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Twin Rivers Unified School District Foothill High School

5000 McCloud Drive, Sacramento, CA 95842 ♦ (916) 286-1300
2008-09 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. Started 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 1,363 students in grades ninth through twelfth for the 2008-09 school year. Student demographics are illustrated in the chart.

Student Enrollment by Ethnic Group

2008-09	
	Percentage
African American	20.2%
American Indian	1.5%
Asian	5.9%
Caucasian	38.7%
Filipino	2.3%
Hispanic or Latino	25.7%
Pacific Islander	1.5%
Multiple or No Response	4.1%

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 two of 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			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	318	372	502	0	0	10898
Suspension Rate	21.1%	26.3%	36.8%	0.0%	0.0%	35.2%
Expulsions	10	7	7	0	0	64
Expulsion Rate	0.7%	0.5%	0.5%	0.0%	0.0%	0.2%

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:

- Principal's List
- High Honors
- Honor Roll
- Attendance Awards
- Students of the Quarter
- Most Improved Student
- Mustang of the Month

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.

Aside from our full sports schedule, we also have multiple student clubs, dance team, Service based Organizations such as CSF and Key Club. We also have Parents for Progress meetings each Friday and as well as our parent volunteer group called "Parent Patrol".

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			
	2006-07	2007-08	2008-09
9th	438	412	375
10th	420	391	367
11th	335	346	324
12th	313	265	297

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			
	05-06	06-07	07-08
Dropout Rate	1.50%	2.20%	5.70%
Graduation Rate	92.90%	94.70%	82.80%

Class Size

Average class sizes vary by grade level and subject area taught. 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:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
English	25	29	28	16	8	12	39	31	21	6	19	17
Mathematics	26	28	26	12	9	13	40	34	26	4	10	5
Science	24	28	25	11	2	14	32	27	24	1	7	3
Social Science	27	29	28	5	4	6	32	19	23	5	11	9

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 October 2009, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and 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 teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All teachers have the opportunity to review the materials. 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.

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.

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, Coaching, Parent Patrol, Parents for Progress 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.

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 1:342. The chart lists support staff that are available to all students at Foothill High 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%

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Academic Counselor	4	4.0
Health Assistant	1	1.0
Instructional Coach	1	1.0
Librarian/library media teacher	1	1.0
Resource Teacher	4	4.0
RSP Aide	3	2.25
SDC Aide	7	5.25
Special Day Class (SDC) Teacher	4	4.0

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 two of 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>.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	41	43	40	*	*	38	43	46	50
Mathematics	14	18	16	*	*	35	40	43	46
Science	40	44	42	*	*	34	38	46	50
History/Social Science	25	27	30	*	*	25	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	26	10	26	16
American Indian	14	25	*	*
Asian	61	27	57	58
Filipino	46	23	*	28
Hispanic or Latino	33	12	40	29
Pacific Islander	36	17	*	8
Caucasian	50	19	50	37
Males	36	17	45	33
Females	44	14	39	26
Socioeconomically Disadvantaged	33	14	37	26
English Learners	14	9	25	11
Students with Disabilities	9	9	14	13
Migrant Education	*	*	*	*

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

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 2008-09 school year, 17.0% of ninth grade students were in the HFZ.

Data Sources

Data within the SARC was provided by Twin Rivers Unified School District, retrieved from the 2008-09 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.



National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

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 two of 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.*

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2008-2009	-
Year in PI (2009-10)	Year 2	-
# of Schools Currently in PI	-	25
% of Schools Identified for PI	-	40.98%

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.*

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	No		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	Yes		Yes	
Graduation Rate	Yes		No	

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.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	5	6	5	
Similar Schools Rank	8	9	8	
All Students				
Actual Growth	13	-1	-27	683
Socioeconomically Disadvantaged				
Actual Growth	24	12	-47	649
African American				
Actual Growth	29	-10	-42	625
Hispanic or Latino				
Actual Growth	-11	13	-17	640
Caucasian				
Actual Growth	22	1	-18	730
Students with Disabilities				
Actual Growth	52	-2	-	470
English Learners				
Actual Growth	5	6	-17	648



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 2008-09 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/>.

