Foothill High School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Foothill High School
Street	19251 Dodge Ave.
City, State, Zip	Santa Ana, CA 92705
Phone Number	(714) 730-7464
Principal	Michelle Villa
Email Address	mvilla@tustin.k12.ca.us
School Website	https://www.tustin.k12.ca.us/foothill
Grade Span	9-12
County-District-School (CDS) Code	30-73643-3032109

2024-25 District Contact Information

District Name	Tustin Unified School District
Phone Number	(714) 730-7301
Superintendent	Mark Johnson, Ed.D.
Email Address	mjohnson@tustin.k12.ca.us
District Website	https://www.tustin.k12.ca.us/

2024-25 School Description and Mission Statement

Vision Statement:
Every student, Inspired to Learn, Empowered to Excel Every Day!

Foothill High School (FHS) is a public, four-year comprehensive school, located in North Tustin, Orange County, California. Built in 1963, the campus sprawls over fifteen acres and is clean, attractive, and in good repair. Until 1991, most FHS students came from middle to upper-middle-income families. To add diversity, enrich the experiences of all students, and balance enrollment, the Tustin Unified School District (TUSD) revamped attendance boundaries. The shift in attendance boundaries

2024-25 School Description and Mission Statement

thereby increased cultural diversity and broadened the range of socioeconomic levels within the school. FHS is proud to serve a diverse student body which includes 45.9% Socioeconomically Disadvantaged, 6.6% English Learners, 12.1% Students with Disabilities, 45.9% Hispanic/Latino, and 37.3% White students.

FHS is committed to using engaging instructional strategies and increasing academic support through tutoring services, remediation opportunities in and out of bell, and an increased number of language support classes for English Language Learners.

Schoolwide, FHS has a rich tradition of excellence in academics, athletics, arts, and a robust career tech education program. We have over 19 AP and IB academic classes to choose from, CIF championship athletic programs, award-winning art, and world-ranked Career Tech Education opportunities.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	519
Grade 10	560
Grade 11	552
Grade 12	565
Total Enrollment	2,196

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.2
Non-Binary	0.2
American Indian or Alaska Native	0.1
Asian	8.2
Black or African American	0.8
Filipino	2.1
Hispanic or Latino	45.9
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5
White	37.3
English Learners	6.6
Foster Youth	0.3
Homeless	1
Socioeconomically Disadvantaged	45.9
Students with Disabilities	12.1

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)	83.00	91.03	757.60	88.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.22	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.40	2.65	31.20	3.64	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	1.30	11.00	1.28	12115.80	4.41
Unknown/Incomplete/NA	4.50	4.99	56.70	6.61	18854.30	6.86
Total Teaching Positions	91.20	100.00	858.60	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)	76.40	89.23	705.90	84.01	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	1.81	12.70	1.51	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	2.79	14.70	1.75	11953.10	4.28
Unknown/Incomplete/NA	5.20	6.14	106.80	12.72	15831.90	5.67
Total Teaching Positions	85.60	100.00	840.20	100.00	279044.80	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.

2022-23 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)	76.20	91.53	735.30	87.93	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.70	0.21	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	0.67	2.60	0.32	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.70	3.24	19.90	2.39	11746.90	4.23
Unknown/Incomplete/NA	3.70	4.53	76.40	9.15	14303.80	5.15
Total Teaching Positions	83.20	100.00	836.30	100.00	277698	100

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	2022-23
Permits and Waivers	0.30	0.00	0
Misassignments	2.00	1.50	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.40	1.50	0.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.10	2.30	2.7
Total Out-of-Field Teachers	1.10	2.30	2.7

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.30	2	0.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.80	1	0.8

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Tustin Unified School District sets a high priority on ensuring that high-quality, standards-based textbooks and materials are available for every student to support instructional programs in the schools. Prior to adoption, the Tustin Unified School District conducts a thorough review of its curriculum to ensure that it is aligned with the California Standards for the Common Core.

