



# Foothill High School

501 Park Dr. • Bakersfield, CA 93306 • (661) 366-4491 • Grades 9-12

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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### **Kern High School District**

5801 Sundale Ave.  
Bakersfield, CA 93309-2924  
(661) 827-3100  
[www.kernhigh.org](http://www.kernhigh.org)

### **District Governing Board**

Phillip Peters, President  
J. Bryan Batey, Vice President  
Joey O'Connell, Clerk  
Jeff Flores, Clerk Pro Tem  
Mike Williams, Member

### **District Administration**

Bryon Schaefer, Ed.D.  
**Superintendent**  
Scott Cole, Ed.D.  
**Deputy Superintendent, Business**  
Michael Zulfa, Ed.D.  
**Associate Superintendent, Human Resources**  
Brenda Lewis, Ed.D.  
**Assistant Superintendent, Instruction**  
Dean McGee, Ed.D.  
**Assistant Superintendent, Educational Services and Innovative Programs**

### **School Description**

Founded in 1962, Foothill High School is one of eighteen comprehensive high schools in the Kern High School District, the largest high school district in California. Foothill's boundary area is in an area that is predominantly agricultural, located on the eastern edge of Bakersfield. A snapshot of Foothill's attendance area includes established homes and rural areas south, east and west of the school. The majority of our students come from lower socio-economic areas in both urban and rural settings. Approximately 88% of our students qualify for the free and reduced lunch program. Foothill also receives students from the Caliente area, a small, isolated mountain community east of our school. These students ride a bus for ninety minutes to attend our school. Five separate daily bus routes deliver students to Foothill. Additionally, two busses deliver special education students to Foothill. Public transportation lines to our school are very limited; however, there are two bus routes that stop at Foothill. Foothill receives graduates and non-graduates from six public junior high schools from four different school districts.

Foothill High School is phasing out International Baccalaureate and moving to offering Advanced Placement classes.

Two California Partnership Academies are also well established at Foothill. The academy model is a three-year program, spanning grades 10-12, structured as a school-within-a-school. Academies incorporate integrated academic and career technical education, business partnerships, mentoring, and internships.

The Foothill High School Agri-Business Academy is a college-preparatory program with national recognition for excellence. The Agri-Business Academy began in 1997. This academy has received numerous awards, including the 2012-2013 San Joaquin Region Outstanding Intermediate-sized Department. In 2014, Academy Coordinator Clay Freeman was selected as one of six Californians to receive the Honorary American Degree at the National FFA Convention. In 2007, the Foothill Parliamentary Procedure Team won the National Competition. The Agri-Business Academy integrates academies and agriculture/business courses with Future Farmers of America (FFA), business partnerships and mentoring.

The Computer Design and Engineering Academy (CDE) began in 1998. This college preparatory program integrates academies and drafting, Computer Assisted Design (CAD), Architectural Design, computer applications, and graphic arts courses with business partnerships and mentoring. Many of these students participate in a job shadowing program involving business within the community. Several CDE Academy students also participate in our locally sponsored Physics Olympics competition each year.

Foothill has an active four-year AVID (Advancement Via Individual Determination) program. The goal of AVID is to prepare first generation college-bound students, who fall in the middle of the academic scale, for acceptance to and success in a four-year university. These students receive additional tutoring and assistance in SAT preparation and college applications.

### **Vision Statement:**

Collaborative instruction and active engagement prepare Foothill High School students for the global environment, making Foothill the school of choice for our community.

**Mission Statement:**

Foothill is committed to graduating lifelong learners who have developed critical thinking skills and mastered the content standards by engaging in rigorous curriculum, differentiated instruction, and timely interventions.

