

# Pleasanton Unified School District Foothill High School

Grades 9 through 12  
John Dwyer, Principal



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## 2011-12 School Accountability Report Card *Published January 2013*

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www.pleasantonusd.net

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### 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

I invite you to explore 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. Understanding our educational program, student achievement, and curriculum development can assist both our school and the community in ongoing program improvement.

Foothill High School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while maintaining high, obtainable, expectations for students. Foothill High School is quite proud of its rigorous academic programs, strong vocational programs, great athletic programs, and extensive extracurricular activities that actively engage all students and provide a well-rounded educational experience.

Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, responsible citizens.

## 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 2011-12 school year, 2213 students were enrolled, including 8% in special education, 4% qualifying for English Language Learner support, and 6% qualifying for free or reduced price lunch. Foothill High School achieved a 2012 Academic Performance Index (API) score of 887 and met all 2012 Adequate Yearly Progress criteria.

Student Enrollment by Ethnicity / Grade Level 2011-12			
Ethnic Group	%	Grade Level	#
African-Amer.	1.76 %	Grade 9	547
Amer. Indian or Alaskan Native	1.08 %	Grade 10	583
Asian	31.41 %	Grade 11	536
Filipino	2.67 %	Grade 12	547
Hisp. or Latino	8.40 %		
Pacific Islander	0.90 %		
Caucasian	52.64 %		
Multi-Racial	1.22 %		
Total Enrollment			2,213

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 Report Results website at <http://star.cde.ca.gov>. Program information regarding the STAR program can be found in the Explaining 2011 STAR Program Summary Results to the Public guide at <http://star.cde.ca.gov/star2012/>.

## 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; 98% of Foothill High School's tenth grade students who took the test passed the math portion of the exam and 96% 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.

## 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.

STAR Results - All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Foothill High School			District			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	82	82	81	82	82	84	52	54	56
Math	52	51	50	72	72	73	48	50	51
Science	86	82	85	87	86	89	54	57	60
Social Science	81	81	81	78	79	80	44	48	49

STAR Results - Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12									
	Foothill High School								
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Caucasian	Filipino	Hisp. or Latino	Multi-Racial	Pacific Islander	
Language Arts	59	71	92	79	83	64	*	62	
Math	26	29	75	41	43	29	*	18	
Science	62	*	93	84	88	71	*	*	
Social Science	63	82	90	78	77	69	*	*	

STAR Results - Other Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2011-12									
	PUSD	Foothill High School							
	All	All	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.	
Lang. Arts	84	81	79	83	22	53	39		
Math	73	50	52	48	31	26	18		
Science	89	85	85	85	*	44	41		
Social Science	80	81	84	77	39	59	43		

California High School Exit Exam Percentage of Students Scoring in Each Performance Level 2011-12						
	English			Math		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	14	23	63	16	35	48
Male	16	26	57	14	35	51
Female	11	20	69	18	36	46
African-Amer.	54	31	15	69	23	8
Amer. Indian or Alaskan Native	*	*	*	*	*	*
Asian	7	21	73	4	25	72
Filipino	19	31	50	19	44	38
Hisp. or Latino	29	29	42	26	50	24
Pacific Islander	*	*	*	*	*	*
Caucasian	12	23	65	18	39	43
Multi-Racial	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Economically Disadvantaged	50	34	16	42	44	14
Migrant Educ.	*	*	*	*	*	*
Students with Disabilities	63	23	14	59	27	14

\* To maintain confidentiality, scores are not disclosed when fewer than 10 students are tested.

California High School Exit Exam All Students Percentage of Students Scoring at Proficient & Advanced Levels									
	Foothill High School			PUSD			California		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
Language Arts	86	91	86	84	89	87	54	59	56
Math	85	87	84	84	86	87	54	56	58

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.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2011-12			
Grade Tested	Number of Standards Met:		
	Four of Six	Five of Six	Six of Six
Fifth	N/A	N/A	N/A
Seventh	N/A	N/A	N/A
Ninth	8.30%	26.40%	59.40%

### 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			
	2009	2010	2011
Statewide Rank	10	10	10
Similar Schools Rank	8	7	6

Results generated from 2009, 2010, and 2011 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
Results	Increase/Decrease in API Score		
	2009-10	2010-11	2011-12
Schoolwide - All Students	0	-4	3
<b>Ethnic Subgroups</b>			
African-Amer.	*	*	*
Amer. Indian or Alaskan Native	*	*	*
Asian	-1	3	4
Filipino	*	*	*
Hisp. or Latino	-17	9	12
Multi-Racial	*	*	*
Pacific Islander	*	*	*
Caucasian	-1	-7	6
<b>Other Subgroups</b>			
Students with Disabilities	-8	-9	31
Economically Disadvantaged	*	*	*
English Learners	*	*	*

