

# Pleasanton Unified School District Foothill High School

Grades 9 through 12  
Jason Krolikowski, Principal



4375 Foothill Road  
Pleasanton, CA 94588  
PH: (925) 461-6600 FAX: (925) 461-6633  
www.pleasanton.k12.ca.us/foothill

## 2012-13 School Accountability Report Card *Published January 2014*

Pleasanton Unified School District  
4665 Bernal Avenue  
Pleasanton, CA 94566-7498  
(925) 462-5500

### Website Address

www.pleasantonusd.net

### 2013-14 Board of Trustees

Jamie Hintzke  
President

Joan Laursen  
Vice-President

Valerie Arkin  
Member

Jeff Bowser  
Member

Chris Grant  
Member

### District Administration

Parvin Ahmadi  
Superintendent

Luz T. Cazares  
Deputy Superintendent,  
Business Services

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

Bill Faraghan, Ed.D.  
Assistant Superintendent,  
Human Resources

### Contents

Principal's Message  
Mission Statement  
School Profile  
Student Achievement  
Parent Involvement  
School Facilities & Maintenance  
Classroom Environment  
Curriculum & Instruction  
College Preparation & Work Readiness  
Professional Staff  
District Expenditures  
SARC Data

## Principal's Message

Welcome to Foothill High School. I am proud to share with you Foothill High School's Annual School Accountability Report Card, which provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff.

The Foothill community has many reasons to be proud: an Academic Performance Index (API) score of 886, a nationally-recognized array of extra and co-curricular 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.

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 Parent Teacher Organization (PTO) (formerly AABC), Athletic Boosters 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. We ask students and families to make Foothill their home by getting involved with our campus community. We believe that our students' connections to Foothill will define who we are and what we will become.

I am excited about the partnerships we have and will continue to build. Through teamwork and valuing outside perspectives, we are committed to advancing the district's mission of students making the world a better place. Go Falcons!

## Mission Statement

The mission of Foothill High School is to nurture and stimulate the intellectual, emotional and physical growth of each student. Expected school-wide learning results emphasize four growth areas for all students:

- Become independent, life-long learners
- Live personal character
- Utilize essential skills
- Exercise active citizenship

## 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 2012-13 school year, 2191 students were enrolled, including 9% in special education, 5% qualifying for English Language Learner support, and 5% qualifying for free or reduced price lunch. Foothill High School achieved a 2013 Academic Performance Index (API) score of 871 and met all 2013 Adequate Yearly Progress criteria.

Student Enrollment by Ethnicity / Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African-Amer.	2.30%	Grade 9	527
Amer. Indian or Alaskan Native	0.90%	Grade 10	560
Asian	30.90%	Grade 11	567
Filipino	2.60%	Grade 12	537
Hisp. or Latino	8.70%		
Pacific Islander	0.80%		
Caucasian	51.80%		
Multi-Racial	2.10%		
Total Enrollment			2,191

PLEASANTON UNIFIED SCHOOL DISTRICT  
STRATEGIC PLAN



# Student Achievement

## Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percent of students not tested, can be found on CDE's Standardized Testing and Reporting Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2013 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2013/aboutSTAR.aspx>.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Foothill High School			District			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	82	81	79	82	84	82	54	56	55
Math	51	50	44	72	73	72	50	50	50
Science	82	85	83	86	89	87	57	60	59
Social Science	81	81	80	79	80	81	48	49	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13								
	Foothill High School							
	African-Amer.	Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander
Language Arts	57	62	91	77	82	59		
Math	23	31	72	36	34	15		
Science	80		92	80	100	62		
Social Science	63		89	80	76	59		

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2012-13							
	PUSD	Foothill High School					
	All	All	Male	Female	English Learners	Economically Dis-advantaged	Students with Disabilities
Lang. Arts	82	79	77	82	24	43	29
Math	72	44	48	40	10	16	15
Science	87	83	85	81	46	50	47
Social Science	81	80	83	78	29	49	41

## California High School Exit Exam

The California High School Exit Exam (CAHSEE) is a state-mandated test given to 10-12 grade students to measure student proficiency in math and language arts. The CAHSEE helps identify students who are not developing skills that are essential for life after high school and encourages schools to give these students the attention and resources needed to help them achieve these skills during their high school years.

