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Twin Rivers Unified School District Foothill High School

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2014-15 School Accountability Report Card Published in 2015-16 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

Hello families, I am very excited to be a part of educating your students this school year. We have many programs for your children to participate in and, if you're interested, we have programs for parents too. I'd like to invite and encourage you to be a part of your child's success at Foothill High School. Our hours of operation will be 7:00 am - 4:00 pm Monday through Friday. We are available by walk in visit, phone call or e-mail. You can also visit us anytime at <http://fhswebsite.info/> or <http://www.twinriversusd.org/schools/fhs/> here you will find information, websites, articles, events as well as student work. Please take a look. My door is always open; I look forward to your suggestions, concerns and presence on our campus. Please feel free to visit anytime.

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."

District & School Profile (School Year 2015-16)

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 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	18.7%
American Indian or Alaska Native	0.4%
Asian	5.2%
Filipino	1.9%
Hispanic or Latino	37.8%
Native Hawaiian or Pacific Islander	1.7%
White	31.1%
Two or More Races	3.3%
English Learners	13.9%
Socioeconomically Disadvantaged	76.6%
Students with Disabilities	14.6%
Foster Youth	1.0%

School Enrollment & Attendance (School Year 2014-15)

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 the 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			
	2012-13	2013-14	2014-15
9th	310	320	279
10th	314	258	307
11th	282	248	222
12th	244	250	212

Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Highly Qualified Teachers (School Year 2015-16)

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". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	90.5%	9.5%
All Schools in District	78.5%	21.5%
High-Poverty Schools in District	78.5%	21.5%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Teacher Credential Status			District
	School			
	13-14	14-15	15-16	15-16
Fully Credentialed	0	52	55	1270
Without Full Credentials	0	0	1	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	43

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 semester or year.

	Misassignments/Vacancies		
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	1
Total Misassignments of Teachers	0	0	1
Vacant Teacher Positions	0	1	1

Instructional Materials (School Year 2015-16)

Twin Rivers Unified held a public hearing on October 6, 2015, 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.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Algebra II	College Board	2014	Yes	0.0%
9th-12th	ELD	National Geographic / Hampton Brown	2008	Yes	0.0%
9th-12th	English/ Language Arts	McDougal Littell	2002	Yes	0.0%
9th-12th	Geometry	College Board	2014	Yes	0.0%
12th	Health	Pearson	2014	Yes	0.0%
10th-12th	Science	Glencoe/ McGraw Hill	2007	Yes	0.0%
10th-12th	Science	Pearson/ Prentice Hall	2006	Yes	0.0%
11th	United States History	Glencoe/ McGraw Hill	2006	Yes	0.0%
10, 12	World History	Pearson/ Prentice Hall	2007	Yes	0.0%

School Facilities & Safety (School Year 2015-16)

Foothill High 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 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. Four full-time and one part-time custodian ensures that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and 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 2015-16 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.60% of the district's general fund budget.

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.

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 collected in June 2015, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

School Facility Conditions				
Date of Last Inspection: 09/15/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			Classroom C9/Lab - there are stains on the ceiling; Classroom T10 - the counter top is missing the Formica edge; Small Gym - there are stains on the ceiling.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Classroom C5/Computer Lab - the paper towel dispenser is empty; Boys Restroom Near Boys Locker Room - graffiti on the partitions and walls; Classroom T9 - The kitchen between rooms T9 and T10 has a dirty floor; Library - the carpet is stained.
Electrical	X			Boys Restroom Next to Room C10 - there is a hanging light diffuser; Classroom C9/ Lab - there are two lights out; Classroom S9 - there is one light out; Small Gym - the low voltage HVAC controls are hanging on the wall.
Restrooms/Fountains			X	Boys Locker Room - the door handle to the restroom in the boys locker room is loose; Boys Restroom Near Boys Locker Room - there is a strong urine smell; Boys Restroom Near Room C7 - there is graffiti throughout the restroom; Boys Restroom Near Room C10 - graffiti throughout; Boys Restroom F Wing - the floor is dirty; Classroom T10 - the restroom has dirty toilets and floors; Girls Restroom F Wing - the floor is dirty. Classroom C10 - there are two sinks with no handles; Classroom C9/Lab - there is one sink not working; Classroom E5 - two sinks are not working; Classroom N14 - there is one sink missing a faucet; Classroom T10 - the drinking fountain has low water pressure; Main Gym - the drinking fountain by the main gym is dirty; Small Gym - the drinking fountain by the small gym is dirty and missing the faucet; Weight Room - the drinking fountain by the weight room is dirty.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000.