District K-8 textbooks in the subjects of English language arts, mathematics, history/social science, health, foreign language, visual and performing arts, and science have been adopted from those approved by the State Board of Education. The Tustin Unified School District Board of Education has adopted district textbooks in the subjects listed below. K-12 textbooks for mathematics, history/social science, science, English language arts (including reading), and foreign language are aligned with state-adopted content standards and state or national frameworks. All TUSD students, including all English learners, have textbooks* and instructional materials, including science laboratory equipment at the 9-12 level, that are current and in good condition in accordance with Education Code requirements. All textbooks* and instructional materials are provided in sufficient quantities for each student for use in class and to access from home.

On September 23, 2024, the Tustin Unified School District Board of Education verified by resolution that each student at this school has a textbook and/or instructional materials for each core subject area that are aligned to the content and cycles of the curriculum framework adopted by the State of California.

*textbooks may be digital or hard copy depending on the textbook and adoption cycle

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart and Winston: Elements of Literature, Courses 3-6 (2000) Bedford / St. Martins: The Language of Composition, 2nd edition (2008) Houghton Mifflin Harcourt: English3D: Language Launch, Volume 1 and 2 (2023 and 2021) Houghton Mifflin Harcourt: English3D: Course B, Volume 1 and 2: Issues (2017), Houghton Mifflin Harcourt: English3D: Course B, Volume 1 and 2: Language & Writing Portfolio (2017) Houghton Mifflin Harcourt: English3D: Course C, Issues (2014) Houghton Mifflin Harcourt: English3D: Course C, Language & Writing Portfolio (2014)	Yes	0%

	Tustin Unified District created materials for ELD/ELDAS - World Languages Units of Study and Language Support Units of Study		
Mathematics	Glencoe: Algebra 1, Algebra 2, Geometry (eText) (2018) Addison Wesley Longman, Inc: Calculus and its Applications, 9th Edition (2007) Cengage: Precalculus: Mathematics for Calculus, 7th Edition (2016) Cengage: Single Variable Calculus- Early Transcendentals, 8th Edition (eText) (2016) Cengage: Calculus- Early Transcendentals, 8th Edition (eText) (2016) YouCubed/Stanford University: Explorations in Data Science (digital resource) (2019) Oxford University Press: Mathematics - Analysis and Approaches, Standard and Higher Level (2019) Bedford, Freeman & Worth: Statistical Reasoning in Sports, 2nd Edition (eText) (2019) Bedford, Freeman & Worth: Practice of Statistics (eText) (2018) Tustin Unified District created Units of Study: Algebra 1, Algebra 2, Business Statistics & Data Trends, Computer Science, Geometry,	Yes	0%
Science	Pearson/Benjamin Cummings: Biology, AP Edition, 11th Edition (2018) Pearson Baccalaureate: Biology, Higher Level Baccalaureate for IB Diploma (2008) PLTW (Project Lead the Way): Biomedical Innovations, Principles of Bio Medicine, Research & Development, and Human Body Systems (digital resources) Pearson/Benjamin Cummings: Chemistry: The Central Science, AP Edition, 14th Edition (2018) Bedford Freeman Worth: Environmental Science for AP, 2nd Edition (2015) Prentice Hall: Forensic Science: An Introduction (2008) Pearson/Prentice Hall: Essentials of Anatomy & Physiology (2006) McGraw-Hill: Marine Biology, 6th Edition (2006) Cengage Publishing: College Physics (2006) Tustin Unified District developed Units of Study NGSS (Biology, Chemistry, Chemistry Honors, Chemistry & Engineering Design, Physics and Physics and Engineering) consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education frameworks.	Yes	0%
History-Social Science	TCI: Government Alive! Power, Politics and You (eText) (2019) Pearson: American Government: Roots and Reform, AP Edition, 13th Edition (2018) TCI: Econ Alive! The Power to Choose (eText) (2020) Bedford Freeman Worth: Krugman's Economics AP Course (eText) (2019) Cengage: Western Civilization Since 1300 AP, 10th Edition (eText) (2019) Prentice Hall: Cultural Landscape, An Introduction to Human Geography (2014)	Yes	0%

