, 3, Themis AP French Language and Culture , Perspectives A Cultural Approach Vista Higher Learning :2022: Adventures in Japanese 1, 2, 3, 4th Edition, Dekiru. An AP Japanese Prep. Course Cheng & Tsui Company: Epic 2021 Korean Level 1, 2, 3 Foundation of Korean Language: 2022 Senderos 1, 2, 3, Temas. AP Spanish Language & Culture, Vista Higher Learning: 2022 Azulejo. Literature and Culture Course Wayside Publishing	Yes	
Health	2006- Glencoe Health	Yes	
Visual and Performing Arts	2007- The Visual Experience, Discovering Drawing, Experience Clay, Hands in Clay, Video Digital Communication & Production, Black and White Photography, Focus on Photography, Beginning Sculpture, Art Through the Ages. 2008- The Visual Experience, Hands in Clay,	Yes	

School Facility Conditions and Planned Improvements

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, many due to the Measure I1 Bond funding:

- Updates to the wifi system on campus.

*New gates installed on parts of campus to help secure the campus in some areas.

*Emergency generator was repaired.

*New intercom and clock system installed in every classroom.

*New phone system installed that is synced to the intercom system to maintain consistent communication.

*Grass fields have been improved with new irrigation lines and leveling off the fields.

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
- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning
- Restroom cleaning
- Event setup/cleanup
- Hall maintenance
- Lunch cleanup
- Gym and parking lot cleaning
- General facility calls

* Checking the pool levels

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 and site coordinator communicate with custodial staff daily concerning maintenance and school safety issues.

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.

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 1/2/19. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2020-21, all restrooms were fully functional and available for student use.

Year and month of the most recent FIT report

8/1/2023

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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			

Overall Facility Rate

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	83	86	78	78	47	46
Mathematics (grades 3-8 and 11)	73	70	73	74	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	569	486	85.41	14.59	85.77
Female	291	244	83.85	16.15	90.16
Male	273	239	87.55	12.45	81.59
American Indian or Alaska Native	--	--	--	--	--
Asian	251	232	92.43	7.57	92.67
Black or African American	--	--	--	--	--
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	57	44	77.19	22.81	75.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	48	43	89.58	10.42	81.40
White	190	145	76.32	23.68	81.38
English Learners	13	5	38.46	61.54	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	31	67.39	32.61	54.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	56	40	71.43	28.57	40.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	568	480	84.51	15.49	69.58
Female	291	247	84.88	15.12	70.85
Male	272	230	84.56	15.44	69.13
American Indian or Alaska Native	--	--	--	--	--
Asian	251	234	93.23	6.77	83.33
Black or African American	--	--	--	--	--
Filipino	11	10	90.91	9.09	--
Hispanic or Latino	57	45	78.95	21.05	57.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	48	42	87.50	12.50	64.29
White	190	139	73.16	26.84	55.40
English Learners	13	6	46.15	53.85	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	31	67.39	32.61	41.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	31	56.36	43.64	29.03

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	58.60	64.58	63.15	62.89	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1114	926	83.12	16.88	64.58
Female	556	447	80.40	19.60	69.13
Male	551	475	86.21	13.79	60.42
American Indian or Alaska Native	--	--	--	--	--
Asian	516	480	93.02	6.98	77.29
Black or African American	21	18	85.71	14.29	11.11
Filipino	22	21	95.45	4.55	80.95
Hispanic or Latino	103	76	73.79	26.21	46.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	78	67	85.90	14.10	67.16
White	369	259	70.19	29.81	48.65
English Learners	23	11	47.83	52.17	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	15	14	93.33	6.67	71.43
Socioeconomically Disadvantaged	94	73	77.66	22.34	45.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	92	53	57.61	42.39	18.87

2022-23 Career Technical Education Programs

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 2020-2021 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 post secondary education and the careers of their choice. 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/>.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1005
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	99.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	98.88
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	81.45

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	87.3%	84.3%	86.8%	84.8%	87.0%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent Involvement

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

Parents stay informed on upcoming events and school activities through flyers, the school website, eConnection, Talon Talk, an electronic bi-weekly newsletter, quarterly meetings with the principal and the administrative team ("Friday Forum"), attending PTSA general meetings and hearing the Principals Report, and information shared on social media accounts for the school. Information is also shared out via email with written or video updates from the administrative team to improve communication. 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

2023-24 Opportunities for Parental Involvement

Test Proctor Volunteer
AVID Tutor

Committees:

English Learner Advisory Council (ELAC)
District English Learner Advisory Council -FHS Representative (DELAC)
School Site Council (SSC)
Foothill Athletic Booster Club (FAB)
Foothill Band Booster Club
Parent Teacher Student Association (PTSA)

School Activities:

