

Foothill High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/ .

2025-26 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, Ed. D.
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

2025-26 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/

2025-26 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 thereby increased cultural diversity and broadened the range of socioeconomic levels within the school. FHS is proud to serve

2025-26 School Description and Mission Statement

a diverse student body, which includes 46.3% Socioeconomically Disadvantaged, 5.4% English Learners, 13.6% Students with Disabilities, 45.8% Hispanic/Latino, and 35.5% 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. As our socioeconomically disadvantaged population increases, we have strategically brought in additional supports through a social worker and community liaison to assist students and families with resources needed to support their at-school achievement.

Schoolwide, FHS has a rich tradition of excellence in academics, athletics, arts, and a robust career tech education program. We have over 20 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	539
Grade 10	505
Grade 11	546
Grade 12	536
Total Enrollment	2,126

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	50.9
Non-Binary	0.2
American Indian or Alaska Native	0.1
Asian	7.5
Black or African American	0.6
Filipino	2
Hispanic or Latino	46.6
Native Hawaiian or Pacific Islander	0.5
Two or More Races	5.6
White	36.5
English Learners	6.3
Foster Youth	0.6
Homeless	0.8
Socioeconomically Disadvantaged	48
Students with Disabilities	13.5

A. Conditions of Learning **State Priority: Basic**

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

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

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)	76.4	89.23	705.9	84.01	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	1.81	12.7	1.51	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.3	2.79	14.7	1.75	11953.1	4.28
Unknown/Incomplete/NA	5.2	6.14	106.8	12.72	15831.9	5.67
Total Teaching Positions	85.6	100	840.2	100	279044.8	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.

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)	76.2	91.53	735.3	87.93	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.7	0.21	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	0.67	2.6	0.32	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.7	3.24	19.9	2.39	11746.9	4.23
Unknown/Incomplete/NA	3.7	4.53	76.4	9.15	14303.8	5.15
Total Teaching Positions	83.2	100	836.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	70.2	85.27	706.2	85.24	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.1	0.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	1.83	13.6	1.65	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	1.65	15.9	1.92	12112.8	4.34
Unknown/Incomplete/NA	9.2	11.23	90.4	10.92	13705.8	4.91
Total Teaching Positions	82.3	100	828.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.50	0.5	1.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.50	0.5	1.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.30	2.7	1.3
Total Out-of-Field Teachers	2.30	2.7	1.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2	0.7	2.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1	0.8	1.2

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

2025-26 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 29, 2025, 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Holt, Rinehart and Winston: Elements of Literature, Courses 3-6 (2000)</p> <p>Bedford / St. Martins: The Language of Composition, 2nd edition (2008)</p> <p>Houghton Mifflin Harcourt: English3D: Course B, Volume 1 and 2: Issues (2017),</p> <p>Houghton Mifflin Harcourt: English3D: Course B, Volume 1 and 2: Language & Writing Portfolio (2017)</p> <p>Houghton Mifflin Harcourt: English3D: Course C, Issues (2014)</p> <p>Houghton Mifflin Harcourt: English3D: Course C, Language & Writing Portfolio (2014)</p> <p>Tustin Unified District created materials for ELD/ELDAS - Foundational Skills and Language Support Units of Study (2022)</p>	0%

Mathematics	<p>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) 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, 7th Edition (eText) (2024)</p> <p>Tustin Unified District created Units of Study: Algebra 1 (2024), Algebra 2 (2024), Business Statistics & Data Trends (2023), Computer Science (2023), Geometry (2024)</p>	0%
Science	<p>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) (2023) Pearson/Benjamin Cummings: Chemistry: The Central Science, AP Edition, 14th Edition (2018) Bedford Freeman Worth: Environmental Science for AP, 4th Edition (2023) 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, AP Edition, 12th Edition (2024)</p> <p>Tustin Unified District developed Units of Study NGSS; Biology (2020), Chemistry, Chemistry Honors, Chemistry & Engineering Design (2020), Physics and Physics and Engineering (2020). Consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education frameworks.</p>	0%
History-Social Science	<p>TCI: Government Alive! Power, Politics and You (eText) (2019) Pearson: American Government: Roots and Reform, AP Edition, 15th Edition (2026) TCI: Econ Alive! The Power to Choose (eText) (2020) Bedford Freeman Worth: Krugman's Economics AP Course, 4th Edition (2023) Cengage: Western Civilization Since 1300 AP, 10th Edition (eText) (2019) Prentice Hall: Cultural Landscape, An Introduction to Human Geography (2014) Houghton Mifflin Harcourt: Psychology (eText) (2018) Bedford, Freeman & Worth: Myers' Psychology for the AP Course, 4th edition (eText) (2024) Houghton Mifflin Harcourt: Sociology: (eText) (2018) TCI: History Alive! Pursuing American Ideals (eText) (2019) Cengage: The American Pageant, 18th Edition (eText) (2025)</p>	0%