Completion of High School Graduation Requirements			
	School	District	State
All Students	89.0%	77.0%	*
Socioeconomically Disadvantaged	87.0%	80.0%	*
African American	84.0%	70.0%	*
American Indian	100.0%	66.0%	*
Asian	91.0%	85.0%	*
Filipino	86.0%	89.0%	*
Hispanic or Latino	89.0%	78.0%	*
Pacific Islander	100.0%	82.0%	*
Caucasian	89.0%	78.0%	*
English Learners	78.0%	72.0%	*
Students with Disabilities	65.0%	63.0%	*

* 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 two of 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								
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	42.3	32.8	48.6	46.4	34.7	52.9	46.6	38.3	52.0
Mathematics	49.4	38.6	49.9	49.7	39.8	51.3	47.2	41.3	53.3

	CAHSEE By Student Group					
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	53.5	29.4	17.1	52.8	39.2	8.1
Males	53.8	29.5	16.7	49.7	38.2	12.1
Females	53.2	29.2	17.5	55.9	40.1	3.9
African American	63.2	23.7	13.2	74.0	24.7	1.3
Asian	47.8	39.1	13.0	30.4	39.1	30.4
Hispanic or Latino	60.0	24.0	16.0	60.8	35.1	4.1
Caucasian	46.0	34.5	19.5	40.2	49.1	10.7
English Learners	66.7	24.6	8.7	49.3	44.9	5.8
Socioeconomically Disadvantaged	62.9	23.9	13.2	59.2	35.7	5.1
Students with Disabilities	81.2	15.6	3.1	87.9	6.1	6.1

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'.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	73.7%
% of Student Enrollment in Courses Required for UC/CSU Admission	73.7%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-
% of Graduates Who Completed All Courses Required for UC/CSU Admission	13.5%

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

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.

Advanced Placement Classes		
	# of Courses	Enrollment
Science	1	12
Social Science	2	56
English	2	85
Mathematics	1	21
Totals	6	174
Percent of Students in AP Courses		2.4%

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. Curriculum and instructional strategies to foster critical thinking, problem solving, leadership, and academic skills ensure work-readiness skills. Marla Miller 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.

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?	1,055
What percent of the school's pupils complete a CTE program and earn a high school diploma?	39.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

Teacher Assignment

Twin Rivers Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Foothill High School had 61 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	69	60	61	1489
Without Full Credentials	2	3	2	36
Working Outside Subject	0	2	0	0

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		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	3
Misassignments of Teachers (other)	0	0	1
Total Misassignments of Teachers	0	0	4
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.

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 an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Demonstrates Effective Instructional Techniques and Strategies, Establishes and Maintains Suitable Learning Environment, Adherence to District Curricular Objectives, Demonstrates Effective Instructional Techniques and Strategies, Promotes Students' Progress Toward District Standards of Expected Student Achievement, Fulfills Instructional Duties and Professional Responsibilities.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	99.5%	0.5%
District	97.4%	2.6%
High-Poverty Schools in District	98.4%	1.6%
Low-Poverty Schools in District	0.0%	0.0%

Teachers and other certificated staff members build teaching skills and develop educational concepts through participation in conferences and workshops throughout the year. In the 2008-2009 school year, the Twin Rivers District offered 3 non-student professional development days for elementary teachers and 5 non-student days for secondary teachers. The professional development sessions focused on a broad range of topics including California state core subjects, research-based differentiated teaching strategies, technology and increasing student achievement.

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.

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 13 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 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 2007-08 financial statements). *Since the district opened in the 2008-09 school year there is no district data reported for two of 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 & District	
School	\$59,425
District	-
Percentage of Variation	-
School & State	
All Unified School Districts	-
Percentage of Variation	-

Teacher & Administrative Salaries

Since the district opened in the 2008-09 school year there is no district data reported for two of 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 2007-08 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 two of 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.*

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**
- PE Block Grant**
- School and Library Improvement Block Grant**
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Comprehensive Student Support
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- School Counselor Program
- State Lottery
- English Language Acquisition Program
- Title IV
- Parent Involvement
- Title I
- Charter School Fund
- Title III
- State Compensatory Education
- Reading First
- Pupil Retention Block Grant

**Effective 08/09

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,185
From Restricted Sources	\$2,038
From Unrestricted Sources	\$5,147
District	
From Unrestricted Sources	\$4,661
Percentage of Variation between School & District	10.43%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	6.62%

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.

