



# Foothill High School

4375 Foothill Road • Pleasanton, CA 94588 • PH: (925) 461-6600 FAX: (925) 461-6633 • Grades 9-12

Jason Krolikowski, Principal  
jkrolikowski@pleasantonusd.net  
www.foothillfalcons.org

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### **Pleasanton Unified School District**

4665 Bernal Ave.  
Pleasanton, CA 94566-7498  
(925) 462-5500  
www.pleasantonusd.net

#### District Governing Board

Joan Laursen, President  
Mark Miller, Vice President  
Valerie Arkin, Member  
Jamie Hintzke, Member  
Steve Maher, Member

#### District Administration

Micaela Ochoa, Interim  
Superintendent

Micaela Ochoa  
Deputy Superintendent,  
Business Services

Odie J. Douglas, Ed.D  
Assistant Superintendent,  
Educational Services

Dianne Howell  
Assistant Superintendent,  
Human Resources

### **Principal's Message**

Welcome to the 2016 - 2017 school year. It is with a great deal of enthusiasm that I embark on my fourth year at Foothill High School. I always greet each school year with a renewed commitment to my primary goal of empowering students to achieve their educational potential. This goal is not easily reached. However, I am confident that Foothill has the necessary components of greatness to challenge and cultivate student engagement and success.

Our high school has a rich history of academic, athletic and artistic success which dates back over 40 years. The Foothill community has many reasons to be proud: a nationally recognized array of extra and cocurricular programs and a dedicated staff of accomplished professionals. Foothill is undoubtedly one of the top high schools in the region, the state and the nation, but we must not let this record of success lead to complacency. Foothill aligns with the Pleasanton school district's strategic plan to pursue college and career readiness for all of our students. We must continue to establish rich connections between the high school experience and the world beyond our classroom walls. Through the highest levels of professionalism, dedication and partnership, we will achieve these goals.

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

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

Success is never accomplished in isolation. It is essential that our community is aware of the instructional emphasis that underscores everything we do as a school. Our schoolwide points of focus for the 2016/2017 school year provide a vision as we continue our pursuit academic, athletic and artistic excellence. Our three key areas are: academic achievement, professional development and collaboration, and community and culture. The excellent staff of teachers, counselors, administrators and support personnel at Foothill is dedicated to helping students develop and achieve their individual goals. Administrators and counselors have an open door policy for students with schoolrelated concerns or personal issues. We value your feedback and encourage members of our educational community to approach us with ideas that can contribute to our vision.

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

### Mission Statement

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

### School Profile

Foothill High School is located in the northwestern region of Pleasanton and serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2015-16 school year, 2,158 students were enrolled, including 7.6% in special education, 2% qualifying for English Language Learner support, and 4.6% qualifying for free or reduced price lunch.

### About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	534
Grade 10	550
Grade 11	514
Grade 12	487
<b>Total Enrollment</b>	<b>2,085</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.2
Asian	33.9
Filipino	3.5
Hispanic or Latino	9.2
Native Hawaiian or Pacific Islander	0.3
White	47
Two or More Races	3.5
Socioeconomically Disadvantaged	5.3
English Learners	2.2
Students with Disabilities	7.1
Foster Youth	0

### A. Conditions of Learning

#### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials			
Foothill High School	14-15	15-16	16-17
With Full Credential	89	95	
Without Full Credential	3	1	
Teaching Outside Subject Area of Competence	0	0	
Pleasanton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Foothill High School	14-15	15-16	16-17
Teachers of English Learners	0	0	
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>0</b>	
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>2</b>	

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	99.2	0.8
Districtwide		
All Schools	99.4	0.6
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	99.4	0.6

