

~~2008-2009~~

SCHOOL ACCOUNTABILITY REPORT CARD



Foothill High

KERN UNION HIGH



FOOTHILL HIGH

Part I

Data and Access



The Foothill High School learning community is committed to:

- Creating and maintaining an environment which fosters high expectations for all students;
- Helping all students demonstrate mastery of state and district standards;
- Helping all students achieve proficiency on formative and summative assessments; and
- Providing a comprehensive system of support for students to ensure achievement.

2008-09

School Accountability Report Card

Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at www.cde.ca.gov/ta/ac/sa. For additional information about the school, parents and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FOOTHILL HIGH

Part II

About This School

2009-2010
Contact
Information

School

Foothill High
501 Park Drive
Bakersfield, CA 93306
661-366-4491
kernhigh.org/foothill

District

Kern Union High
661-827-3100
www.khsd.k12.ca.us
CDS Code: 15-63529-1532605

Katie Kleier
Director of Instruction
katie_kleier@khsd.k12.ca.us

School Description and Mission Statement

Foothill High School is unique in that it is the only school in Kern County to have earned the distinction of being an International Baccalaureate World School. The IB program was first developed to ensure international boundaries would not limit a student's access to the American University system. It is generally recognized as having the most rigorous curriculum of any high school program in the world. Students complete portfolios and tests that are shipped throughout the world for evaluation by experts in their fields. Foothill's Mission and Vision statements do a fine job of summarizing the priorities of our school: At Foothill High School we will educate the whole student: Scholastically, socially and vocationally. We judge student improvement to be our first priority because students are our most important clients. A well-rounded education involves student participation in clubs, activities and athletics which foster student, school, and community pride. We will improve parental support and community involvement because they are essential to student success. We are committed to faculty improvement because Foothill students deserve the finest possible instruction. We will increase the level of available technology to students and staff because it is a key component to their success. We are dedicated to maintaining and enhancing Foothill's "family feeling" because a safe and welcoming environment nurtures students and staff alike. We are committed to the continuous beautification of the Foothill campus and its surroundings because our efforts will support student, parent, and community pride in our beloved school.

Opportunities for Parental Involvement

Foothill is striving to create an environment of increased parental involvement. It is anticipated that this increased involvement of the entire school community will result in a larger degree of support for our students, staff, and various programs.

Foothill's active parent groups include:

Parent Advisory Council – Three categorical parent groups comprise the Parent Advisory Council (PAC). They are Title I, Migrant, and English Learner program parents. The majority of parents in attendance are Spanish-speakers. As an advisory council this group of parents participates in establishing goals, objectives and priorities for categorical programs. In addition, they review annual needs and year end assessments including the Migrant service agreement and the Single Plan for Student Achievement (SPSA). The PAC is a supportive group of Foothill parents who suggest guest presenters and eagerly volunteer to help out at Foothill. From this council, representatives are elected to attend KCSOS RAC, KHSO DELAC and Title I/MIG meetings.

School Site Council – The School Site Council (SSC) is a group of dedicated teachers, administrators, parents, and students who work with the site

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About This School

administration to develop, review and evaluate school improvement programs and school budgets. The members of the SSC are elected by their peers and meet monthly before school. At each meeting there are individual reports presented that pertain to the following program areas: Administration, Faculty, A-Team, Title I/English Learner/Migrant, Special Education, counseling, and Students. Foothill's SSC advises the site administration on the SPSA and ultimately lends its endorsement to this important document.

Trojan Link – This long standing parent teacher organization is always looking for parents interested in serving on their Trojan Link Board or helping on one of their many committees. Trojan Link voluntarily provides refreshments at many school functions including award presentation ceremonies and senior activities. This group is also the primary organization who sponsors the annual Grad Nite trip following graduation. Trojan Link meetings are held in the conference room of the main office. If you would like to join this organization, contact Scott Odlin. Membership is always elicited as the level of involvement has diminished over recent years.

Friends of Fine Arts – Friends of Fine Arts is an active parent/alumni group that supports the Visual and Performing Arts at Foothill High School. There are members from each of the Fine Arts disciplines that share a common goal of supporting the Arts. Each discipline is provided with scholarship and awards at the end of the year for deserving graduates who have excelled in their discipline. Fine Arts Awards Night is an annual event for the Fine Arts students to be recognized for their achievements throughout the year.