Overall scores are reported within one of four levels: • Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.

- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	36	26	44
Mathematics (Grades 3-8 and 11)	13	21	33

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	204	196	96.1	31	32	24	12	197	96.6	65	20	9	5
Male	204	104	51	38	31	21	8	104	51	69	17	6	6
Female	204	92	45.1	23	33	27	17	93	45.6	60	24	12	3
Black or African American	204	33	16.2	45	33	18	3	33	16.2	76	18	3	0
American Indian or Alaska Native	204	1	0.5	--	--	--	--	1	0.5	--	--	--	--
Asian	204	11	5.4	0	36	27	36	11	5.4	27	27	27	18
Filipino	204	3	1.5	--	--	--	--	3	1.5	--	--	--	--
Hispanic or Latino	204	74	36.3	26	36	27	8	75	36.8	73	16	8	1
Native Hawaiian or Pacific Islander	204	5	2.5	--	--	--	--	5	2.5	--	--	--	--
White	204	58	28.4	36	24	24	16	58	28.4	57	28	7	9
Two or More Races	204	9	4.4	--	--	--	--	9	4.4	--	--	--	--
Socioeconomically Disadvantaged	204	143	70.1	31	33	24	12	143	70.1	68	17	10	3
English Learners	204	19	9.3	63	26	11	0	19	9.3	84	16	0	0
Students with Disabilities	204	27	13.2	59	30	4	0	27	13.2	89	0	4	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Standards Test

The California Standards Test (CST), a component of the CAASPP 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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	46	36	33	43	47	43	59	60	56

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

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subgroups	
Subject	Science
District	43
School	33
African American/Black	25
Asian	33
Hispanic or Latino	28
White	49
Males	33
Females	34
Socioeconomically Disadvantaged	33
English Learners	5

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

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
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	97.3%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	30.7%

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

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. Within the academy the following programs are offered:

- Arts and Communication
- Choices New Energy Academy sponsored by PG & E
- Careers in Education
- Culinary Arts
- Hospitality & Community Health
- Digital Media

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 participated in CTE programs?	171
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	92.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	78.0%

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. 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).

Percentage of Students in Healthy Fitness Zone

2014-15

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	22.6%	15.6%	18.1%

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

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2013-14)

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.

CAHSEE By Subject for All Grade Ten Students

	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	44	34	57	45	32	56	48	33	58
Mathematics	42	35	60	46	34	62	45	36	59

CAHSEE By Student Group for All Grade Ten Students

	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students District	61	24	16	57	33	10
All Students School	52	28	20	55	34	11
Male	59	24	17	53	35	12
Female	46	31	23	56	33	11
Black or African American	59	31	10	63	33	4
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	60	22	18	58	28	14
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	38	35	27	41	48	11
English Learners	93	7	0	85	12	2
Socioeconomically Disadvantaged	56	23	21	57	33	10
Receiving Migrant Education Services	0	0	0	0	0	0
Students with Disabilities	91	6	3	78	19	3

Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent Involvement (School Year 2015-16)

Parents play an important role at Foothill High School through active participation and involvement in the following:

- School Site Council
- Booster Club
- English Language Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- IEP Team
- SST Committee

Parents and community members are also encouraged to volunteer in the classroom 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) 566-3445.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

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. Rules are reviewed during registration process and freshman event, by teachers in the classrooms, at Back to School Night, through the school website and letters sent home from school. 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.

Suspensions & Expulsions

	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	19.7%	17.1%	13.8%	0.1%	0.2%	0.2%
District	9.3%	8.8%	7.7%	0.0%	0.1%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2014-15)

The Site Safety Plan is evaluated and revised annually in the fall by school site staff members. Revisions to the Safety Plan are communicated to staff members annually. Key elements to the Safety Plan include evacuation plans and drills, shelter-in-place, and dismissal procedures. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout & Graduation Rates (Four-Year Cohort Rate)

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

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates

	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	11.0%	9.6%	9.9%	86.5%	86.8%	88.5%
District	19.4%	16.4%	15.3%	72.3%	75.3%	77.6%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

Completion of High School Graduation Requirements - Class of 2014

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 2013-14 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	84.8%	65%	84.6%
African American/Black	74.4%	51.9%	76%
American Indian or Alaska Native	50%	56.3%	78.1%
Asian	95.8%	74.1%	92.6%
Filipino	83.3%	82.6%	96.5%
Hispanic or Latino	88.3%	62.2%	81.3%
Native Hawaiian or Pacific Islander	66.7%	68%	83.6%
White	86.4%	73.1%	89.9%
Two or More Races	200%	58.2%	82.8%
English Learners	65.4%	48.9%	50.8%
Socioeconomically Disadvantaged	84.2%	64.3%	81.4%
Students with Disabilities	66.7%	52%	61.3%