	<p>TCI: History Alive! World Connections (eText) (2020) Pearson/Savvas: World Civilizations: The Global Experience, Since 1200 (eText) (2021)</p> <p>Tustin Unified District developed Units of Study - Marketing & Advertising (2023)</p>	
Foreign Language	<p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>Tustin Unified District created Supplemental Units of Study; Chinese, French, Spanish level 1 (2022), Chinese, French, Spanish levels 2-3 (2024)</p>	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)	0%
Visual and Performing Arts	Supplemental Materials provided as needed	0%
Science Laboratory Equipment (grades 9-12)	Supplemental Materials provided as needed	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

School Facility Conditions and Planned Improvements

(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 an over 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. In 2015, turf was added to the quad space for easier student usage during breaks and lunch. 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. In 2025, the pool was completely resurfaced. 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 classrooms were renovated to accommodate the World Language department. A new all-weather track and off-street parking were 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 2025, and plans to finish this project in the summer of 2026.

Year and month of the most recent FIT report

July 2025

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	73	68	61	62	47	48
Mathematics (grades 3-8 and 11)	53	44	52	53	35	37

2024-25 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	505	93.69	6.31	67.52
Female	263	245	93.16	6.84	73.47
Male	275	259	94.18	5.82	62.16
American Indian or Alaska Native	--	--	--	--	--
Asian	44	44	100.00	0.00	81.82
Black or African American	--	--	--	--	--
Filipino	15	14	93.33	6.67	78.57
Hispanic or Latino	252	242	96.03	3.97	56.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	31	96.88	3.12	74.19
White	187	165	88.24	11.76	76.97
English Learners	28	25	89.29	10.71	4.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	276	253	91.67	8.33	56.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	58	82.86	17.14	18.97

2024-25 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	508	94.25	5.75	43.90
Female	263	246	93.54	6.46	40.65
Male	275	261	94.91	5.09	47.13
American Indian or Alaska Native	--	--	--	--	--
Asian	44	44	100.00	0.00	79.55
Black or African American	--	--	--	--	--
Filipino	15	14	93.33	6.67	57.14
Hispanic or Latino	252	245	97.22	2.78	28.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	31	96.88	3.12	70.97
White	187	165	88.24	11.76	52.73
English Learners	28	25	89.29	10.71	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	276	255	92.39	7.61	30.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	58	82.86	17.14	5.17

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	50.19	49.51	47.17	47.64	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1078	1024	94.99	5.01	52.00
Female	519	486	93.64	6.36	55.46
Male	555	534	96.22	3.78	48.88
American Indian or Alaska Native	--	--	--	--	--
Asian	91	90	98.90	1.10	78.89
Black or African American	--	--	--	--	--
Filipino	22	21	95.45	4.55	71.43
Hispanic or Latino	476	464	97.48	2.52	35.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	64	63	98.44	1.56	68.25
White	412	373	90.53	9.47	63.27
English Learners	49	45	91.84	8.16	4.44
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	23	22	95.65	4.35	54.55
Socioeconomically Disadvantaged	494	465	94.13	5.87	40.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	132	110	83.33	16.67	9.09

2024-25 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 that are world-renowned. 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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	886
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	49
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	83.3

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	96.26
Graduates Who Completed All Courses Required for UC/CSU Admission	78.06

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.

2024-25 California Physical Fitness Test Participation Rates

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	91.1%	91.7%	91.7%	91.7%	91.7%

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.

2025-26 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.