Athletic Boosters – The Athletic Boosters focus is to raise funds to supplement foothill's athletic budget. Athletic groups/teams can request supplemental funds from the Booster Club through a formal request process coordinated by the athletic director. If you are interested in working with the Athletic boosters, please contact the Athletic Director, Kevin Platt.

Foothill also participates and provides other programs for parents including:

- GATE
- Parent Institute for Quality Education (PIQE)
- Parent Project
- Title I, English Learner, and Migrant Parent Advisory

In addition to the school-wide parent groups, many clubs encourage parent participation through ASB and depend on their support to operate smoothly. Parents also have many opportunities to attend athletic, academic and club events and other activities that offer information and entertainment.

Foothill's administration team and the entire faculty and staff actively practice an "open door" policy, believing that the school's parents and community members are an integral part of the school's success.

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Part II

About This School

Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Foothill continues to be above projected enrollments although there has been a decline in enrollment over the last two years due to the boundary changes and opening of a new school in close proximity to Foothill.

Grade Level	Number of Students
Grade 9	555
Grade 10	527
Grade 11	661
Grade 12	641
Total Enrollment	2384

Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Percent of Total Enrollment

Group	Percent
African American	4.15
American Indian or Alaska Native	1.01
Asian	0.50
Filipino	0.34
Hispanic or Latino	78.78
Pacific Islander	0.08
White	14.89
Multiple or No Response	0.25
Socioeconomically Disadvantaged	77.00
English Learner	18.00
Disabilities	10.00

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Part II

About This School

Average Class Size and Class Size Distribution

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Number of Classrooms per Subject

Subject	Year	1-22	23-32	33+	Average
English-Language Arts	2006-2007	34	68	12	25.7
	2007-2008	52	49	20	25.6
	2008-2009	54	32	17	24.0
Mathematics	2006-2007	23	34	26	27.2
	2007-2008	42	46	14	25.8
	2008-2009	28	39	17	25.8
Science	2006-2007	2	20	38	33.0
	2007-2008	3	29	22	31.0
	2008-2009	9	32	16	28.0
History-Social Science	2006-2007	6	36	25	30.4
	2007-2008	3	23	31	31.8
	2008-2009	3	21	27	31.1

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Part III

School Climate



School Safety Plan

Foothill High School and the Kern High School District have comprehensive emergency and safety plans in place. The district meets regularly with site administrators to coordinate school and district procedures and policies so that efforts remain viable and consistent.

Foothill High School's Safe School Plan contains policies and procedures to handle school site emergencies and natural disasters. In case of a school site emergency or natural disaster, Foothill will use the Incident Command System. Within the Incident Command System are various roles with specific responsibilities for dealing with the emergency. The roles include incident commander, public information officer, scribe, logistics officer, planning and intelligence officer, and safety officer. Foothill's safe school plan also contains policies regarding student discipline, child abuse, and crisis/emergency response. The plan covers a diverse number of topics regarding student, staff and community safety in a precise and organized manner.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	30.20	27.10	20.60	43.10	51.00	41.70
Expulsions	5.40	5.20	5.20	5.20	5.70	5.40

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Part IV

School Facilities



School Facility Conditions and Planned Improvement

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office. Foothill is annually inspected as part of the Williams Lawsuit settlement to ensure the campus conditions meet or exceed the state's standards.

Foothill has 71 permanent classrooms, a cafeteria, a library, an auditorium, a gym, and an administration building. The main campus was built in 1962. Additions were constructed in 1968, this included three additional classroom buildings. There are currently 18 portable classrooms on campus to provide capacity for the student body.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Work orders were submitted for ceiling tiles in rooms E-5 and I-4 on 9/4/09, electrical work orders were put in for the light sensor in D-12 and the electrical cover in I-1 on 9/4/09. Mechanical work orders were also put in for an exhaust fan in the cafeteria as well as for the heating system in I-14 on 9/7/09. The eye wash pressure in room H-2 was fixed upon inspection on 9/4/09 as well.

