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Twin Rivers Unified School District

Foothill High School

5000 McCloud Drive, Sacramento, CA 95842 ♦ (916) 286-1300
2007-08 School Accountability Report Card

School Mission Statement

The Mission of Foothill High School is to facilitate optimal learning, enabling all students to be academically proficient, effective communicators, critical thinkers and collaborative workers.

District & School Profile

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Starting in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 34 elementary schools, six junior high schools, five high schools, six charter schools, and seven alternative education schools.

Foothill High School had a beginning enrollment of 1,409 students in grades ninth through twelfth for the 2007-08 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	17.3%
American Indian	1.5%
Asian	7.1%
Caucasian	41.7%
Filipino	5.2%
Hispanic or Latino	19.3%
Pacific Islander	1.3%
Multiple or No Response	6.7%

Discipline & Climate for Learning

Foothill High School fosters an atmosphere that is conducive to learning, both on campus and at related activities. The school places emphasis on the safety and well-being of everyone at the school and believes that students have a right to learn and teachers have a right to teach. School rules and policies outlining dress code, attendance, school rules and disciplinary procedures, are sent home to parents and students each summer and are printed in binder dividers. These rules are reviewed at the Ninth Grade Parent Orientation, and Back-to-School Night, as well as in the school newsletter, and in memos sent home to parents. Policies are also discussed with future students during visits to the middle school.

The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment. *Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

Suspensions & Expulsions

	School		
	05-06	06-07	07-08
Suspensions	446	318	372
Suspension Rate	28.9%	21.1%	26.3%
Expulsions	6	10	7
Expulsion Rate	0.4%	0.7%	0.5%

Student Recognition

A well-developed student recognition program contributes to the positive environment of the school. Throughout the year, students can earn dog tags for excellence in both academic and non-academic achievement. Different colored dog tags represent different achievements. Students can also earn the following awards:

- Mustang of the Month
- Prefect Attendance
- Student of the Quarter
- Principal's Honor Roll

Extracurricular Activities

Foothill High School recognizes that extracurricular activities enrich the educational and social development and experiences of students. The district encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program. Extracurricular activities offered at Foothill High School include the following:

- Football
- Track
- Cheerleading
- Swim
- Asian Club
- CSF
- Media Club
- Basketball
- Cross-country
- Lacrosse
- Soccer
- German Club
- Key Club
- ASA
- Wrestling
- Golf
- Softball
- Band
- Spanish Club
- AP Club
- Mesa

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Foothill High School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2005-06	2006-07	2007-08
9th	562	438	412
10th	376	420	391
11th	340	335	346
12th	267	313	265

Dropout & Graduation Rates

Foothill High School believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students:

- ASTP - for support
- Strategic support classes
- Peer tutoring

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	0.82%	1.49%	2.19%
Graduation Rate	78.80%	84.30%	87.20%

Class Size

Foothill High School maintained a schoolwide average class size of 27.2 students and a pupil-to-teacher ratio of 22.6:1 for the 2007-08 school year. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	06	07	08	1-20 Students			21-32 Students			33+ Students		
English	30	25	29	8	16	8	23	39	31	28	6	19
Mathematics	28	26	28	12	12	9	20	40	34	18	4	10
Science	28	24	28	11	11	2	18	32	27	12	1	7
Social Science	28	27	29	4	5	4	25	32	19	6	5	11

Curriculum Development

All curriculum development at Foothill High School revolves around the California State Content Standards and Frameworks. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Instructional Materials

Twin Rivers Unified School District held a public hearing in June 2008, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Foreign Language	Glencoe	2007	Yes	0.0%
9th-12th	Foreign Language	Holt, Rinehart & Winston	2007	Yes	0.0%
9th-12th	Foreign Language	Prentice Hall	2007	Yes	0.0%
9th-12th	Health	Holt, Rinehart & Winston	2005	Yes	0.0%
9th-12th	History/Social Science	Glencoe	2007	Yes	0.0%
9th-12th	History/Social Science	McDougal Littell	2007	Yes	0.0%
9th-12th	History/Social Science	Prentice Hall	2007	Yes	0.0%
9th-12th	Mathematics	Key Curriculum	2007	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2002	Yes	0.0%
9th-12th	Mathematics	W.H. Freeman	2007	Yes	0.0%
9th-12th	Reading Language Arts	Bedford/ St. Martin	2007	Yes	0.0%
9th-12th	Reading Language Arts	Glencoe	2007	Yes	0.0%
9th-12th	Reading Language Arts	McDougal Littell	2003	Yes	0.0%
9th-12th	Science	Glencoe	2007	Yes	0.0%
9th-12th	Science	Kendall/ Hunt	2007	Yes	0.0%
9th-12th	Science	Prentice Hall	2007	Yes	0.0%