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

Academic Performance Index (API) Growth by Student Group			
Group	2012 Growth API		
	School	District	State
African-Amer.	776	823	710
Amer. Indian or Alaskan Native	875	856	742
Asian	946	969	905
Filipino	872	916	869
Hisp. or Latino	808	816	740
Pacific Islander	687	806	775
Caucasian	873	906	853
Multi-Racial			849
Economically Disadvantaged	770	777	737
English Learners	798	869	716
Students with Disabilities	674	746	607
All Students	887	915	788

## 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 2011-12 AYP cycle, high schools must achieve a 77.8% or higher proficiency rate in English/Language Arts and 77.4% 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 740 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 2011-12		
<i>Did the school and district meet or exceed 2012 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	No

*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 2011-12, 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	Not in PI	In PI
Implementation Year	N/A	2012-2013
Year in PI	N/A	Year 1
No. of Schools Currently in PI		2
% of Schools Currently Identified for PI		13.3%

## 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 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  
Character Committees  
Foothill Athletic Booster Clubs  
Foothill Band Booster Clubs  
Foothill Activities/Academics Booster Clubs  
Equity Committee

### 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 and 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.

Every morning before school begins, the custodian and the vice principal inspect the 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 and vice principal communicate 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 2011-12 school year, Foothill High School received \$28,770 in deferred maintenance funds for repair and/or maintenance.

## 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 09, 2012. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2011-12, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, November 09, 2012			
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
(2)	Large Gym - repairs needed on all 3 HVAC units, work in progress and parts on order.
(4)	Bldg. F locker rooms & classrooms - wall surfaces and some lockers in need of repairs due to student abuse, work in progress and parts on order. Swim Complex - damaged drywall in chemical storage room, work in progress.
(6)	Swim Complex - pool bottom in need of plaster repairs, work order submitted.
(9)	Grounds & Sports Fields - senior parking lot needs resurfacing, work order submitted; ground squirrel on fields, eradication needed - ground squirrel eradication work in progress/completed.
(13)	Stadium Complex - stadium seating in need of professional safety inspection and possibly repairs, a program is under development to address this.

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

#### Rating Description

*Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.*

### 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 by school staff in February 2012 and updated in February 2012. Staff responsibilities and safety plan updates were discussed with staff in August 2012, as part of the annual review and regular communications with staff over safety issues.

## 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		
	09-10	10-11	11-12
Suspensions (#)	107	88	192
Suspensions (%)	4.69 %	3.87 %	8.67 %
Expulsions (#)	8	4	0
Expulsions (%)	0.35 %	0.18 %	0.00 %
	PUSD High Schools		
Suspensions (#)	321	278	373
Suspensions (%)	6.29 %	5.47 %	7.40 %
Expulsions (#)	21	13	4
Expulsions (%)	0.41 %	0.26 %	0.08 %

*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	2009-10			
	Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+
English	26.3	39	29	24
Math	26.1	36	28	21
Science	29.4	5	47	13
Social Science	30.2	6	38	34
Subject	2010-11			
	Avg. Class Size	Number of Classrooms		
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
Subject	2011-12			
	Avg. Class Size	Number of Classrooms		
English	25.6	20	25	31
Math	26.9	13	33	22
Science	30.1	5	20	27
Social Science	28.8	8	12	32

### 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 a peer tutoring program. 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, 2010-11 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		
	08-09	09-10	10-11
Dropout Rate	0.1%	0.1%	0.9%
Graduation Rate	99.8%	99.6%	97.6%
	PUSD		
	08-09	09-10	10-11
Dropout Rate	0.5%	0.4%	2.0%
Graduation Rate	97.9%	97.8%	95.7%
	California		
	08-09	09-10	10-11
Dropout Rate	4.4%	3.9%	14.4%
Graduation Rate	80.6%	80.2%	76.3%

### 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 and Adult 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* 2010-11**		
Foothill High School	PUSD	California
97.6 %	95.7 %	76.3 %
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

## 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 2011-12 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)
- Student Learning Plans
- Homework & Grading
- Bullying/Cyberbullying
- Drug Identification & Awareness
- Depression/Suicide Awareness
- OARS Training
- Serving underserved Students/EQUITY
- Planning & Assessment

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 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 2011-12 school year, Foothill High School's teachers attended the following events hosted by the Pleasanton Unified School District:

- Best Practices in Teaching Leadership
- Distinguished Speaker Series
- Envision Learning Partners
- Integrated Learning Specialist Program
- Real World Science
- SMART Board Training
- STEM (Science, Technology, Engineering and Math) Training
- Teacher Action Research