	Tustin Unified District developed Units of Study - Marketing & Advertising Houghton Mifflin Harcourt: Psychology (eText) (2018) Bedford, Freeman & Worth: Myers' Psychology for the APCourse, 4th edition (eText) (2024) Houghton Mifflin Harcourt: Sociology: (eText) (2018) TCI: History Alive! Pursuing American Ideals (eText) (2019) Cengage: The American Pageant, 17th Edition (eText) (2020) TCI: History Alive! World Connections (eText) (2020) Pearson/Savvas: World Civilizations: The Global Experience, Since 1200 (eText) (2021)		
Foreign Language	CHINESE Cheng and Tsui: Integrated Chinese Level 2, Part 1 - Textbook, Simplified and Traditional Characters, 3rd Edition (2010), Integrated Chinese Level 2, Part 1 – Workbook, Simplified and Traditional Characters, 3rd Edition (2010), Integrated Chinese Level 2, Part 2 – Textbook, Simplified and Traditional Characters, 3rd Edition (2010), Integrated Chinese Level 2, Part 2 – Workbook, Simplified and Traditional Characters, 3rd Edition (2010) FRENCH Glencoe/McGraw-Hill: Tresors du Temps (1997) Prentice Hall: Allons Au-Dela! (2012) Pearson Education: AP French, Preparing for the Language and Culture Examination (2012) LATIN Scott Foresman & Co.: Ecce Romani 1, 3rd edition (2000) Scott Foresman & Co.: Ecce Romani 2, 3rd edition (2000) Scott Foresman & Co.: Ecce Romani 3, 3rd edition (2000) Harper Collins: Wheelock's Latin 6th edition (2000) SPANISH Prentice Hall: Abriendo Paso Gramatica (2007), Prentice Hall: Abriendo Paso Temas y Lecturas (2014), Vista Higher Learning: AP Spanish: Language and Culture Exam Preparation (2014) Prentice Hall: AP Spanish: Preparing for the Language and Culture Examination (2014) McDougal Little: Tu Mundo: La Ciberedicion (2002) Pearson/Prentice Hall: Sendas Literarias, Level 2 (2001) Heath, D.C.: Nuestro Mundo (2002) Tustin Unified District created Supplemental Units of Study - Chinese, French, Spanish	Yes	0%
Health	Health curriculum was developed by Tustin Unified School District based on the Positive Prevention Plus curriculum which is recommended by the State Board of Education (2017)	Yes	0%
Visual and Performing Arts		Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

The Tustin Unified School District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction (OPSC). The results of this survey are available at the school office, the District office, or on the Internet at https://tinyurl.com/TUSD-Facility-Inspection-Tool. The District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Foothill High School is a 60 year old campus that has gone through major renovations over the past seven years. All bathrooms have been remodeled and meet all ADA requirements, this also includes locker rooms and faculty bathrooms. A new quad was constructed providing better student egress and ingress, while opening up the area for greater visibility. A new Science Center was completed and opened in November 2009. It consists of 14 rooms, each containing a full lecture area and a full lab area. The 50-meter pool was completed in August 2010, with the adjacent locker rooms completed in November 2010. A second gym (Event Center) also to be used as a multipurpose room, was completed in May 2012. A tennis complex was completed in June, 2012. The previous science class rooms were renovated to accommodate the World Language department. A new all-weather track and off street parking was completed in August 2013. The 100 building, containing 22 classrooms was renovated in 2015 with new air-conditioning, carpet, and paint. A new turf field was completed in January 2017. In the summer of 2020, the 100 building and connecting hallway overhangs were repaired and replaced. Additionally, half of the school has had hard surface floors replaced in the summer of 2023 and plans to finish this project will continue in the summer of 2025.

Year and month of the most recent FIT report	October 2024

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	76	73	60	61	46	47
Mathematics (grades 3-8 and 11)	49	53	49	52	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	539	512	94.99	5.01	73.44
Female	257	237	92.22	7.78	79.75
Male	280	273	97.50	2.50	67.77
American Indian or Alaska Native	--	--	--	--	--
Asian	46	45	97.83	2.17	93.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	220	215	97.73	2.27	64.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	33	97.06	2.94	78.79
White	228	208	91.23	8.77	78.37
English Learners	30	29	96.67	3.33	17.24
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	14	14	100.00	0.00	78.57
Socioeconomically Disadvantaged	111	105	94.59	5.41	61.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	55	84.62	15.38	25.45