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

Counseling & Support Staff

In addition to academics, the staff at Foothill High School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The counselor to pupil ratio is 1:352. The chart lists support staff that are available to all students at Foothill High School.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Counselor	4	4.0
Librarian/library media teacher	1	1.0
Nurse	1	1.0
Psychologist	1	1.0
Resource Specialist	7	7.0
Speech and Language Specialist	1	0.6

California Standards Test (CST)

Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts									Social Science								
	9			10			11			10			11					
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
	All Students																	
School	37	44	48	36	36	42	37	42	37	23	24	24	32	28	32			
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38			
	Males																	
School	33	36	48	28	32	32	35	38	32	23	25	24	37	34	31			
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40			
	Females																	
School	41	54	49	44	38	57	40	45	43	23	23	24	27	22	32			
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36			
	Socioeconomically Disadvantaged																	
School	27	42	43	26	24	43	28	35	30	20	16	24	26	23	23			
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24			
	African American																	
School	31	32	40	26	31	39	29	33	25	12	14	14	18	26	25			
State	28	33	34	22	23	26	21	22	22	15	15	19	19	19	21			
	Asian																	
School	23	35	55	55	21	50	54	57	38	40	33	37	42	38	24			
State	65	71	73	58	58	64	55	57	58	53	51	55	54	54	58			
	Filipino																	
School	*	*	41	*	*	*	*	*	*	*	*	*	*	*	*			
State	62	65	67	51	51	55	46	49	49	39	38	42	45	43	47			
	Hispanic or Latino																	
School	25	40	48	29	21	33	30	24	28	19	14	13	28	15	19			
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25			
	Caucasian																	
School	46	51	55	45	47	48	41	53	46	30	33	35	36	34	42			
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51			
	Students with Disabilities																	
School	12	8	6	0	10	16	0	4	7	0	15	16	11	4	11			
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10			
	English Learners																	
School	11	18	24	10	6	12	4	0	24	10	14	4	4	9	10			
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7			

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.** For results on course specific tests, please see <http://star.cde.ca.gov>.

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 ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). During the 2007-08 school year, 28.3% of ninth grade students were in the HFZ.

Parent Involvement

Parents play an important role at Foothill High School through active participation and involvement in the School Site Council, Western Association of Schools and Colleges (WASC), Compensatory Education Parent Advisory Committee, Booster Club, English Language Advisory Committee (ELAC), IEP Team, SST Committee, and District Advisory Committee (D.A.C). Parents and community members are also encouraged to volunteer in the class, in club activities and as field trip chaperones.

Contact Information

Parents who wish to participate in Foothill High School's leadership teams, school committees, school activities or become a volunteer may contact the school's office at (916) 286-1305.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	6	5	6	
Similar Schools Rank	9	8	9	
All Students				
Actual Growth	-11	13	-1	710
Socioeconomically Disadvantaged				
Actual Growth	-2	24	12	696
African American				
Actual Growth	3	29	-10	667
Hispanic or Latino				
Actual Growth	1	-11	13	657
Caucasian				
Actual Growth	-2	22	1	748
Students with Disabilities				
Actual Growth	-	52	-2	489
English Learners				
Actual Growth	30	5	6	665

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, the table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

Federal Intervention Programs

	School
Program Improvement (PI) Status	In PI
First Year in PI	2008-2009
Year in PI (2008-09)	Year 1
# of Schools Currently in PI	-
% of Schools Identified for PI	-

Adequate Yearly Progress (AYP)

Met Overall AYP	School	
	English - Language Arts	Mathematics
Met AYP Criteria	No	No
Participation Rate	No	No
Percent Proficient	Yes	Yes
API School Results	Yes	
Graduation Rate	Yes	

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.



Completion of High School Graduation Requirements

	School	District	State
All Students	78.0%	68.0%	*
Socioeconomically Disadvantaged	79.0%	78.0%	*
African American	76.0%	62.0%	*
Asian	80.0%	81.0%	*
Hispanic	65.0%	61.0%	*
Caucasian	82.0%	73.0%	*
English Learners	64.0%	67.0%	*
Students with Disabilities	0.0%	2.0%	*

* Data was not available at the time of publication.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.** For results on course specific tests, please see <http://star.cde.ca.gov>.

CAHSEE By Subject						
	2005-06		2006-07		2007-08	
	School	State	School	State	School	State
English	51.6	51.1	42.3	48.6	46.4	52.9
Mathematics	45.9	46.8	49.4	49.9	49.7	51.3

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	53.6	38.2	8.3	50.3	37.1	12.6
Male	64.7	29.4	6.0	52.0	37.1	10.9
Female	37.2	51.1	11.7	47.8	37.0	15.2
African American	71.1	26.7	2.2	53.2	38.3	8.5
Asian	52.4	38.1	9.5	52.4	23.8	23.8
Hispanic or Latino	65.1	32.5	2.4	68.2	28.2	3.5
White	42.2	46.0	11.8	39.6	41.5	18.9
English Learners	61.0	34.1	4.9	61.7	28.4	9.9
Socioeconomically Disadvantaged	54.7	37.2	8.1	53.5	32.6	14.0
Students with Disabilities	87.2	12.8	-	87.8	9.8	2.4

UC/CSU Course Completion

Students at Foothill High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (Four recommended for UC)
- D: Two years of laboratory science (Three recommended for UC)
- E: Two years of a single language other than English (Three recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Advanced Placement Classes

Foothill High School encourages students to continue their education past high school. Foothill High School offers Advanced Placement (AP) courses for those students seeking to qualify for college credit. 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.