The table shows the results of the most recent school facilities inspection. 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.

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. Seven 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 2009-10 school year, the district has budgeted \$950,000.00 for the deferred maintenance program. This represents 0.39% of the district's general fund budget. Please see the district for a complete list of deferred maintenance projects.

School Facility Conditions				
Date of Last Inspection: 02/02/2009				
Overall Summary of School Facility Conditions: Poor				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			CI Rm E-4 (Wood Shop) - Exhaust fan turns on but does not exhaust air.
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)			X	Gym - Dirty floors. Peeling paint in Male coaches office. CI Rm S-8 - Very dirty floors. CI Rm E-4 (Wood Shop) - Floors dirty. Cleaning is needed behind the window curtains.
Electrical			X	Cafeteria - Office/Store Rm 1 light fixture/ballast out. No cover on other fixture. Gym - Girls Locker Rm-Approx. 24 light fixtures without covers, some may have sleeves. 2 fixtures bulbs/ballast out. Male Coach Off/RR-missing light cover. Boys locker room-24 missing light covers from fixtures. 2 light bulbs out. 4 light fixtures bulbs/ballast out. 1 bulb out in hallway by outside door. CI Rm C-7 - 4 light bulbs/ballast out. Pantry-1 light fixture bulb/ballast out. 2 light bulbs out. Copy Rm-1 light bulb out. CI Rm C-27 - 1 light fixture bulbs/ballast out. CI Rm C-16 - 1 light fixture bulbs/ballast out. 2 light bulbs out. Library - 2 light fixtures bulbs/ballast out. CI Rm S-2 - 4 light bulbs out. Need 2 "exit" signs posted. CI Rm S-4 - 2 light bulbs out. CI Rm N-8 - 1 light bulb out. CI Rm N-12/IMC - 2 light bulbs out. CI Rm N-1 - 2 light bulbs out. CI Rm N-14 - 2 light bulbs out. CI Rm N-7 - 1 light bulb out. CI Rm N-13 - 6 light bulb/ballast out. CI Rm E-2 (Auto Shop) - 7 light fixtures bulbs/ballast out. Many lights do not have covers. CI Rm E-1 (Metal & Ceramics Shop) - Many light bulbs missing. 4 light fixtures bulbs/ballast out. CI Rm E-5 (Weight Room) - Many lights out. No covers on lights. Missing light bulbs. CI Rm E-4 (Wood Shop) - 7 broken light fixtures. 13 light fixtures not working. 1 broken light fixture cover. 5 bulbs out. 1 light fixtures bulbs not covered. Storeroom-1 light fixture bulb/ballast out. 1 light fixture bulb not covered.
Restrooms/Fountains			X	Multi-purpose Room - Boys RR-Broken toilet paper holder. 1 light fixture, 4 bulbs/ballast out, 1 light bulb out. Gym - Womens HDCC RR-no papertowels or soap. Female Coachs Off/RR-No papertowels or soap. Girls RR-Broken door on lock. Soap dispenser broke. Lower C-Wing Restrooms - Girls RR-1 bulb out. Broken soap dispenser. Boys RR-1 paper towel dispenser missing. No soap. 2 broken soap dispensers. Library - NO hot water as heater has been inoperable for 2 years. Upper C-Wing Restrooms - Girls RR-1 sink inoperable. Graffiti on stall walls. Boys RR-Heavy graffiti on stall walls. N-Wing Restrooms - Boys RR-No soap. No papertowels. Girls RR-Graffiti on stall walls. Broken soap dispenser. Shop Area-Boys Restroom - Broken toilet paper holder. No seat covers or dispenser.