Many safety features were incorporated throughout the buildings and grounds when the school was built. As a result, all classrooms are equipped with telephones, fire extinguishers, fire alarms, fluid barrier kits, smoke detectors, school-wide speaker system, temperature control, motion and door sensors, locking windows, and where necessary, additional safety equipment such as exit signs, showers, fume hoods, and eye-wash stations. Evacuation routes and emergency procedures are posted in all classrooms. Lock down drills, duck and cover drills, and fire drills with building evacuation are practiced annually. Fire extinguisher tags which have been torn off were also replaced in rooms I-7, I-10 and J-2. The cafeteria's back storage area was cleared so the electrical panels were no longer blocked and the tanks were also secured on 9/4/09.

The custodial staff cleans classrooms and grounds daily. Custodians make every effort to see that all areas of the campus are clean and safe, including securing and alarming the buildings each night. They also clean and stock the restrooms daily and have worked out a system to ensure they are kept up. The soap and towel dispensers have been replaced and in some cases upgraded since the inspection to ensure adequate supply, including the cafeteria girls restroom on 9/4/09.

Teachers encourage students to take ownership of the cleanliness and safety of the classrooms. Classroom rules are posted and behavior contracts are discussed at the start of each semester. Teachers enforce the dress code: no head covers, no

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Part IV

School Facilities

provocative dress, and no gang or alcohol related attire. Gang and drug related training is offered through the district for teachers. Individual classrooms and areas like the student store are checked to ensure cleanliness and safety. Issues such as cleanliness and safety in classes have been addressed, H-7 has been cleaned up and items removed as noted from the inspection including a power strip, old projects, chemicals and trash on 9/4/09.

Foothill adheres to the California Education Code and maintains a drug, alcohol, and smoke free campus. CPR and first aid certification, a clear TB test, fingerprints, and a background check are required of all teachers before they may be employed by the Kern High School District.

The Dean's Office encourages all teachers to develop classroom policies that are fair and consistent with the school and district's discipline and attendance policies. Disciplinary issues are directed to the Dean of Discipline; attendance issues are directed to the Dean of Administration. Prior to enrollment, students and parents receive a student handbook that lists school policies and discipline codes. A Kern High School District police officer is assigned to the Foothill campus. He operates from the Dean's Office.

The campus custodial crew is provided with the necessary chemicals and equipment to remove most tagging. When a school site is severely compromised, support staff from Maintenance and Operations works to remove the tagging or repaint the area before the end of the day. This practice corresponds with the Bakersfield City policy of immediate graffiti removal.

Administrators and assistants supervise the campus during breaks, lunches, and after school as a means of maintaining a safe campus and a positive educational climate. Campus supervisors and administrators remain in constant contact via transmission radios. Announcements are made as needed through the campus-wide PA system, and golf carts are readily available to support staff to help monitor campus activity.

The school's Safety Committee is responsible for educating staff and preparing the site for any emergency. Facility Maintenance Request Forms are available in the main office so that staff may report any maintenance and/or safety issues.

Foothill maintains a gated and closed campus, with controlled points of entry.

Inspections by KHSD Safety Inspectors and Maintenance and Operations Department are conducted yearly. All buildings are air conditioned and heated. The plant is attractively painted and landscaped. Improvement funds come from the District Maintenance and Operations budget and the school's principal budget. The District participates in the State School Deferred Maintenance Program for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems. The District budgeted \$1,700,000 for

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Part IV

School Facilities

deferred maintenance for the 2009-2010 school year. This represents .5% of the District's General Fund Budget.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Status*	Repair Needed / Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No exhaust fan in cafeteria, I-14 very hot
Interior: Interior Surfaces	Good	E-5 old ceiling tile leak, I-4 two ceiling tiles bowed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	H-7 old projects left out and trash overflowing
Electrical: Electrical	Good	Light sensor duct taped to wall in D-12. Electrical cover plate broken in I-1, H-7 power strip taped to chalk holder
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Cafeteria - no soap or towels in Girls restroom, H-2 eyewash no pressure
Safety: Fire Safety, Hazardous Materials	Good	Cafeteria back storage - electrical panels blocked, tanks not secured. H-7 chemicals left out. No tag on fire extinguisher in I-7, I-10, J-2
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating**	Good	

*Based on a scale from: Poor—Fair—Good

**Based on a scale from: Poor—Fair—Good—Exemplary

Date of inspection: 9/3/09

Completion date of inspection form: 8/1/09

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Part V

Teachers



Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at dq.cde.ca.gov/dataquest.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	106	112	94	1520
Without Full Credential	2	0	5	45
Teaching Outside Subject Area of Competence	0	0	0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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Part V

Teachers

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq.