Students must pass the language arts and math components of the examination to be eligible for a high school diploma. The test is initially given to students in the tenth grade. Students are given numerous chances to pass the test during their sophomore, junior, and senior years; 89% of Foothill High School's tenth grade students who took the test passed the math portion of the exam and 86% passed the language arts portion. Proficiency scores from the test are used as a determination of Adequate Yearly Progress (AYP) as noted in the AYP section of this report.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Foothill High School			PUSD			California		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Language Arts	91	86	86	89	87	86	59	56	57
Math	87	84	89	86	87	89	56	58	60

Three levels of performance are set: Advanced, Proficient, and Not Proficient. A score of Proficient is different from the passing score for the graduation requirement. Students must achieve a scaled score of 350 on each portion to pass the exam. Students scoring above a scaled score of 380 qualify for placement in the Proficient or above category.

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2012-13						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students (District)	14	19	67	11	37	52
All Students (School)	14	20	66	11	38	51
Male	15	23	62	8	34	58
Female	13	17	70	15	42	43
African-Amer.	56	19	25	33	47	20
Amer. Indian or Alaskan Native	0	0	0	0	0	0
Asian	5	14	81	4	17	78
Filipino	0	9	91	0	73	27
Hisp. or Latino	37	28	35	24	60	17
Pacific Islander	0	0	0	0	0	0
Caucasian	13	23	65	12	46	42
Multi-Racial	0	0	0	0	0	0
English Learners	77	15	8	45	27	27
Economically Disadvantaged	42	33	24	41	41	19
Migrant Educ.	0	0	0	0	0	0
Students with Disabilities	42	26	32	27	33	39

## Physical Fitness

In the spring of each year, Foothill High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart disclosed in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2012-13			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Ninth	12.5%	25.3%	58.8%

## Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

**Growth Targets:** For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

**Statewide Rank:** All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

**Similar Schools Rank:** School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2010	2011	2012
Statewide Rank	10	10	10
Similar Schools Rank	7	6	5

Results generated from 2010, 2011, and 2012 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2010-11	2011-12	2012-13
Schoolwide - All Students	-4	3	-15
<b>Ethnic Subgroups</b>			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	3	4	-12
Filipino	*	*	*
Hisp. or Latino	9	12	-46
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	-7	6	-13
<b>Other Subgroups</b>			
Students with Disabilities	-9	31	-71
Economically Disadvantaged	*	*	*
English Learners	*	*	*

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

Results generated from 2011, 2012, and 2013 Growth API Reports

Academic Performance Index (API) Growth by Student Group						
Group	FHS		PUSD		State	
	No. of Students	Growth	No. of Students	Growth	No. of Students	Growth
All Students	1,564	871	11,311	910	4,655,989	790
Students with Disabilities	149	597	1,353	732	527,476	615
Economically Disadvantaged	97	722	797	778	2,774,640	743
English Learners	84	770	1,094	852	1,482,316	721
African-Amer.	39	775	219	806	296,463	708
Amer. Indian or Alaskan Native	12	806	47	795	30,394	743
Asian	486	934	3,559	969	406,527	906
Filipino	36	852	273	911	121,054	867
Hisp. or Latino	134	765	1,026	802	2,438,951	744
Multi-Racial	42	852	355	899		
Pacific Islander	12	726	36	805	25,351	774
Caucasian	803	859	5,796	899	1,200,127	853

\* Fewer than 10 students were tested and results were not disclosed for privacy purposes

## Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2012-13 AYP cycle, high schools must achieve a 88.9% or higher proficiency rate in English/Language Arts and 88.7% or higher proficiency rate in math on the California High School Exit Exam (grade 10 results only). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CAHSEE, obtaining an API growth score of 770 or higher or increasing the API growth by 1 point, and obtaining a graduation rate of 90%.