**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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	566
Grade 10	532
Grade 11	460
Grade 12	487
<b>Total Enrollment</b>	<b>2,045</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.5
Asian	0.3
Filipino	0.4
Hispanic or Latino	89
Native Hawaiian or Pacific Islander	0.2
White	6.3
Two or More Races	0.2
Socioeconomically Disadvantaged	87
English Learners	9.7
Students with Disabilities	10.1
Foster Youth	0.7

**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.

Teacher Credentials			
Foothill High School	15-16	16-17	17-18
With Full Credential	80	92	105
Without Full Credential	1	3	3
Teaching Outside Subject Area of Competence	0		0
Kern High School District	15-16	16-17	17-18
With Full Credential	♦	♦	1,790
Without Full Credential	♦	♦	64
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Foothill High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

\* "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>Holt Literature &amp; Language Arts Third Course (Grade 9)                      Holt Literature &amp; Language Arts Fourth Course (Grade 10), 2003                      Holt Literature &amp; Language Arts Fifth Course (Grade 11), 2003                      Holt Literature &amp; Language Arts Sixth Course (Grade 12), 2003                      Literature Structure Sounds and Sense, 9th edition, 2006                      Edge Level A Student Edition, National Geographic, 2007                      Edge Level B Student Edition, National Geographic, 2007                      Edge Level C Student Edition, National Geographic, 2007                      Edge Fundamentals Student Edition, National Geographic, 2007</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>Discovering Mathematics - Advanced Algebra/Kendall Hunt                      Adopted 2015</p> <p>The Practice of Statistics/Freeman                      Adopted 1999</p> <p>Pacemaker Algebra 1/Globe Fearon                      Adopted 2001</p> <p>Advanced Mathematical Concepts, Precalculus with Applications/Glencoe                      Adopted 2001</p> <p>Integrated Mathematics/McDougal-Littell                      Adopted 2002</p> <p>Discovering Algebra /Kendall Hunt                      Adopted 2015</p> <p>Discovering Geometry/Kendall Hunt                      Adopted 2015</p> <p>Mathematics with Business Applications/Glencoe                      Adopted 2007</p> <p>Single Variable Calculus/Brook &amp; Cole                      Adopted 1999</p> <p>Mathematics Concepts and Skills/McDougal-Littell                      Adopted 2001</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Science</b>	<p>Earth Science: California Edition 2005-04 Prentice Hall, Glencoe Science Level Blue 2005-01 Glencoe/McGraw-Hill, Biology: California edition 2008 McDougal Littell, Earth Science: California Edition 2005-04 Prentice Hall, Chemistry: California Edition 2006-04 Prentice Hall, Holt Physics 1999 Holt Rinehart &amp; Winston</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>Our Nations History 1991 AGS-American Guidance, AGS Economics 2005 AGS-American Guidance, AGS Government 2005 AGS-American Government: We the People the Citizen and the Constitution (red) level 2 2007 CCE, We the People: the citizen and the constitution (white) level 3 2009 CCE, Economics: principles in action 2001 Prentice Hall, Modern World History: patterns of interaction 2006 McDougal Littell. America: pathways to the present 2000 Prentice Hall</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: August 2016**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Bonvoyage! level 1 California edition 2003 Glencoe, El espa??lo para nosotros: Curso papa hispanoblantes level 1 2000 McGraw-Hill, En Espanol: level 1 2000 McDougal Littell, Bon voyage! level 2 2005-01 Glencoe/McGraw-Hill, Heritage Langauge Program El espa??il para nosotros 2005-02 Glencoe/McGraw-Hill, En Espanol: level 2 2000 McDougal Littell, Bon voyage! level 3 2004 Glencoe, Spanish level 5 Tesoro literario 2006-3 Glencoe, En Espanol 2000 McDougal Littell, <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Health	Glencoe Health 2011 Glencoe/McGraw-Hill <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Visual and Performing Arts	Music: its role and importance in our lives 2006 Glencoe/McGraw-Hill, Stage and the School 1998 Glencoe/McGraw-Hill, Understanding Art 1999 Glencoe/McGraw-Hill <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

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

Kern High School District (KHSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor." The instrument does not require capital enhancements beyond the standards to which the facility was designed and constructed. Improvements come from the District Maintenance and Operations budget and the school's Principal's budget. The District participates in the State School Deferred Maintenance Program for major repair and replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/25/16**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			100% rating on most recent FIT with no deficiencies noted for gas leaks, mech/hvac, sewer
<b>Interior:</b> Interior Surfaces	X			100% Rating on FIT for interior surfaces; no items noted on most recent FIT.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		Room E-3 Extension cord for projector was in walkway Room H6-Extension cord for projector was in walkway, they are having new outlet added to room
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Cafeteria- One toilet not flushing in ladies room. A work order was submitted to repair it.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			100% rating on most recent FIT for fire safety / hazardous materials, with no deficiencies noted.
<b>Structural:</b> Structural Damage, Roofs	X			Tennis court surface is cracked and in need of recoating. Site says a work request is in place for that work.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No external issues noted in most recent FIT.
<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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	54	51	51	51	48	48
Math	22	19	23	21	36	37

\* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	42	34	51	48	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.5	32.5	30

\* 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	446	432	96.9	34.3
Male	206	198	96.1	37.9
Female	240	234	97.5	31.2
Hispanic or Latino	394	385	97.7	33.5
White	29	27	93.1	44.4
Socioeconomically Disadvantaged	396	387	97.7	32.0
English Learners	74	71	96.0	7.0
Students with Disabilities	44	41	93.2	22.0
Students Receiving Migrant Education Services	31	31	100.0	41.9

\* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	430	424	98.6	50.71
Male	201	199	99	46.23
Female	229	225	98.25	54.67
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	383	377	98.43	51.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100	46.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	385	381	98.96	49.87
English Learners	98	97	98.98	18.56
Students with Disabilities	46	46	100	4.35
Students Receiving Migrant Education Services	31	31	100	64.52
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: 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.

-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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	428	422	98.6	19.43
Male	201	199	99	18.09
Female	227	223	98.24	20.63
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	382	376	98.43	19.68
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100	22.22
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	384	380	98.96	18.42
English Learners	98	97	98.98	1.03
Students with Disabilities	46	46	100	2.17
Students Receiving Migrant Education Services	31	31	100	16.13
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

-Note: 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.

-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.

## 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 for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

Foothill is striving to create an environment of increased parental involvement. It is anticipated that this increased involvement of the entire school community will result in a larger degree of support for our students, staff, and various programs.

Foothill's active parent groups include:

School Site Council: The School Site Council meets monthly and involves administrators, staff, students, and parents working together to review, plan, and monitor the school improvement program and budgets.

Trojan Link: Trojan Link is a parent organization that meets monthly and assists with the following activities: Back-to-School Night, Academic Awards Assemblies, Senior Picnic and Senior Breakfast, and scholarships.

Friends of Fine Arts: The Friends of Fine Arts and Band Boosters continue to fundraise to support the FHS fine arts programs.

Athletic Boosters: The Athletic Boosters provide financial support to our various sports teams, and they also provide scholarships to graduating seniors.

Parent Institute for Quality Education (PIQE): PIQE is a nine-week program targeting Spanish-speaking parents, offering them instruction regarding graduation requirements, transcripts, school policies, college admission requirements, financial aid information, etc.

Parent Project: Parent Project is an eight-week session for parents who need assistance in dealing with teenage issues such as low grades, poor school attendance, defiant behavior, and substance abuse.

Parent Advisory Council (PAC): Foothill's Parent Advisory Council (PAC) is comprised of three distinct parent representative groups that meet concurrently with separate sign in sheets and an agenda that covers topics pertinent to all three groups; English Learner, Migrant, and Title I. PAC members actively reach out to engage families in district and site policy discussions and represent parent concerns to the appropriate leaders. The PAC also supports parent participation in KHSD/Kern County Superintendent regional level governance through Title 1 (KHSD-DPAC), English Learner (KHSD-DELAC) and Migrant (KCSOS/Region V-RAC). Foothill's PAC meets a minimum of six times a year.

English Learner Advisory Committee (ELAC): ELAC is a committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services and advising the School Site Council on the development of the Single Plan for Student Achievement (SPSA). The ELAC assists the school in the development of the school's needs assessment, the school's annual language census, and ways to make parents aware of the importance of regular school attendance. Foothill parents or guardians of English learners elect the parent members to serve on the ELAC. One representative from the ELAC is elected to District English Learner Advisory Committee (DELAC). Appropriate training and materials are provided to assist each member to carry out his/ her required advisory responsibilities. Foothill's Migrant parent organization voted to procedurally serve as a subordinate committee to Foothill's English Learner Advisory Council.