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	539	512	94.99	5.01	53.13
Female	257	238	92.61	7.39	50.42
Male	280	272	97.14	2.86	55.15
American Indian or Alaska Native	--	--	--	--	--
Asian	46	45	97.83	2.17	88.89
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	220	211	95.91	4.09	34.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	34	33	97.06	2.94	72.73
White	228	212	92.98	7.02	61.32
English Learners	30	29	96.67	3.33	6.90
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	14	13	92.86	7.14	46.15
Socioeconomically Disadvantaged	111	104	93.69	6.31	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	52	80.00	20.00	3.85

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	47.30	50.19	43.28	47.17	30.29	30.73

2023-24 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	1095	1039	94.89	5.11	49.95
Female	518	484	93.44	6.56	51.03
Male	575	553	96.17	3.83	48.82
American Indian or Alaska Native	--	--	--	--	--
Asian	93	91	97.85	2.15	75.82
Black or African American	--	--	--	--	--
Filipino	19	18	94.74	5.26	77.78
Hispanic or Latino	466	447	95.92	4.08	31.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	61	58	95.08	4.92	58.62
White	444	414	93.24	6.76	61.84
English Learners	53	51	96.23	3.77	5.88
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	23	22	95.65	4.35	40.91
Socioeconomically Disadvantaged	263	252	95.82	4.18	31.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	120	103	85.83	14.17	11.65

2023-24 Career Technical Education Programs

Tustin Unified School District's CTE Pathways offer an exciting opportunity to blend core academic knowledge with hands-on technical and occupational skills, setting students on a path to a fulfilling and lucrative career. The combination of engaging academics, Career Technical Education (CTE), early college credit opportunities, and a variety of real world experiences support all students in becoming college and career ready. Tustin Unified has an extensive list of CTE committee members including staff and students from our high school, TUSD district-level administrators, parents, and representatives from marketing, HR, engineering, environmental, health, manufacturing, graphic design, film and business development industries. For more information about Tustin Unified's college and career readiness programs please visit: https://www.tustin.k12.ca.us/departments/administrative-services/college-and-career-readiness

Foothill offers a wide range of Career Technical Educational Programs. Pathways include: Applied Medical, Computer Science, Culinary Arts, Engineering, Film & Television Production, Manufacturing, and Visual Imagery. Foothill's Career Engineering and Technology department specifically focuses on the at-risk, mid-range, and high-performing students. Our program is recognized not only locally, but we have teams in the top world ranking. Our nationally recognized CTE programs have a reputation among the top-tier colleges and the availability of opportunities in these colleges around the country. Our facilities have been highly upgraded to provide an array of capstone projects for each student level.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	972
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	65.5
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.63
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	71.25

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.

2023-24 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 requires only participation results 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	93.5%	94.1%	94.1%	93.5%	94.3%

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.

2024-25 Opportunities for Parental Involvement

Tustin Unified School District values our parents and community. We believe that parental engagement is integral to student success and one of our goals is to continuously increase parental involvement in our schools. In TUSD, parents receive regular emails from a Parent Square listserv that provides information on district and school-wide updates and events, available resources, training, opportunities, etc.

2024-25 Opportunities for Parental Involvement

In addition to district-wide efforts, our school believes that parent involvement drives the daily learning for all students. Parents and credentialed teachers work together to review the core program, academic support, and supplemental learning opportunities available to students. Annually, parents have the opportunity to meet with their child's teacher or counselor and work together in the development of the student's educational plan and goal setting at the beginning of each school year. Additionally, parents always have the opportunity to communicate with the administrative team, teachers, counselors, and other school support staff when the need arises.

All parents have the opportunity to be on our School Site Council or to attend the meetings. School Site Council members are elected for a two-year term and meet a minimum of four times per year. The function of the School Site Council is two-fold: to provide feedback and advice to the School Plan for Student Achievement, as well as suggestions and ideas for improving the school's educational programs; and to uphold the mission of the school and contribute to the success of the school. Parents of EL students have access to our TUSD Office of Language Acquisition, site-based ELAC, and district DELAC committees to learn about the EL Program and the comprehensive support available to EL families. Parents of ELs are able to provide input into decisions related to English language acquisition at the ELAC and DELAC meetings.