More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

Adequate Yearly Progress (AYP) Results Reported by Indicator & Compared to District Performance 2012-13		
<i>Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	FHS	PUSD
Overall Results	Yes	No
<i>Participation Rate</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient</i>		
Language Arts	Yes	No
Math	Yes	No
API Score	Yes	Yes
Graduation Rate	Yes	Yes

Reported data based upon performance of all subgroups for each of the areas listed

## No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2012-13, Foothill High School did not participate in the Title I program and is therefore not required to comply with program mandates.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ti/](http://www.cde.ca.gov/ta/ac/ti/).

Title I Program Improvement (PI) Status		
	FHS	PUSD
PI Status	N/A	In PI
Implementation Year	N/A	2012-2013
Year in PI	N/A	Year 2
No. of Schools Currently in PI		2
% of Schools Currently Identified for PI		13.0%

N/A = not participating in Title I Program

## 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  
Book Fair Volunteer  
Test Proctor Volunteer

### Committees

English Learner Advisory Council  
School Site Council  
Foothill Athletic Booster Club  
Foothill Band Booster Clubs  
Parent Teacher Organization (PTO)

### School Activities

Sports Events  
Student Performances  
Friday Forum  
Student Registration  
Dances

## 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:

- Redesign of two campus gardens
- Repairs to large gym HVAC system
- Plaster repairs to pool
- Resurfaced/repainted F building locker rooms and repairs to lockers
- Ground squirrel eradication program in effect
- Repair to stadium complex seating
- Installation of art work (uncontained potential), sculptures, representing arts program of the school (in the main quad) (2013-14)
- Conversion of two classrooms to PLTW (project lead the way) for biomed pathway (2013-14)

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
- Groundskeeping
- 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.

Campus Description	
Year Built	1973
Acreage	43.60
Square Footage	207,671
Quantity	
Permanent Classrooms	114
Portable Classrooms	7
Restrooms (sets)	7
Computer Lab(s)	4
Gymnasium(s)	1
Staff Lounge(s)	4
Cafeteria	1
Multipurpose Room(s)	1
Library	1
Community Classroom	1

## 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 2012-13 school year, Foothill High School received \$15,795 in deferred maintenance funds for the repair and/or maintenance of:

- Roofing
- Other Systems

## Facilities Inspection

The district's maintenance department inspects Foothill High School on an annual basis in accordance with Education Code §17592.72(c)(1). Foothill High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday, November 01, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, November 01, 2013			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)	✓		
4. Interior Surfaces (Walls, Floors, & Ceilings)	✓		
5. Hazardous Materials (Interior & Exterior)	✓		
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)	✓		
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds			✓
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(4)	Swim Complex - Damaged drywall in chemical storage room, repair scheduled for this winter (2013), pool bottom in need of plaster repairs, no structural or safety issues
(13)	Grounds & Sports Fields - Senior parking lot needs resurfacing, not a safety issue, ground squirrels on fields, eradication program has been implemented.

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
	✓		

### Rating Description

*Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.*

## Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators and campus supervisors patrol the campus, entrance areas, and designated common areas. Administrators, campus supervisors, and the school resource officer monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, administrators and campus supervisors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Foothill High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

## 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 discussed with school staff in January 2013.

## Classroom Environment

### Discipline & Climate for Learning

Foothill High School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline and proactive measures are employed in the classroom for those students experiencing difficulty following school rules and demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	FHS		
	10-11	11-12	12-13
Suspensions (#)	88	192	179
Suspensions (%)	3.87 %	8.67 %	8.17 %
Expulsions (#)	4	0	0
Expulsions (%)	0.18 %	0.00 %	0.00 %
PUSD High Schools			
Suspensions (#)	278	373	296
Suspensions (%)	5.47 %	7.40 %	5.99 %
Expulsions (#)	13	4	3
Expulsions (%)	0.26 %	0.08 %	0.06 %

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.*

### Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Teaching Load Distribution Departmentalized Instruction				
Subject	2010-11			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26.7	13	34	29
Math	24.9	18	32	23
Science	29.7	5	21	24
Social Science	32.5	2	11	34
2011-12				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
	English	25.6	20	25
Math	26.9	13	33	22
Science	30.1	5	20	27
Social Science	28.8	8	12	32
2012-13				
Subject	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
	English	26.0	20	43
Math	29.0	11	26	36
Science	30.0	4	41	15
Social Science	30.0	9	18	47