Title I parent involvement: Although only required to hold an annual meeting for all parents of participating children, Foothill Title I parents are invited to all PAC meetings. The following actions are addressed throughout the school year:

Parents are informed of Foothill's participation in the Title I program along with the requirements of Title I and the right of parents to be involved. A description and explanation of the Title I program design used at the school, the academic assessments used to measure student progress, and the proficiency levels students are expected to reach are explained. Supplemental support provided by Title I funding is reviewed annually and parent suggestions for improvement are considered.

A school-parent compact is sent home to parents of all Title I students, along with a pre-stamped envelope, to encourage the return of a signed compact. The compact outlines the shared responsibility of parents, students, and the entire school staff to improve students' academic achievement.

Parent Nutrition & Budgeting Workshops, Rosetta Stone English Classes: In an effort to provide services for our parents, the Foothill HOPE Team, comprised of teachers and administrators, hosted an eight-week nutrition program, and a fourweek budgeting program taught by staff from the UC Cooperative Extension Office. These two programs were offered during the 2011-2012 school year. In addition to these workshops for the 2012-2013 school year, a Rosetta Stone English class for the Spanish-speaking parents was added. Information about the programs was given in the monthly newsletter, through the automated calling system, personal calls from staff, and at Back to School Night. Parents had the opportunity to sign up for the workshops during Back-to-School Night or by calling or coming to the school.

Foothill High School has a Parent Resource Center. This center is open during the afternoon and early evening hours. The resource is available to all parents meeting a variety of parental needs. There is one full time classified employee dedicated to the Parent Resource Center and building relationships with parents.

Foothill's administration team and the entire faculty and staff actively practice an "open door" policy, believing that the school's parents and community members are an integral part of the school's success.

**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.

**School Safety Plan**

Foothill High School and the Kern High School District have comprehensive emergency and safety plans in place. The district meets regularly with site administrators to coordinate school and district procedures and policies so that efforts remain viable and consistent.

Foothill High School's Safe School Plan contains policies and procedures to handle school site emergencies and natural disasters. In case of a school site emergency or natural disaster, Foothill will use the National Incident Management System (NIMS). Within the NIMS are various roles with specific responsibilities for dealing with the emergency. The roles include incident commander, public information officer, scribe, logistics officer, planning and intelligence officer, and safety officer. Foothill's safe school plan also contains policies regarding student discipline, child abuse, and crisis/emergency response. The plan covers a diverse number of topics regarding student, staff and community safety in a precise and organized manner.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	6.1	8.9	7.4
Expulsions Rate	0.2	0.3	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	12.1	10.0	9.6
Expulsions Rate	0.2	0.2	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	84.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist	
Other	1
Average Number of Students per Staff Member	
Academic Counselor	485

\* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	27	25	21	40	47	67	18	15	30	45	51	39
Mathematics	30	26	23	28	39	47	14	4	11	42	47	46
Science	36	30	27	7	15	22	2	7	9	37	32	35
Social Science	27	23	23	21	33	34	5	8	6	34	34	35

\* 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**

At Foothill High School teachers have the opportunity to participate in district and non-district sponsored staff development activities.

Early school release times provide afternoon hours for staff development during the school day. During these times staff members meet as a staff, in departments, or within specific subject area groups (PLCs) to address curricular and instructional issues. The dates for the meetings are set for the entire school year.

Currently the time is divided between staff meetings, department meetings, WASC meetings, and PLC meetings. PLCs are our Professional Learning Communities and are divided by subject area so teachers can use the results of common assessments to determine what students are learning and what areas of the curriculum need to be readdressed.

We also address specific needs of our students by providing the staff access to other professional development opportunities including conferences, workshops and other staff development provided by other agencies.