For Special Education students, there is ongoing parental collaboration and support provided to the parent to ensure that their student's needs are met as part of the Individualized Education Program. Parents have access to special education support providers as well as special education department administration.

Parents at Foothill High School participate in activities such as the School Site council, English Learner Advisory Committee, Parent Teacher Organization (PTO), Booster Clubs and the Foothill Education Foundation.

The PTO meets the first Tuesday of each month. Parents can volunteer for numerous Board positions or attend any meeting as a member-at-large. Through the PTO, parents can also volunteer for the following activities:

- Assisting the librarian in the distribution and collecting of text books. This occurs in September, June, and August.
- Assisting the school nurse in assessing students vision and hearing.
- Chaperone dances and other ASB activities.
- Help coordinate events such as Principal's Honor Award and Awards of Excellence.
- Help with the Foothill Order of the Knight, an awards luncheon for students and teachers.

Additional opportunities for parent participation include; Conversations with the Counselors and Principal, College Workshops, Drug and Mental Health Awareness, PTO-sponsored events like Showcase and Back to School Night, Attendance workshops, and Report Card Night.

For more information on how to become involved at the school, please contact Allison Kline, secretary to the principal at (714) 730-7464.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	1.6	0.7	0.5	2.3	1.3	1.1	7.8	8.2	8.9
Graduation Rate	97.4	98.0	98.0	96.3	95.7	95.5	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	562	551	98.0
Female	263	260	98.9
Male	299	291	97.3
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	48	46	95.8
Black or African American	--	--	--
Filipino	12	12	100.0
Hispanic or Latino	253	247	97.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	25	25	100.0
White	216	214	99.1
English Learners	36	34	94.4
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	279	271	97.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	58	55	94.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2259	2236	227	10.2
Female	1085	1074	115	10.7
Male	1171	1159	111	9.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	182	181	7	3.9
Black or African American	23	19	9	47.4
Filipino	48	48	4	8.3
Hispanic or Latino	1047	1033	135	13.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	112	111	12	10.8
White	831	828	58	7.0
English Learners	163	158	31	19.6
Foster Youth	23	17	8	47.1
Homeless	30	30	8	26.7
Socioeconomically Disadvantaged	1072	1057	149	14.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	299	294	86	29.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.42	3.19	2.79	2.01	2.33	1.74	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.08	0	0.09	0.07	0.01	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.79	0.09
Female	1.01	0.09
Male	4.44	0.09
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.10	0.00
Black or African American	8.70	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.58	0.19
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.68	0.00
White	0.96	0.00
English Learners	11.04	1.23
Foster Youth	21.74	0.00
Homeless	6.67	0.00
Socioeconomically Disadvantaged	4.85	0.19
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.70	0.33

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Date Last Reviewed by School Site Council (SSC): 11/21/2024
Date Updated and Approved by SSC: 11/21/2024
Date Discussed by Staff: 08/15/2024

2024-25 School Safety Plan

Our School Safety Plan includes the following elements: Child abuse reporting procedures, disaster procedures, routine and emergency; suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous pupils; discrimination/harassment policy; provisions of any school-wide dress code; procedures for safe ingress and egress; safe and orderly environment; rules and procedures on school discipline and dress code; hate crime reporting; school safety goals and objectives. We run monthly drills and work closely with our Student Services department to ensure that we have updated procedures and practices in place to ensure school-wide safety.

Foothill High School has an ongoing comprehensive safety plan that is updated throughout the school year. The plan covers all types of emergency operations and is evaluated by the District and the School Site Council annually. Foothill's safety plan is presented in parts at each faculty meeting during the year. This year, at our faculty meeting in August, we discussed the Earthquake/Evacuation drill set for October. Foothill has at least two disaster drills per year (one per semester), alternating the specific drill, but always containing one lockdown drill per year. Staff and students have prior instructions on the drill and expectations. Foothill has a complete Threat Assessment Plan for the school to follow with respect to all levels of threats. Foothill has set high expectations for student conduct on campus in the classroom, and at all related activities. Foothill has a School Resource Officer (SRO) assigned to the school by the Orange County Sheriff's Department.

Additionally, in January 2023, Foothill teachers were all given a Stop the Bleed training which trained staff on tourniquets and other rapid response first aid assistance.