### Dropouts

Foothill High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring attendance and holding Student Attendance Review Team meetings, monitoring student achievement data (e.g. grades, standardized test results- STAR, CAHSEE), monitoring student discipline and behavior data, AVID classes, Academic Support classes, Reading Improvement classes, and an after school peer tutoring program in the library. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

In the following Dropout & Graduation Rates table, 2011-12 data is the most current information available, since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Graduation & Dropout Rates			
	FHS		
	09-10	10-11	11-12
Dropout Rate	0.1%	0.9%	0.4%
Graduation Rate	99.6%	97.6%	98.9%
PUSD			
	09-10	10-11	11-12
	Dropout Rate	0.4%	2.0%
Graduation Rate	97.8%	95.7%	95.7%
California			
	09-10	10-11	11-12
	Dropout Rate	16.6%	14.7%
Graduation Rate	74.7%	77.1%	78.7%

## Graduation Requirements

Students must accumulate 230 course credits, pass the math portion of CAHSEE, pass the language arts portion of CAHSEE, and earn a passing grade in Algebra 1 to receive a high school diploma from Foothill High School. Alternative methods of acquiring a diploma are available through the Continuation School for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Foothill High School. The following table illustrates the percentage of students graduating from Foothill High School who have met both CAHSEE and district graduation requirements.

Percentage of Students Passing CAHSEE & Meeting District Graduation Requirements* 2011-12**		
Foothill High School	PUSD	California
99.8 %	N/A	78.7 %
Graduation Rate Formula: # of Graduates divided by CBEDS 12th Grade Enrollment		

\* The state requires disaggregated data for numerically significant subgroups to be disclosed; however, the statistical data necessary to provide disaggregated results were not collected by the state and are not available for disclosure at the time this report was published

\*\* Most current information available

Completion of High School Graduation Requirements for the Graduating Class of: 2012			
Group	FHS	PUSD	State
All Students	99.8%	92.6%	84.4%
African-Amer.	1.1%	1.6%	5.7%
Amer. Indian or Alaskan Native	0.7%	0.8%	0.6%
Asian	32.6%	23.2%	8.4%
Filipino	3.2%	3.0%	2.6%
Hisp. or Latino	7.8%	7.6%	39%
Pacific Islander	1.5%	0.7%	0.5%
Caucasian	52.3%	54.8%	25.8%
Multi-Racial	0.6%	0.8%	1.4%
English Learners	3.5%	3.2%	18.8%
Economically Disadvantaged	5.8%	7.0%	6.4%
Students with Disabilities	6.7%	6.4%	43.9%

## Curriculum & Instruction

### Staff Development

All training and curriculum development activities at Foothill High School revolve around the California State Content Standards and Frameworks. During the 2012-13 school year, Foothill High School held staff development training devoted to:

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

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 2012-13 school year, Foothill High School's teachers attended the following events hosted by the Pleasanton Unified School District:

- "By Teachers For Teachers"
- Understanding YouTube and Citizenship
- Learning Circles
- Special Education Job Alike
- Becoming a Professional Learning Community
- OARS Training
- IntegratED Conference - Improving Education with Technology
- ProAct Training (Special Ed)
- Fall CUE Conference
- Implementing iCommunication in the Classroom
- Turning Point Collaboration
- SMART Boards Training
- Bridging the Achievement Gap Using SMART Technologies
- Master of Arts in Teaching Leadership Program

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.