Foothill High School offers support to new and veteran teachers through peer coaching and mentoring. New teachers and staff participate in the "Falcon Nest"

program. 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		
2009-10	2010-11	2011-12
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 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 11, 2012, 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. 2012-2013.05 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 2012-13 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, <i>Algebra 2</i>	0 %
2003	Glencoe/McGraw-Hill, <i>Algebra: Concepts and Applications</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 John Dwyer is responsible for the day-to-day operations of the school and overall instructional program. The principal and vice principals work as a team to fulfill the many responsibilities associated with running an effective educational program. Also 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 and on specific instructional leadership team workshop days 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 John Dwyer has been in the educational field for 27 years and serving Foothill High School for 5 years (as of 2011-12). Previous positions held in other schools include: vice principal and classroom teacher. Principal John Dwyer holds a bachelor's degree in Education, a master's degree in Education, and Multiple 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 2010-11*	
	%
Students enrolled in courses required for UC/CSU admission	98
Graduates who completed all courses required for UC/CSU admission	73.3

\*Most current data available

### Advanced Placement

In 2011-12, 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 2011-12		
	No. of Courses Offered	% of Students in AP Courses
Computer Science	2	0.0 %
English	3	5.7 %
Fine and Performing Arts	8	1.7 %
Foreign Language	10	9.7 %
Math	9	11.3 %
Science	7	9.7 %
Social Science	22	31.7 %
All Courses	61	69.7 %

Each student is counted in each course in which the student is enrolled. As a result of these duplicated counts, the number of students enrolled in all courses will, and the number of students enrolled in AP courses may, exceed the actual student enrollment figure for the school.

### 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

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 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 Col Rep I and II, Automotive Repair & Engine Rebuild, Career/Prep, Cosmetology, Crime Scene Investigation, Criminal Justice/CSI, Developmental Psychology/Ch I and II, Economics & Business, Economics & Business, Environmental Science, Manicurist, Marketing, Medical Occupations, Multimedia I and II, Nursing Careers, Co-Op, Small Engines/Motorcycle, Sports & Entertainment, Marketing, Sports Medicine, Television Production, Video Game Design, Visual Communications I and II, and Water Pollution Control.

WorkAbility provides work experience opportunities outside the school setting 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 2011-12 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
- Culinary Arts
- Culinary Skills
- Fabrics and Fashion
- Health and Society I
- Intro Health Science
- Principles of Interior Design

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) 2011-12		
	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	0.88
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: 1:369  
FTE = Full-Time Equivalent

## Teacher Assignment

During the 2011-12 school year, Foothill High School had 97 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 2011-12		
	Taught by NCLB- Compliant Teachers	Taught by non- NCLB- Compliant Teachers
Foothill High School	100.0 %	0.0 %
<b>District Totals</b>		
All Schools	99.7 %	0.3 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	99.7 %	0.3 %

Teacher Credentials & Assignments				
	FHS			PUSD
	09-10	10-11	11-12	11-12
Total Teachers	106	100	99	662
Teachers with full credentials	105	99	97	656
Teachers without full credentials	1	1	2	6
Teachers in alternate routes to certification	0	0	0	0
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	0
Teachers with waivers	0	0	0	0
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
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	FHS	PUSD
	12-13	12-13
Total teacher misassignments	0	0
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2011-12		
	FHS	PUSD
Doctorate	3.3 %	0.7 %
Master's degree plus 30 or more semester hours	2.2 %	2.6 %
Master's degree	28.6 %	30.2 %
Bachelor's degree plus 30 or more semester hours	62.6 %	62.5 %
Bachelor's degree	3.3 %	3.9 %
Less than Bachelor's degree	0.0 %	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: 2010-11 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2010-11		
	FHS	State Average of Districts in Same Category
Beginning Teacher Salary	\$54,142	\$40,932
Mid-Range Teacher Salary	\$78,570	\$65,424
Highest Teacher Salary	\$95,395	\$84,596
Superintendent Salary	\$216,367	\$204,089
<b>Average Principal Salaries:</b>		
High School	\$136,192	\$120,858
<b>Percentage of General Fund Expenditures for:</b>		
Teacher Salaries	42%	39%
Administrative Salaries	4%	5%

### Expenditures Per Student

For the 2010-11 school year, Pleasanton Unified School District spent an average of \$7,543 of total general funds to educate each student (based on 2010-11 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 2010-11 school year, the district received categorical, special education, and support programs funds for:

- ARRA: State Fiscal Stabilization Fund
- Class Size Reduction, Grades K-3 (optional)
- Economic Impact Aid (EIA)
- K-12 Service Learning Initiative (CalServe)
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II

- Title III
- Transportation
- Transportation: Special Education
- Vocational Programs

Expense of Education Per Pupil 2010-11					
	Dollars Spent per Student				
	FHS	PUSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	2187	14318	N/A	N/A	N/A
Total**	\$4,853	\$4,971	97.63	N/A	N/A
Restr.†	\$168	\$188	89.15	N/A	N/A
Unrestr.††	\$4,685	\$4,782	97.97	\$5,455	85.88
Avg. Teacher Salary	\$81,068	\$82,367	98.42	\$68,488	118.37

\* 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 and school facilities sections were acquired in November 2012.

### 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)