Percent of Classes In Core Academic Subjects

Location of Classes	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Foothill High	97.50%	2.50%
All Schools in District	96.40%	3.60%
High-Poverty Schools in District	94.10%	5.90%
Low-Poverty Schools in District	97.30%	2.70%

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Part VI

Support Staff



Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Students per Academic Counselor

Title	Average Total
Number of Students per Academic Counselor	405.00

Number of FTEs Assigned to School

Title	Total
Academic Counselor	5.90
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	

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Part VII

Curriculum and
Instructional
Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This section displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or nonadopted textbooks or instructional materials.

Textbook Information

This section provides information if any insufficiency exists, and the reason that each pupil does not have sufficient textbooks or instructional materials.

Textbook Availability

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

English-Language Arts

Textbook Title and/or Publisher	Adoption Year
Literature and Language Third Course - HRW/Harcourt	2005
Literature and Language Fourth Course - HRW/Harcourt	2005
Literature and Language American Literature - McDougal Littell/Hou	1997
Language of Literature Purple Grade 12 Britis - McDougal Littell/Hou	2001
Edge Level A - Hampton-Brown/Nation	2007
Edge Level B - Hampton-Brown/Nation	2007
Edge Level C - Hampton-Brown/Nation	2007
Hampton Brown Edge Reading Writing Language - Hampton-Brown	2008

Collection Date: 8/1/2009

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Part VII

Curriculum and
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Materials

History-Social Science

Textbook Title and/or Publisher	Adoption Year
America Pathways to the Present - Prentice Hall	2000
Modern World History Patterns of Interaction - McDougal Littell	2006
Our Nations History American - Guidance Se	1996
We the People - Center for Civic Education	2008
Economics - AGS	2004
Economics Principles in Action - Prentice Hall	2000
History Alive! - Teachers' Curriculum Institute	2008
United States Government - AGS	2005

Collection Date: 8/1/2009

Mathematics

Textbook Title and/or Publisher	Adoption Year
Algebra 1 Concepts and Skills - McDougal Littell	2007
Mathematics Concepts and Skills; Course 1 - McDougal Littell	2005
Mathematics Concepts and Skills; Course 2 - McDougal Littell	2007
Algebra 1 - Globe Fearon/Pearson	2007
Geometry: Applying, Reasoning and Measuring - McDougal Littell	2004
Algebra 2: Applications, Equations, Graphs - McDougal Littell	2004
Consumer Mathematics - AGS	2005
Precalculus Enhanced with Graphing Utilities - Pearson/Prentice Hall	2009
Elementary Statistics Picturing the World - Pearson/Prentice Hall	2007
Single Variable Calculus - Thomson/Brooks/Cole	2008

Collection Date: 8/1/2009

Science

Textbook Title and/or Publisher	Adoption Year
Science of Earth Systems - Delmar/Thomson	2005
Science Level Blue - McGraw-Hill/Glencoe	2006
Biology - McDougal Littell	2007
Chemistry - Pearson/Prentice Hall	2006
Biology The Unity and Diversity of Life - Brooks/Cole/Thomson	2000
Physics - Holt/Harcourt Brace	2000

Collection Date: 8/1/2009

Science Equipment

Thermometers - 112, Bunsen Burners - 36, Sinks w/ Water - 44, Hot Plates - 42,

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Part VII

Curriculum and
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Ring Stands w/ Clamps - 88, Slide Sets - 121, Glass and Plastic Ware Sets - 115, Computers with probe base - 21, pH probe - 14, Temperature Probe - 45, Photogate Probe - 8, Motion Probe - 6, CO₂ Probe - 5, Oxygen Probe - 5, Force Sensor Probe - 6, Pressure Sensor Probe - 16, Conductivity Probe - 12, Light Probe - 6, Strobe Lights - 25, Meter Sticks - 182, Balances - 63, Dissection Kits - 15, Dissection Specimens - 128, Volt Meter - 45, Ammeter - 45, O-Scope - 2, Power Supplies - 33, Multi-meter - 39, Variable transistor - 1, Bread Boards - 28, Mass Sets - 38, Halls Carriage - 7, Dynamics Cart - 37, Air track - 5, Spring Scale - 98, Stopwatch - 42, Pulleys - 62, Wire Sets - 33, Dry Cells - 18, Syringes - 128, Eudiometer - 33, Buret - 46, Vacuum Pump - 4, Fume Hood - 1, Microscopes - 112, Electric Motor - 12, Friction Plate - 24, Therocouples - 12, Light Microscopes - 15, Dissecting Microscopes - 10