**Professional Development Days**

The following displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

Annual number of school days dedicated to staff development With At Least 180 Instructional Minutes

- 2011-12: 33
- 2012-13: 33
- 2013-14: 33
- 2014-15: 33
- 2015-16: 33

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,168	\$50,221
Mid-Range Teacher Salary	\$67,692	\$83,072
Highest Teacher Salary	\$101,126	\$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)		\$128,094
Average Principal Salary (HS)	\$129,982	\$146,114
Superintendent Salary	\$230,625	\$226,121
Percent of District Budget		
Teacher Salaries	29%	34%
Administrative Salaries	4%	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/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,356	\$1,297	\$6,058	\$77,491
District	♦	♦	\$8,393	\$73,350
State	♦	♦	\$6,574	\$82,770
Percent Difference: School Site/District			-32.3	5.5
Percent Difference: School Site/ State			-8.2	-6.6

\* Cells with ♦ do not require data.

## Types of Services Funded

- Bakersfield College/Kern Community College District Tech Prep
- BTSA
- CAHSEE Intervention Materials
- California Partnership Academies (2)
- Carl Perkins
- English Language Development
- English Learner
- EIA
- GATE – Gifted and Talented Education
- International Baccalaureate
- Migrant
- School Library Materials
- 10th Grade Counseling
- Title I
- Class Size Reduction
- MAA
- Instructional Materials (Lottery)
- Special Education
- Regional Occupation Center (ROC)
- Career Technical Education

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
<b>Foothill High School</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Dropout Rate	6.6	9.8	8.3
Graduation Rate	91.78	85.11	88.98
<b>Kern High School District</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Dropout Rate	11.1	9	8.4
Graduation Rate	84.44	86.86	87.27
<b>California</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	894
% of pupils completing a CTE program and earning a high school diploma	3.66%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	11.8
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	22.07

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics	1	♦
Science	1	♦
Social Science	1	♦
All courses	3	6.5

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	92.5	88.26	87.11
Black or African American	87.5	84.98	79.19
American Indian or Alaska Native	100	79.66	80.17
Asian	0	94.76	94.42
Filipino	0	100	93.76
Hispanic or Latino	92.75	87.73	84.58
Native Hawaiian/Pacific Islander	100	85.71	86.57
White	90.48	89.38	90.99
Two or More Races	80	88.89	90.59
Socioeconomically Disadvantaged	93.37	86.05	85.45
English Learners	73.58	73.45	55.44
Students with Disabilities	28.57	18.59	63.9
Foster Youth	100	79.1	68.19

## **Career Technical Education Programs**

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, career centers, Bakersfield Adult School, and Regional Occupation Center (ROC) offer 33 different career pathways as outlined by the California career technical education (CTE) model curriculum standards in 15 industry sectors, groupings of interrelated occupations and broad industries. The average number of career pathways offered per school site is 5.75

The collaboration between KHSD's Career Technical Education (CTE) programs and the local community college provide a coherent sequence of courses directly related to the academic and career technical preparation of all students for employment in current and emerging occupations. KHSD has long been a leader in CTE programs which have been recognized locally and nationally.

The ROC offers 17 capstone classes to the local high school students and supports introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers Academy offers a sample of the CTE programs that demonstrate the collaboration between the various educational institutions. Students may take introductory and concentrator classes at their regular high school campus, attend the Nursing Assistant ROC program during their senior year and obtain state certification, sequence to the Bakersfield Adult School's Licensed Vocational Nursing program, and finish at a local college as a Registered Nurse.

A strong relationship with the Kern Community College District Collaborative has strengthened the CTE programs at the secondary and post-secondary levels. Thirteen Partnership Academies through the California Department of Education (CDE) flourish at eight comprehensive sites, providing graduates with real world CTE pathway experiences, state and/or career certification, and work opportunities immediately upon graduation.

Follow up studies track the Carl Perkins CTE program completers with over 90% graduation rate for student participants. The KHSD CTE Advisory Committee, representing a reflection of local business and industry partners, meets annually to make recommendations for program improvement, as well as to discuss industry trends, training needs, and local industry demands for future employment.

CTE courses at KHSD comprehensive sites are increasing rapidly with 28 different pathways being offered at the various schools. In addition, the District continues to add resources to further improve and expand CTE offerings.

Project-Lead-The-Way, a CTE program supported by Chevron and in partnership with the KHSD, specifically supports advanced Science and Engineering programs. The KHSD also supports Virtual Enterprise programs at six of the comprehensive schools. The district receives Carl D. Perkins funds which help many of the CTE programs at the school sites.

## **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.