Workforce Preparation

It is the goal of Foothill High School that students understand the importance of academic subjects and experience how employees apply subject learning to work situations. The school's programs focus on preparing students to think conceptually, communicate effectively, and apply skills in real-world contexts.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	15.4%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	15.9%

* Duplicated Count (one student can be enrolled in several courses).

Advanced Placement Classes		
	# of Courses	Enrollment
Social Science	2	64
Totals	2	64
Percent of Students in AP Courses		0.8%

Curriculum and instructional strategies to foster critical thinking, problem solving, leadership, and academic skills ensure work-readiness skills. Alicia Lawson is the primary contact for Twin Rivers School District's Career Technical Committee.

The district has established career academies. The Career-themed learning communities serve as schools-within-a school. Academic courses that meet high school graduation and college entrance requirements are linked with technical courses that focus on the academy's field of work. Work-based learning opportunities for students tie classroom activities to internships with local employers. Foothill High School is the main site for Information Career Academy (FACIT). Within the academy the following programs are offered:

- Arts and Communication
- Computer Science and Information Systems
- Business Management
- Marketing
- Food and Hospitality Services
- Electronic Technology
- Fashion Design
- Manufacturing and Merchandising
- Home Economic Technology.

The students are evaluated in the courses through grades, projects, portfolios, interviews, and worksite evaluation.

Foothill High School offers a variety of programs to help students explore career and employment options. Regional Occupational Program (ROP) classes provide advanced training and employment opportunities with local businesses. ROP classes are available in:

- Business & Marketing
- Childcare
- Work Experience
- Cooking & Food Service
- Information Technology

The table displays questions and answers about student participation in Foothill High School's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participate in CTE?	615
What percent of the school's pupils complete a CTE program and earn a high school diploma?	6.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	40.0

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Foothill High School had 60 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

	Teacher Credential Status		
	School		
	05-06	06-07	07-08
Fully Credentialed	68	69	60
Without Full Credentials	2	2	3
Working Outside Subject	0	0	2

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

School	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
	93.8%	6.2%

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district offers 12 staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

School Leadership

Leadership at Foothill High School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Leadership duties were assumed by Principal William Brown in 2008-09. Principal William Brown has 12 years of experience in education with two year serving as vice principal of Rio Linda High School. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

Leadership teams include:

- School Site Council
- English Language Advisory Committee
- Site Leadership Team

School Facilities & Safety

Foothill High School was originally constructed in 1964. The campus is currently comprised of 85 classrooms, a library, two computer labs, two gyms, a fitness room, a music building, one counseling room, a staff lounge, a football stadium, and a cafeteria.

The Safety Plan is evaluated and revised annually in the fall by school site staff members. Revisions to the Safety Plan are communicated to all staff members annually. In the fall of 2008 the district safety plan was revised. The new plan was approved by the district board, principals were trained, each site completed and submitted for approval a new school level plan, and school staffs were trained.

The table shows the results of the most recent school facilities inspection (as of January 2009). While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 10/06/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. Five custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2008-09 school year, the district has budgeted \$1,200,000 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. Please see the district for a complete list of deferred maintenance projects.

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2006-07 financial statements). **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Average Teacher Salaries	
School	
School	\$59,425
School & State	
All Unified School Districts	\$63,458
Percentage of Variation	6.36%

Teacher & Administrative Salaries

Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.

Expenditures & Services Funded

Based on 2006-07 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. **Since the district opened in the 2008-09 school year there is no district data reported for the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.**

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,630
From Restricted Sources	\$1,591
From Unrestricted Sources	\$5,039
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	4.92%

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Targeted Instruction Improvement Block Grant
- School and Library Improvement Block Grant
- Gifted and Talented Education
- High Priority School Grant
- After-School Intervention
- School Counselor Program
- English Language Resource Program
- Parent Outreach Workers
- Discretionary Block Grant
- Parent Involvement
- PE Block Grant
- Charter School Fund
- State Compensatory Education
- Comprehensive Student Support
- Quality Education Investment Act
- Title I
- EIA-LEP
- EIA-SCE
- SIP
- Head Start
- State Lottery
- Title IV
- ELAP
- Healthy Start
- Medi-Cal
- Neil Soto Grant
- Reading First

Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.