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress (School Year 2014-15)

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.
- 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, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes		Yes	
Met Graduation Rate	Yes		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

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 (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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2008-09	2010-11
Year in PI (2015-16)	Year 5	Year 3
# of Title I Schools Currently In PI	-	51
% of Title I Schools Currently In PI	-	100%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution											
Average Class Size	Classrooms Containing:										
	1-20 Students			21-32 Students			33+ Students				
13	14	15	13	14	15	13	14	15	13	14	15
By Subject Area											
22	22	22	24	24	21	18	18	15	15	15	12
21	21	21	25	25	19	17	17	12	8	8	11
28	28	24	4	4	11	10	10	14	11	11	7
Social	25	25	23	12	12	13	13	13	15	12	11

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 Brian Welborn. 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 (SSC)
- English Language Advisory Committee (ELAC)
- Site Leadership Team
- Vice Principals
- Head Counselor
- School Secretary

Counseling & Support Staff (School Year 2014-15)

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 1:340. The chart lists support staff that are available to all students at Foothill High School.

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	3	3.0
Health Assistant	1	1.0
Library Media Technician	1	1.0
Nurse	1	0.60
Psychologist	1	0.85
Resource Specialist Program (RSP) Teacher	3	3.0
RSP Aide	3	2.25
SDC Aide	5	5.0
Special Day Class (SDC) Teacher	5	5.0
Speech/Language Specialist	1	0.38

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as 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 adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2014-2015 school year, Twin Rivers Unified School District offered 5 non-student professional development days for teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels, 21st Century Learning Skills, and Implementation of PLCs. For the 2014-2015 year, the district supported approximately 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

Curriculum Development

All curriculum development at Foothill High School revolves around the California State Common Core 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.

Student Recognition

A well-developed student recognition program contributes to the positive environment of the school. Foothill High School students are recognized in the following ways:

- Annual Awards Nights
- Award Assemblies
- Honor Roll
- School board and district recognition

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 at Foothill High School include:

Athletic Teams

- Football
- Basketball
- Softball
- Cheer
- Volleyball
- Wrestling
- Tennis
- Soccer
- Track and Field
- Boys Golf
- Cross Country
- Baseball
- Swimming

Club Opportunities

- Spanish Club
- Marching Band
- New Energy
- Hospital & Community Health
- Leadership
- Key Club
- Careers in Education
- Sports Medicine
- Drama Club
- AVID
- Culinary Art
- Choices New Energy Academy sponsored by PG&E
- Choir
- Academy/Career Tech Opportunities
- Digital Media

Advanced Placement Classes (School Year 2014-15)

Foothill High School encourages students to continue their education past high school. Foothill 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	
	<u># of Courses</u>
English	3
Foreign Language	2
Mathematics	1
Science	2
Social Science	2
Totals	10
Percent of Students in AP Courses	0.6%

Admission Requirements for California's 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 course 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 admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 have 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 admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>.

School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$71,641
District	\$71,162
Percentage of Variation	0.7%
School & State	
All Unified School Districts	\$72,971
Percentage of Variation	-1.8%

Teacher & Administrative Salaries (Fiscal Year 2013-2014)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$40,800	\$43,165
Mid-Range Teachers	\$55,607	\$68,574
Highest Teachers	\$84,942	\$89,146
Elementary School Principals	\$100,560	\$111,129
Middle School Principals	\$105,080	\$116,569
High School Principals	\$114,809	\$127,448
Superintendent	\$205,358	\$234,382
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.0%
Administrative Salaries	5.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2013-14)

Based on 2013-14 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.

Supplemental/Restricted expenditures come from money that is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,092
From Supplemental/Restricted Sources	\$1,867
From Basic/Unrestricted Sources	\$6,225
District	
From Basic/Unrestricted Sources	\$5,201
Percentage of Variation between School & District	19.7%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	16.4%

District Revenue Sources (Fiscal Year 14-15)

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
- Carl Perkins
- Quality Education Investment Act
- After School Education & Safety
- State Lottery
- Title II
- Title I
- Title III
- Pupil Retention Block Grant
- PE Block Grant**
- EIA-LEP
- EIA-SCE
- Healthy Start
- Medi-Cal
- Head Start
- English Language Acquisition Program
- CA Partnership Academies
- Charter School Fund
- Special Education