Staff Development Days Three-Year Trend		
2010-11	2011-12	2012-13
3	3	3

### Instructional Materials

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

On Tuesday, September 10, 2013, 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 No. 2013.14.03 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2013-14 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		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
<b>History-Social Science</b>		
2007	Glencoe/McGraw-Hill, <i>Economics: Principles and Practices</i>	0 %
2007	Glencoe/McGraw-Hill, <i>World Geography and Cultures</i>	0 %
2007	Holt McDougal, <i>Holt American Anthem, Modern American History</i>	0 %
2007	Houghton Mifflin, <i>Earth and It's People</i>	0 %
2007	McGraw Hill, <i>American History</i>	0 %
2007	Pearson Prentice Hall, <i>Economics: Principles in Action</i>	0 %
2007	Pearson Prentice Hall, <i>Magruder's American Government</i>	0 %
2007	Pearson Prentice Hall, <i>World History: The Modern World</i>	0 %
<b>Language Arts</b>		
1999	Harcourt School Publishers, <i>Adventures in English Literature</i>	0 %
2007	Holt McDougal, <i>Holt Elements of Literature</i>	0 %
2007	Pearson Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	0 %
2007	Pearson Prentice Hall, <i>Writing and Grammar Communication in Action</i>	0 %
<b>Math</b>		
2003	Glencoe/McGraw Hill (Sopris West), <i>Algebra Concepts and Applications</i>	0 %
2003	Glencoe/McGraw-Hill, <i>Algebra 2</i>	0 %
2003	Glencoe/McGraw-Hill, <i>Geometry</i>	0 %
2003	Glencoe/McGraw-Hill, <i>Geometry: Concepts and Applications</i>	0 %
2005	Glencoe/McGraw-Hill, <i>Mathematics with Business Applications</i>	0 %
2003	Glencoe/McGraw-Hill, <i>Pre-Algebra</i>	0 %
2007	Key Curriculum Press, <i>Problem Solving Strategies</i>	0 %
2003	McDougal Littell, <i>Algebra 2</i>	0 %
2003	McDougal Littell, <i>Geometry</i>	0 %
2007	Pearson, <i>Calculus</i>	0 %
2003	Pearson Prentice Hall, <i>Algebra 2</i>	0 %
2003	Pearson Prentice Hall, <i>Algebra 1</i>	0 %
2003	Pearson/Addison Wesley, <i>Precalculus</i>	0 %
<b>Science</b>		
2008	Glencoe/McGraw Hill (Sopris West), <i>Physics, Principles and Problems</i>	0 %
2006	Glencoe/McGraw-Hill, <i>Glencoe Health</i>	0 %

2008	McDougal Littell, <i>Biology</i>	0 %
2008	McDougal Littell, <i>World of Chemistry</i>	0 %
2008	Pearson, <i>Biology</i>	0 %
2001	Pearson Prentice Hall, <i>Biology, The Web of Life</i>	0 %
2008	Pearson Prentice Hall, <i>Chemistry</i>	0 %
2009	Pearson Prentice Hall, <i>Conceptual Physics</i>	0 %

The textbooks and instructional materials used by the school are the most recently SBE adopted instructional materials.

### School Leadership

The principal works closely with the vice principals and head counselor alongside the school Instructional Leadership Team to provide a well-balanced, rigorous core curriculum aligned with state standards. Principal Jason Krolikowski is responsible for the day-to-day operations of the school and overall instructional program. Coordinating efforts with the Principal is the Instructional Leadership Team, comprised of the principal, vice principals, head counselor, and department chairs. The Instructional Leadership Team meets monthly throughout the year to discuss progress in meeting student learning needs and identifying areas for improvement. In addition to this core leadership team, shared and collaborative leadership is encouraged and developed through teacher leader teams including the WASC Focus Group Leaders, Equity Committee, and the Climate Task Force.

Principal Jason Krolikowski has been in the educational field for 15 years and is in his first year at Foothill High School. Principal Jason Krolikowski's prior work includes (most recent first): Assistant Principal at Dougherty Valley High School, Alhambra High School, and De Anza High School. Principal Jason Krolikowski began as a Physical Education Teacher and Head Football Coach at Lowell High School. Principal Jason Krolikowski holds a bachelor's degree in Physical Education, a master's degree in Educational Leadership, a Single Subject Teaching Credential and a Clear Administrative Services Credential.

## College Preparation & Work Readiness

### College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The adjacent table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (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 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 admission requirements please visit the University of California Website at <http://www.universityofcalifornia.edu/admissions/general.html>.

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses, and test scores; and 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 utilize 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 general admissions requirements, please visit the California State University Website at <http://www.calstate.edu/admission/>.