Sports Events
Student Performances
Friday Forum
Student Registration
Dances
Drama performances
Music performances (Band, Orchestra, Jazz Band, Choir, etc)

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.9	2.2	1.8	3.2	2.2	2.5	9.4	7.8	8.2
Graduation Rate	98.1	97.1	96.9	96	96.3	95.4	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	553	536	96.9
Female	271	263	97.0
Male	279	271	97.1
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	267	262	98.1
Black or African American	11	11	100.0
Filipino	11	11	100.0
Hispanic or Latino	51	46	90.2
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	28	26	92.9
White	180	175	97.2
English Learners	26	24	92.3
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	66	60	90.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	44	39	88.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2261	2232	253	11.3
Female	1081	1067	110	10.3
Male	1170	1155	141	12.2
Non-Binary	10	10	2	20.0
American Indian or Alaska Native	3	3	1	33.3
Asian	1061	1051	68	6.5
Black or African American	42	36	9	25.0
Filipino	44	44	4	9.1
Hispanic or Latino	251	246	43	17.5
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	135	135	13	9.6
White	715	707	115	16.3
English Learners	83	79	22	27.8
Foster Youth	2	1	1	100.0
Homeless	9	9	4	44.4
Socioeconomically Disadvantaged	211	204	42	20.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	207	202	51	25.2

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.17	2.57	2.43	0.11	1.91	1.65	0.20	3.17	3.60
Expulsions	0.00	0.09	0.00	0.00	0.06	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.43	0
Female	1.48	0
Male	3.33	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.41	0
Black or African American	9.52	0
Filipino	0	0
Hispanic or Latino	4.38	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.7	0
White	2.66	0
English Learners	8.43	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	6.64	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.7	0

2023-24 School Safety Plan

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 was discussed with school staff in September 2020. The School Site Council will review the plan and it is approved every year following discussion of the yearly goals for school safety.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	16	18	47
Mathematics	31	6	29	35
Science	29	7	43	7
Social Science	30	12	18	45

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	32	25	37
Mathematics	27	17	36	25
Science	25	19	41	4
Social Science	26	22	31	33

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	36	41	23
Mathematics	25	22	38	22
Science	24	22	41	0
Social Science	25	26	33	29

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	323.38

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6.8
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6977	442	6535	111275
District	N/A	N/A	6590	\$100,390
Percent Difference - School Site and District	N/A	N/A	-0.8	13.2
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-0.9	23.0

Fiscal Year 2022-23 Types of Services Funded

FY20-21

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2020-2021 school year, the district received categorical, special education, and support program funds for:

- Adult Education
- Pandemic
- Special Education
- State Lottery: Instructional Materials
- Supplemental Funding through LCFF/Local Control Accountability Plan
- Title I
- Title II
- Title III
- Title IV
- Vocational Programs

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$66,800	\$55,550
Mid-Range Teacher Salary	\$96,938	\$84,645
Highest Teacher Salary	\$118,844	\$111,284
Average Principal Salary (Elementary)	\$153,163	\$139,860
Average Principal Salary (Middle)	\$161,905	\$146,440
Average Principal Salary (High)	\$170,673	\$158,447
Superintendent Salary	\$340,068	\$278,268
Percent of Budget for Teacher Salaries	39.4%	32.21%
Percent of Budget for Administrative Salaries	6.71%	4.89%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	43.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	8
Fine and Performing Arts	4
Foreign Language	7
Mathematics	14
Science	10
Social Science	28
Total AP Courses Offered Where there are student course enrollments of at least one student.	71

Professional Development

Staff Development

All training and curriculum development activities at Foothill High School are open to certificated and classified staff. During the 2023-24 school year, Foothill High School held staff development devoted to:

- Data Analysis on student achievement data
- Instructional Strategies
- WASC key areas for follow up and action plan
- Common Assessments
- Homework & Grading (Examining mastery based grading practices)
- Bullying/Cyberbullying
- Drug Identification & Awareness and Tobacco Use and Prevention (TUPE)
- School safety procedures and precautions
- Depression/Suicide Awareness
- Serving underserved Students/Equity and Inclusion
- Planning & Assessment
- Mandated Reporting
- WICOR Strategies (AVID)

* Character education (Social Emotional Learning) - Character Strong

* EL Achieve Training (Designated and Imbedded instructional strategies)

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, district assessment 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 late start collaboration days. Teachers meet in both content 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 2023-24 school year, Foothill High School's teachers will attend the following events hosted by the Pleasanton Unified School District:

- 504 Implementation

Professional Development

- English Learner State Standards
- Implementing iCommunication in the Classroom Special Education Job Alike
- Collaborative Teaching Training
- Summer Institute for Educators
- Universal Design for Learning (UDL)

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3