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	30	14	19	45
Mathematics	31	14	14	44
Science	30	14	13	41
Social Science	31	10	13	44

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	31	13	11	51
Mathematics	29	18	17	40
Science	32	10	10	39
Social Science	30	9	25	31

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	34	12	47
Mathematics	31	10	21	36
Science	30	13	13	37
Social Science	32	6	17	38

2023-24 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	366

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2.9
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.1
Resource Specialist (non-teaching)	
Other	2.4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$14,920	$4,774	$10,145	$107,696
District	N/A	N/A	$10,145	$106,526
Percent Difference - School Site and District	N/A	N/A	0.0	1.1
State	N/A	N/A	$10,771	$94,625
Percent Difference - School Site and State	N/A	N/A	-6.0	12.9

Fiscal Year 2023-24 Types of Services Funded

In addition to base per pupil funding, our school receives supplemental one time and ongoing funds to support all students and student groups in academic achievement. The Tustin Public Schools Foundation and site PTO/PTA also supports the school with donations and financial contributions throughout the year to support school-wide programs and events for students.

The School Plan for Student Achievement (SPSA) identifies student needs and addresses specifically how these categorical funds will support student learning and achievement through a Multi-Tiered System of Support. The allocated funds are used to provide tiered and targeted supports or interventions for unduplicated students in the areas of academics, behavior and social-emotional learning, absenteeism, professional development, instructional materials, additional personnel to support all students in accessing academic standards, and technology resources.

Students are assessed with local assessments three times per year, and more often if at-risk and being monitored for progress. Within the MTSS model, students scoring two or more grade levels below their current grade level on any standard were eligible for intervention and targeted academic support. Our intervention students are provided class-based or small-group intervention sessions which target their specific performance level, focusing on ELA or Math standards. In addition, using ESSER and categorical instructional funds, our students and their teachers have a variety of supplemental print and online intervention curriculum options to choose from.

Some of these district and school-wide programs include Lexia, Freckle, Lexia English, Actively Learn, Blooket, Flangoo, and PearDeck.

Please refer to our district LCAP or School Plan for Student Achievement for a more detailed list of goals and actions that the school currently funds.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$60,818	$56,573
Mid-Range Teacher Salary	$98,110	$87,186
Highest Teacher Salary	$130,589	$119,665
Average Principal Salary (Elementary)	$162,705	$148,486
Average Principal Salary (Middle)	$171,509	$154,835
Average Principal Salary (High)	$195,092	$170,008
Superintendent Salary	$388,722	$338,699
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	5%	5%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	36.3

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	10
Fine and Performing Arts	2
Foreign Language	6
Mathematics	5
Science	11
Social Science	17
Total AP Courses Offered Where there are student course enrollments of at least one student.	51

Professional Development

Tustin Unified School District provides dedicated time for professional development for all staff. The comprehensive training takes place before the school year starts, providing teachers with current best practices and opportunities for collaboration around instruction/curriculum for the upcoming year with site and district colleagues. An all-district professional development day is also provided on a non-student day in the fall, focusing on any current instructional or organizational professional learning needs at the time.

Professional Development

Schools also provide professional development opportunities based on school-wide student needs driven by an analysis of student data and funded by site categorical or supplemental allocations. Staff development opportunities can take place before, during, or after school and by release time throughout the school year. All new teachers engage in the Induction Program through OCDE, which provides new teachers with ongoing support through the first two years of teaching.

Professional development focuses heavily on collaborative instructional strategies to enhance students' reasoning skills in discussion and writing. Additionally, professional development began in the area of Social Emotional Learning to support all students. There were two days of site-based professional development in late July to begin the school year. Year round, teachers collaborate on lesson plans, common assessments and future units during late start meetings. In 2024-25 there are 7 staff meetings, 13 Department/ professional learning community (PLC) meetings, and 3 WASC-specific meetings to aid in accreditation. Teachers have attended numerous trainings in specific areas of interest as well as curriculum development lab days with district partner teachers over the course of the school year. This year, one intervention lead teacher is in place to assist teachers, students, and families who are experiencing academic challenges in multiple areas. The professional development for this year will focus on strategies for student engagement and authentic assessment.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	11	12	11