Other

Textbook Title and/or Publisher	Adoption Year
Bon Voyage French 1 - Glencoe/McGraw Hill	2005
Bon Voyage French 2 - Glencoe/McGraw Hill	2005
Bon Voyage French 3 - Glencoe/McGraw Hill	2005
El Espanol Para Nosotros Curso Para Hispanoha(nivel 01) - Houghton Mifflin	2006
Tesoro Literario Nivel Avanzado - Glencoe/McGraw-Hill	2009
En Espanol 1 - Houghton Mifflin	2002
En Espanol 2 - Houghton Mifflin	2002
En Espanol 3 - Houghton Mifflin	2002
Health - Glencoe/McGraw-Hill	2005
Adobe Illustrator CS3 Revealed - Botello	2003
Understanding Art - Glencoe/McGraw-Hill	1999
Basic Technical Drawing - Macmillan	1995
Technical Drawing - Macmillan	1980
Applying AutoCAD 2000 A step by step approach - Glencoe/McGraw-Hill	2000
The Stage & the School - Shanker and Omanny	1982
Modern Woodworking - Goodheart/Willcox	1996
MUSIC!: Its Role and Importance in Our Lives - Glencoe/McGraw-Hill	2006
El Espanol Para Nosotros Curso Para Hispanoha(nivel 02) - Houghton Mifflin	2007

Collection Date: 8/1/2009

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Part VII

Curriculum and
Instructional
MaterialsQuality, Currency, and Availability of Textbooks and
Instructional Materials

Core Curriculum Area	Percent
Reading/Language Arts	100
Mathematics	100
Science	100
History-Social Science	100
Foreign Language	100
Health	100
Visual and Performing Arts	100
Science Laboratory Equipment (grades 9-12)	100

Textbook Information Collection Date: 8/1/2009

Percent of Pupils Who Lack Their Own Assigned
Textbooks and/or Instructional Materials

Core Curriculum Area	Percent
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

Textbook Information Collection Date: 8/1/2009

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Part VIII

School Finances



Expenditures Per Pupil and School Site Teacher Salaries

This table displays a comparison of the school’s per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at www.cde.ca.gov/ds/fd/ec and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs.

Foothill High Expenditures Per Pupil

Type	Total
Supplemental (From Restricted Sources)	\$2,900
Basic (From Unrestricted Sources)	\$6,178
Total	\$9,078

Basic Expenditures vs. Teacher Salary Comparisons

Type	School	District	State
Basic Expenditures	\$6,178	\$5,752 (7.41%)	\$5,512 (12.09%)
Average Teacher Salary	\$76,410	\$73,822 (3.51%)	\$68,332 (11.82%)

Note: % difference versus school indicated in parentheses ().

Types of Services Funded

- Bakersfield College/Kern Community College District Tech Prep
- BTSA
- CAHSEE Intervention Materials
- California Partnership Academies (2)
- Carl Perkins
- English Language Development
- English Learner
- EIA
- GATE – Gifted and Talented Education
- International Baccalaureate
- Migrant
- QEIA
- School Library Materials
- 10th Grade Counseling
- Title I

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Part VIII

School Finances

Title III
 Class Size Reduction
 MAA
 Instructional Materials (Lottery)
 Special Education
 Regional Occupation Center (ROC)
 Career Technical Education

Teacher and Administrative Salaries

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 a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at www.cde.ca.gov/ds/fd/cs.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,597	\$42,810
Mid-Range Teacher Salary	\$62,567	\$69,375
Highest Teacher Salary	\$93,470	\$89,104
Average Principal Salary (Elementary)	\$0	\$0
Average Principal Salary (Middle)	\$0	\$120,314
Average Principal Salary (High)	\$115,272	\$126,901
Superintendent Salary	\$237,158	\$198,563
Percent of Budget for Teacher Salaries	34.50%	37.30%
Percent of Budget for Administrative Salaries	4.60%	5.20%

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Part IX

Student Performance



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at star.cde.ca.gov. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students: Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	24%	26%	28%	31%	32%	37%	43%	46%	50%
Mathematics	6%	8%	11%	13%	14%	18%	40%	43%	46%
Science	20%	25%	33%	28%	35%	43%	38%	46%	50%
History-Social Science	20%	20%	30%	24%	26%	32%	33%	36%	41%

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Part IX

Student
Performance**Standardized Testing and Reporting Results by Student Group:
Most Recent Year**

This 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.