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

### Instructional Materials

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

On Tuesday, October 13, 2015, the Pleasanton Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 2015-2016.05 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Pleasanton Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials	
Year and month in which data were collected: November 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Harcourt School Publishers, Adventures in English Literature 1999, Holt McDougal, Holt Elements of Literature 2007, Pearson Prentice Hall, Timeless Voices, Timeless Themes 2007, Pearson Prentice Hall, Writing and Grammar Communication Action 2007, 2016 Norton Anthology of African American Literature <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	2003 Glencoe/McGraw-Hill, Algebra: Concepts and Applications, 2007 Key Curriculum Press, Problem Solving Strategies, 2007 Pearson, Calculus, 2007 W H Freeman, Math Analysis, 2010 Cengage Learning, Multivariable Calculus, 2015 HMH, Algebra 1, 2015 HMH Algebra 2, 2015 HMH Geometry, 2015 CPM Core Connections Geometry, 2015 CPM Core Connections Algebra 2, 2015 CPM Core Connections Pre Calculus, 2015 W H Freeman Practice of Statistics, CPM Calculus 2016, CPM Pre-Calculus 2016, CPM Algebra 2 2016, CPM Geometry 2016, For All Practical Purposes 2016 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	2008 Glencoe/McGraw Hill (SoprisWest), Physics, Principles and Problems, 2006 Glencoe/McGraw-Hill, Glencoe Health, 2008 McDougal Littell, Biology, 2008 McDougal Littell, World of Chemistry, 2008 Pearson, Biology, 2001 Pearson Prentice Hall, Biology, The Web of Life, 2008 Pearson Prentice Hall, Chemistry, 2009 Pearson Prentice Hall, Conceptual Physics, Science Laboratory Equipment <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	2007 Glencoe/McGraw-Hill, Economics: Principles and Practices, 2007 Glencoe/McGraw-Hill, World Geography and Cultures, 2007 Holt McDougal, Holt American Anthem, Modern American History, 2007 Houghton Mifflin, Earth and It's People, 2007 McGraw Hill, American History, 2007 Pearson Prentice Hall, Economics Principles in Action, 2007 Pearson Prentice Hall, Magruder's American Government, 2007 Pearson Prentice Hall, World History: The Modern World <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

#### School Facilities & Maintenance

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

Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Wireless AP's installed campus wide

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

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

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

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

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

#### Deferred Maintenance

Foothill High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2014-15 school year, Foothill High School did not qualify to receive deferred maintenance funds for campus repairs and/or improvements.

#### Facilities Inspection

The district's maintenance department inspects Foothill High School on an annual basis in accordance with Education Code §17592.72(c)(1). Foothill High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, October 29, 2014. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 19, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	80	88	80	80	44	48
Math	61	69	73	76	34	36

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	555	528	95.1	83.3
Male	297	281	94.6	81.5
Female	258	247	95.7	85.4
Black or African American	12	10	83.3	50.0
Asian	194	192	99.0	94.8
Hispanic or Latino	53	49	92.5	63.3
White	269	251	93.3	81.7
Two or More Races	15	14	93.3	57.1
Socioeconomically Disadvantaged	42	39	92.9	53.9
English Learners	18	14	77.8	35.7
Students with Disabilities	38	33	86.8	45.5

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	81	85	83	88	86	86	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	7.8	18.8	69.4

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	516	484	93.8	87.6
Male	11	243	228	93.8	82.4
Female	11	273	256	93.8	92.2
Asian	11	181	173	95.6	93.1
Filipino	11	21	20	95.2	90.0
Hispanic or Latino	11	36	36	100.0	75.0
White	11	252	232	92.1	86.6
Two or More Races	11	15	12	80.0	91.7
Socioeconomically Disadvantaged	11	25	25	100.0	72.0
Students with Disabilities	11	36	32	88.9	21.9

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	516	462	89.5	68.7
Male	11	243	225	92.6	73.3
Female	11	273	237	86.8	64.3
Asian	11	181	164	90.6	87.8
Filipino	11	21	21	100.0	66.7
Hispanic or Latino	11	36	36	100.0	42.9
White	11	252	219	86.9	60.7
Two or More Races	11	15	12	80.0	63.6
Socioeconomically Disadvantaged	11	25	25	100.0	54.2
Students with Disabilities	11	36	32	88.9	3.1

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

#### Parent Involvement

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

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

#### Opportunities to Volunteer

Chaperone

Library Helper

Office Helper

Test Proctor Volunteer

#### Committees

English Learner Advisory Council (ELAC)

District English Learner Advisory Council -FHS Representative (DELAC)

School Site Council

Foothill Athletic Booster Club

Foothill Band Booster Club

Parent Teacher Student Association (PTSA)