Safety (Fire Safety, Hazardous Materials)			X	Cafeteria - 2 fire extinguisher outdated. Not mounted in the snack bar. No fire exit sign about mounted fire ex. No exit sign on rear door to cafeteria. No fire exit sign above fire Ex. next to ovens. Fire suppression system certification is outdated. Multi-purpose Room - No fire extinguisher signs above mounted Fire Ex. Boys Restroom-exit signs on doors not working. Gym - Female Coachs Off/RR-Exit sign missing from outside door. CI Rm C-1 - Missing Fire Ex. sign. Missing 2 "Exit" signs. Missing 1 "not an exit" sign. CI Rm C-5 - No fire extinguisher sign posted. CI Rm C-27 - No fire extinguisher sign posted. CI Rm C-16 - No fire extinguisher sign posted. CI Rm C-9 (Lab) - No "exit" signs posted. CI Rm C-13 - No fire extinguisher signs posted. 2 "exit" signs needed. Library - No fire extinguisher sign posted in computer room. CI Rm S-5 (IMC) - Need 2 "Not Exit" signs posted. Need 2 "Exit" signs posted. CI Rm S-4 - No fire extinguisher sign posted. CI Rm S-1 - No "Exit" signs posted. No fire Extinguisher sign posted. CI Rm S-8 - No fire extinguisher sign posted. CI Rm S-8 IMC - Need 2 "Exit" signs posted. Need 6 "Not Exit" signs posted. CI Rm S-12 - No "Exit" signs posted. Need 1 "Exit" sign and 1 "Not Exit" sign posted. CI Rm S-16/IMC - No "Exit" signs posted. IMC needs 2 "Exit" signs and 2 "Not Exit" signs posted. CI Rm T-9 Special Ed - No fire extinguisher sign posted. CI Rm T-6 - No fire extinguisher sign posted. CI Rm F-1 - Fire extinguisher needs to be mounted. CI Rm F-8 - Fire extinguisher sign needs to be posted. CI Rm F-11 - Fire extinguisher sign needs to be posted. CI Rm F-13 - Fire extinguisher sign needs to be posted. CI Rm N-3 - No certification tag on extinguisher and the pin has been pulled. CI Rm N-8 - Fire extinguisher sign needs to be posted. CI Rm N-12/IMC - Need 1 "exit" sign posted. IMC needs fire extinguisher sign posted. CI Rm N-14 - Fire extinguisher sign needs to be posted. CI Rm N-16 - Fire extinguisher sign needs to be posted. 2 light bulbs out. 2 electrical cords running across the floor (trip hazzard). CI Rm N-13 - Need 2 "Exit" signs posted. CI Rm E-6 - Needs fire extinguisher sign posted. CI Rm E-2 (Auto Shop) - Fire extinguisher missing. CI Rm E-1 (Metal & Ceramics Shop) - Exit light not working. CI Rm E-4 (Wood Shop) - Exit signs not posted on doors. Electrical exit signs not working.
Structural (Structural Damage, Roofs)			X	CI Rm F-2 - Leak in ceiling. 2 ceiling tiles missing. CI Rm F-3 - 1 broken ceiling tile. CI Rm F-13 - 1 water stained ceiling tile. CI Rm E-2 (Auto Shop) - Ceiling broken and peeling paint. 12 ceiling tiles missing. 20 ceiling tiles have holes in them. 4 tiles are badly water stained. CI Rm E-1 (Metal & Ceramics Shop) - 1 ceiling tile hanging loose. 4 water stained ceiling tiles. CI Rm E-4 (Wood Shop) - 3 missing ceiling tiles. Cafeteria - Peeling paint in reefer room. No door on custodial closet. Peeling ceiling paint in Office/Store room. Freezer door doesnt shut tight. Swimming Pool - Back door needs repair. CI Rm T-6 - Broken blinds-2 sets. CI Rm E-5 (Weight Room) - Safety mats sticking up causing a trip hazard.
External (Grounds, Windows, Doors, Gates, Fences)			X	Shop Area Back Yard - Whole area needs a through cleaning.