Percent of Students Scoring at Proficient or Advanced

Group	ELA	Math	SCI	HSS
African American	28.00%	9.00%	50.00%	33.00%
American Indian	27.00%	0.00%		45.00%
Asian				
Filipino				
Hispanic or Latino	26.00%	11.00%	30.00%	27.00%
Pacific Islander				
White	43.00%	13.00%	48.00%	45.00%
Male	26.00%	13.00%	36.00%	34.00%
Female	31.00%	10.00%	30.00%	26.00%
Socioeconomically Disadvantaged	26.00%	11.00%	31.00%	28.00%
English Learner	6.00%	6.00%	5.00%	3.00%
Disabilities	7.00%	8.00%	7.00%	3.00%
Students Receiving Migrant Education Services	19.00%	8.00%	21.00%	16.00%

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at cde.ca.gov. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

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Part IX

Student Performance

California High School Exit Examination Results for All Students: Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	24.30	37.20%	32.10%	40.60%	49.80%	49.50%	48.60%	52.90%	52.00%
Mathematics	31.20	35.70%	38.00%	46.00%	48.00%	51.30%	49.90%	51.30%	53.30%

California High School Exit Examination Results by Student Group: Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	67.90%	20.80%	11.30%	62.00%	29.50%	8.50%
African American	46.20%	38.50%	15.40%	46.20%	46.20%	7.70%
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	71.90%	19.70%	8.40%	64.10%	28.10%	7.80%
Pacific Islander						
White (not Hispanic)	48.10%	23.10%	28.80%	50.00%	36.50%	13.50%
Male	74.90%	16.50%	8.60%	62.10%	28.80%	9.10%
Female	60.50%	25.40%	14.00%	61.80%	30.30%	7.90%
Economically Disadvantaged	72.10%	18.90%	9.00%	64.40%	26.90%	8.70%
English Learners	80.90%	14.50%	4.50%	71.40%	24.50%	4.10%
Students with Disabilities	100.00%	0.00%	0.00%	100.00%	0.00%	0.00%
Students Receiving Migrant Education Services	78.00%	14.60%	7.30%	78.00%	14.60%	7.30%

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Part IX

Student
Performance**California Physical Fitness Test Results**

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at www.cde.ca.gov/ta/tg/pf. Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Percent of Students Meeting Healthy Fitness Zones

Grade Level	4 of 6 Students	5 of 6 Students	6 of 6 Students
5	0.00%	0.00%	0.00%
7	0.00%	0.00%	0.00%
9	23.00%	29.30%	21.80%

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Part X

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at www.cde.ca.gov/ta/ac/ap.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	1	2	2
Similar Schools	1	3	3

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: “N/A” means that the student group is not numerically significant.

Actual API Change

Group	2006-07	2007-08	2008-09	2009 Growth API Score
All Students in the School	15	20	21	643
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	16	26	23	634
Pacific Islander				
White (not Hispanic)	22	18	6	688
Socioeconomically Disadvantaged	5	25	24	633
English Learners	28	45	23	598
Students with Disabilities	-4	-7	10	359



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Part X

Accountability

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

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 (ELA 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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at www.cde.ca.gov/ta/ac/ay.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	n/a	15
Percent of Schools Currently in Program Improvement	n/a	62.5

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Part XI

School Completion
and Postsecondary
Preparation

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 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 General Admissions Information Web page at www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at www.calstate.edu/SAS/admreq.shtml.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE Data- Quest Web page at dq.cde.ca.gov/dataquest.