#### School Activities

Sports Events

Student Performances

Friday Forum

Student Registration

Dances

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

#### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Foothill High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and will be discussed with school staff in January 2017.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	4.1	2.7	3.0
Expulsions Rate	0.2	0.1	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	2.2	1.7	1.5
Expulsions Rate	0.1	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		100.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.2
Counselor (Social/Behavioral or Career Development)	0.80
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	0.20
Nurse	
Speech/Language/Hearing Specialist	1.20
Resource Specialist	
Other	2.40
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	26	29	29	17	11	11	49	28	28	18	37	37
Mathematics	27	27	27	16	6	6	31	14	14	30	10	10
Science	32	29	29	2	7	7	22	37	37	30	14	14
Social Science	27	31	31	17	5	5	22	20	20	39	42	42

\* Number of classes indicates how many classrooms 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.

## Professional Development provided for Teachers

### Staff Development

All training and curriculum development activities at Foothill High School revolve around the Common Core State Standards. During the 2015-16 school year, Foothill High School held staff development devoted to:

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

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Foothill High School supports ongoing professional growth throughout the year on weekly minimum days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored



staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2015-16 school year, Foothill High School's teachers attended the following events hosted by the Pleasanton Unified School District:

- Growing Readers in the 21st Century
- 504 Implementation
- English Learner State Standards
- Common Core State Standards
- Google Classroom
- Google Apps for Education
- Computer Using Educators (CUE)
- Implementing iCommunication in the Classroom Special Education Job Alike
- Collaborative Teaching Training
- Young Adult Author Panel
- Nelson Graf
- Technical Writing for Science Class
- Greater Good Summer Institute for Educators
- Learning Circles Seminar Series
- CHSP (California History/Social Studies Project)
- Google in Education California Summit
- Report Card Training
- Making Math Visual
- Universal Design for Learning (UDL) and the Common Core Standards
- IntegratED Conference - Improving Education with Technology
- Global Classroom

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

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$57,327	\$44,958
Mid-Range Teacher Salary	\$83,191	\$70,581
Highest Teacher Salary	\$101,990	\$91,469
Average Principal Salary (ES)	\$125,046	\$113,994
Average Principal Salary (MS)	\$140,150	\$120,075
Average Principal Salary (HS)	\$143,733	\$130,249
Superintendent Salary	\$228,321	\$218,315
Percent of District Budget		
Teacher Salaries	48%	38%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

FY15-16  
In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2015-16 school year, the district received categorical, special education, and support programs funds for:

- State Lottery: Instructional Materials
- Educator Effectiveness
- Local Control Accountability Plan for Local Control Funding Formula: Technology, Instructional Materials, additional services for the disadvantaged
- Other Local: Locally defined
- Special Education
- Title I

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,070	\$285	\$5,785	\$88,928
District	♦	♦	\$5,749	\$89,522
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			0.6	3.9
Percent Difference: School Site/ State			8.2	24.3

\* Cells with ♦ do not require data.

- Title II
- Title III
- Vocational Programs

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Foothill High School	2011-12	2013-14	2014-15
Dropout Rate	1.10	0.90	0.60
Graduation Rate	97.59	98.01	98.28
Pleasanton Unified School District	2011-12	2013-14	2014-15
Dropout Rate	2.10	2.00	1.70
Graduation Rate	95.25	95.65	96.60
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	177
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	72

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	98.7
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	65.0

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	5	♦
English	6	♦
Fine and Performing Arts	1	♦
Foreign Language	8	♦
Mathematics	10	♦
Science	7	♦
Social Science	21	♦
All courses	58	1.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	98	95	86
Black or African American	100	83	78
American Indian or Alaska Native	80	92	78
Asian	100	100	93
Filipino	91	97	93
Hispanic or Latino	96	85	83
Native Hawaiian/Pacific Islander	100	100	85
White	97	95	91
Two or More Races	100	92	89
Socioeconomically Disadvantaged	81	73	66
English Learners	100	79	54
Students with Disabilities	97	84	78

### Career Technical Education Programs

#### Workforce Preparation

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

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

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

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

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

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan. During the 2015-16 school year, Foothill High School offered the following career technical education programs as elective courses: Business Pathway, Health and Bio Science Pathway, Arts Pathway, Media & Entertainment Pathway, Public & Human Services Pathway, Culinary Arts Pathway, Catering, Child Growth/Development, Health and Society I, and Intro Health Science.

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

### **DataQuest**

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

### **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.