2025-26 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 Wednesday 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0.7	0.5	0.4	1.3	1.1	1	8.2	8.9	8
Graduation Rate	98	98	97.4	95.7	95.5	96	86.2	86.4	87.5

2024-25 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	529	515	97.4
Female	249	244	98.0
Male	277	268	96.8
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	47	47	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	216	209	96.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	28	27	96.4
White	224	219	97.8
English Learners	47	43	91.5
Foster Youth	--	--	--
Homeless	19	18	94.7
Socioeconomically Disadvantaged	254	243	95.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	67	61	91.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2183	2158	221	10.2
Female	1069	1054	124	11.8
Male	1109	1099	95	8.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	163	162	6	3.7
Black or African American	16	14	4	28.6
Filipino	42	42	3	7.1
Hispanic or Latino	1022	1010	134	13.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	120	120	6	5.0
White	796	786	68	8.7
English Learners	163	160	34	21.3
Foster Youth	18	14	8	57.1
Homeless	33	31	7	22.6
Socioeconomically Disadvantaged	1070	1053	158	15.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	305	302	86	28.5

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.19	2.79	1.47	2.33	1.74	1.67	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.09	0.05	0.01	0.02	0.04	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.47	0.05
Female	0.56	0.09
Male	2.34	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.23	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.35	0.10
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.83	0.00
White	0.63	0.00
English Learners	6.75	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	2.34	0.09
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.92	0.00

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.

2025-26 School Safety Plan

Date Last Reviewed by School Site Council (SSC): 11/20/2025

Date Updated and Approved by SSC: 11/20/2025

Date Discussed by Staff: 08/08/2025

Our School Safety Plan includes comprehensive measures designed to promote a secure and orderly learning environment. Key components of the plan include child abuse reporting procedures; routine and emergency disaster procedures; suspension, expulsion, and mandatory expulsion recommendations; procedures for notifying teachers of dangerous pupils; discrimination and harassment policies; provisions for any school-wide dress code; procedures for safe ingress and egress; standards for maintaining a safe and orderly environment; school discipline rules and dress code expectations; hate crime reporting protocols; and clearly defined school safety goals and objectives, which include an Instructional Continuity Plan.

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.

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	23	41	19	40
Mathematics	26	22	22	32
Science	28	13	21	29
Social Science	30	14	9	40

2024-25 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	439.2

2024-25 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)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.9
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	
Other	3.4

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$15,781	\$5,209	\$10,571	\$113,542
District	N/A	N/A	\$10,691	\$111,861
Percent Difference - School Site and District	N/A	N/A	-1.1	1.5
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-5.3	12.4

Fiscal Year 2024-25 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 school also benefits from Title I categorical funding, allocated based on unduplicated student counts. These funds are in addition to our base funding and help support the diverse needs of all students. 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. Additional academic programs such as Albert iO and Pear Assessment have been purchased through Title 1 funding. Additional math support classes have also been added, made possible through Title I funds. Our arts programs have increased on-campus coaches to support the work of their students, especially in instrumental and vocal music, through Prop 28 funding. Our EL students are supported by additional workshops leading up to the ELPAC testing through EL funding. And this year, TPSF grant funding will help us in our plans to create a community room alongside our community liaison and social worker.

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 with class-based or small-group intervention sessions that 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, Flango, 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$62,965	\$60,863
Mid-Range Teacher Salary	\$101,573	\$93,575
Highest Teacher Salary	\$135,199	\$125,548
Average Principal Salary (Elementary)	\$167,692	\$157,645
Average Principal Salary (Middle)	\$177,563	\$165,341
Average Principal Salary (High)	\$196,379	\$182,580
Superintendent Salary	\$402,443	\$357,064
Percent of Budget for Teacher Salaries	32.36%	30.36%
Percent of Budget for Administrative Salaries	4.8%	4.88%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	34.3
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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	9
Fine and Performing Arts	2
Foreign Language	5
Mathematics	5
Science	10
Social Science	13
Total AP Courses Offered Where there are student course enrollments of at least one student.	44

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.

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

Professional Development

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 2025-26 there are 7 staff meetings, and 16 Department/ professional learning community (PLC) meetings. 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	11	11