Level	Year	Dropout Rate (1-year)	Graduation Rate
Foothill High	2005-2006	1.8	96.4
	2006-2007	3.7	85.3
	2007-2008	5.0	83.7
District	2005-2006	3.9	81.9
	2006-2007	5.3	75.4
	2007-2008	5.2	77.4
State	2005-2006	3.5	83.4
	2006-2007	4.4	80.6
	2007-2008	3.9	80.2

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Part XI

School Completion
and Postsecondary
Preparation**Completion of High School Graduation Requirements**

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Graduating Class of 2009

Group	School	District	State
All Students	64.28%	66.75%	N/A
African American	47.06%	56.86%	N/A
American Indian or Alaska Native	100%	62.89%	N/A
Asian	100%	78.65%	N/A
Filipino	66.67%	84.71%	N/A
Hispanic or Latino	63.21%	62.6%	N/A
Pacific Islander	N/A	80.95%	N/A
White (not Hispanic)	71.43%	74.93%	N/A
Socioeconomically Disadvantaged	60.95%	60.27%	N/A
English Learners	61.06%	52.07%	N/A
Students with Disabilities	17.02%	16.75%	N/A

Note: "N/A" means that the student group is not numerically significant.

Career Technical Education Programs

The Kern High School District's 18 comprehensive high schools, 5 continuation schools, career centers, Bakersfield Adult School and Regional Occupational Center and Programs offer career pathways as outlined from the California Career Technical Education Model Curriculum Standards 15 industry sectors. The collaboration between the District's CTE Programs and the local community college provide a coherent sequence of courses directly related to the academic and career technical preparation of all students for employment in current and emerging occupations. KHSD has been a leader in CTE Programs which have recognized students locally, nationally and internationally.

The ROC offers 24 capstone classes at its location to the local high school students and has expanded introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers program offers a sample of the CTE programs that demonstrate the collaboration between the various educational institutions. Students may take introductory and concentrator classes at their regular high school campus, their senior year attend the Nursing Assistant ROC program obtaining state certification, sequence to the Bakersfield Adult School's Licensed Vocational Nursing program, and finish at a local college as a Registered Nurse. A strong articulation with the Kern/South Tulare Consortium for Tech Prep has

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Part XI

School Completion
and Postsecondary
Preparation

strengthened the CTE programs at the secondary and postsecondary level.

Follow-up studies track the Carl Perkins CTE program completers with a near 90% graduation rate for student participants. The KHSD CTE Advisory Committee, representing a reflection of local business and industry partners, meets at least twice annually to make recommendations for program improvement, industry trends, training needs, and local industry demands for future employment. In addition, the District has added resources to further improve and expand CTE offerings.

Foothill High School offers CTE Career Paths in Agriculture, Business, Drafting/CAD, Wood shop, Computer Graphics, and Agricultural Mechanics. Additional CTE courses are offered in drama, instrumental music, art, dance, and journalism/yearbook. Our students also participate in CTE education through the Ruggenberg Career Center. In total, nearly 2/3 of the students on our campus are enrolled in CTE courses.

Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

Measure	Participation
Number of pupils participating in CTE	1608
Percent of pupils completing a CTE program and earning a high school diploma	21%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	18%

Courses for University of California and/or California State University Admission

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at dq.cde.ca.gov/dataquest.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	46.80%
Graduates Who Completed All Courses Required for UC/CSU Admission	22.70%

Advanced Placement Courses

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at dq.cde.ca.gov/dataquest.

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Part XII

Instructional Planning and Scheduling



Professional Development

At Foothill High School teachers have the opportunity to participate in district and non-district sponsored staff development activities.

Early school release times provide afternoon hours for staff development during the school day. During these times staff members meet as a staff, in departments, or within specific subject area groups (PLCs) to address curricular and instructional issues. The dates for the meetings are set for the entire school year.

Currently the time is divided between staff meetings, department meetings, and PLC meetings. PLCs are our Professional Learning Communities and are divided by subject area so teachers can use the results of common assessments to determine what students are learning and what areas of the curriculum need to be readdressed.

We also address specific needs of our students by providing the staff access to other professional development opportunities including conferences, workshops and other staff development provided by other agencies.

Professional Development Days

The following displays information on the annual number of school days dedicated to staff development for the most recent three-year period.

Annual number of school days dedicated to staff development With At Least 180 Instructional Minutes

- 2006-07: 32
- 2007-08: 33
- 2008-09: 33