Students Enrolled in UC/CSU Courses 2011-12*	
	%
Students enrolled in courses required for UC/CSU admission	82.4
Graduates who completed all courses required for UC/CSU admission	75.7

\*Most current data available

## Advanced Placement

In 2012-13, Foothill High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Courses Offered & Student Participation 2012-13		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	4	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	6	N/A
Math	6	N/A
Science	6	N/A
Social Science	6	N/A
All Courses	30	13.4

## Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Foothill High School's technical and career education programs; the counselor meets at least once a year with each student to follow-up on their progress in meeting graduation requirements and career objectives. 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:

- Work Experience
- Regional Occupational Programs
- Workability
- 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
- 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. ROP courses offered are:

- 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
- Environmental Science
- 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
- 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 2012-13 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
- 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 postsecondary 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, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

## Professional Staff

### Counseling & Support Staff

Foothill High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Foothill High School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is

on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2012-13		
	No. of Staff	FTE
Counselor	6	5.0
Adaptive PE	1	0.40
Child Welfare	1	0.20
Counselor (At-Risk)	1	0.20
Health Clerk	1	0.80
Hearing Therapist	1	0.20
Library Technician	1	1.0
Nurse	1	*
Psychologist	1	0.80
Speech Therapist	1	0.80
Technology Specialist	1	1.0

\* as needed

Counselor-to-Student Ratio: 1:365  
FTE = Full-Time Equivalent

## Teacher Assignment

During the 2012-13 school year, Foothill High School had 94 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2012-13		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB-Compliant Teachers
Foothill High School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	100.0 %	0.0 %
High-Poverty	0.0 %	0.0 %
Low-Poverty	100.0 %	0.0 %

Teacher Credentials & Assignments				
	FHS			PUSD
	10-11	11-12	12-13	12-13
Total Teachers	100	99	95	617
Teachers with full credentials	99	97	94	612
Teachers without full credentials	1	2	1	5
Teachers teaching outside subject area	0	0	0	0
Total teacher misassignments	0	0	0	0
Teacher misassignments for English learners	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	FHS	PUSD
	13-14	13-14
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Teacher vacancies	0	0

## District Expenditures

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	PUSD	State Average of Districts in Same Category
Beginning Teacher Salary	\$55,646	\$40,933
Mid-Range Teacher Salary	\$80,752	\$65,087
Highest Teacher Salary	\$98,045	\$84,436
Superintendent Salary	\$217,041	\$207,812
<b>Average Principal Salaries:</b>		
High School	\$136,926	\$120,506
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	49.8%	39.8%
Administrative Salaries	4.74%	5.1%

### Expenditures Per Student

For the 2011-12 school year, Pleasanton Unified School District spent an average of \$7,852 of total general funds to educate each student (based on 2011-12 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the district received categorical, special education, and support programs funds for:

- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III
- Title IV
- Transportation
- Transportation: Special Education
- Vocational Programs
- Other Local: Locally defined
- Education Jobs Fund

Expense of Education Per Pupil 2011-12					
	Dollars Spent per Student				
	FHS	PUSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Same Size & Type	
ADA*	2124	N/A	N/A	N/A	N/A
Total**	\$5,047	N/A	N/A	N/A	N/A
Restr.†	\$280	N/A	N/A	N/A	N/A
Unrestr.††	\$4,767	\$4,901	97.25	\$5,537	86.09
Avg. Teacher Salary	\$81,714	\$84,861	96.29	\$68,841	118.70

\* Average Daily Attendance

\*\* Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

## SARC Data

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Foothill High School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

### Public Internet Access Location

Parents may access Foothill High School's SARC and access the internet at any of the county's public libraries. The closest public library to Foothill High School is Pleasanton Public Library.

Address: 400 Old Bernal Ave., Pleasanton  
Phone Number: (925) 931-3400  
WebSite: <http://www.ci.pleasanton.ca.us/library.html>  
Number of Computers Available: 24

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Pleasanton Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2013. Data to prepare the school facilities section were acquired in November 2013.

### Nondiscrimination

The District's programs and activities shall provide equal access to and shall not unlawfully discriminate based on actual race, color, ancestry, national origin, ethnic group identification, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics and against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; students preparing for nontraditional fields; single parents and single pregnant females; displaced homemakers; and students with limited English proficiency. (20 USC 2302, 2354, 2373)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)