



Foothill High School

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Kern High School District

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School Description

Built in 1962, Foothill High School is one of eighteen comprehensive high schools in the Kern High School District (KHSD), the largest high school district in California. Foothill's boundary area is largely agricultural, located on the eastern edge of Bakersfield. Foothill's attendance area includes established homes and rural areas south, east and west of the school. Foothill receives students from four school districts; Edison, Fairfax, Bakersfield City, and Caliente. From these four districts, Foothill receives the majority of students from six schools. Five bus routes serve Foothill each day including one from Caliente, which is a 90-minute bus ride for students. Additional bus routes are provided for students in some special education programs. A majority of students who attend FHS are from low-socioeconomic areas. Approximately 85 percent of students who attend Foothill qualify for the free or reduced meal program.

Beginning in the 2016-2017 school year, after much conversation, research and data analysis, FHS began to transition from International Baccalaureate Program to the Advanced Placement (AP) Program. Factors leading to the change included increasing cost to the school and students, declining number of students taking the exams, and declining number of colleges accepting IB exam scores. Based on our data, students in AP will earn college credit for passing the exam at a greater rate than IB. Advanced Placement classes began in junior year classes, as seniors needed the opportunity to complete their IB program. Classes for seniors began in the 2017-2018 school year. A sophomore level AP course was added in the 2018-2019 school year. FHS currently offers fourteen AP classes spanning grades 10 through 12. The AP courses and grade level are:

English Language – 11 World History – 10 Calculus – 10, 11, 12

English Literature – 12 US History – 11 Statistics – 10, 11, 12

Chemistry – 11, 12 Government – 12 2D Studio Art – 10, 11, 12

Environmental Science – 11, 12 Economics – 12 French Language – 11, 12

Spanish Language – 11, 12 Spanish Literature – 11, 12

Foothill High School has several relevant Career Technical Education offerings including two California Partnership Academies; Agribusiness and Computer, Design and Engineering. Students in grade 9 can begin to take courses in one of seven pathways. The pathways include; Agribusiness, Ag Mechanics, Architectural Design, Business Management, Cabinetry and Millwork, Information Support Services, and Archiving. Students complete their pathway by taking introductory, concentration and capstone courses over four years. Foothill has the highest number of pathway completers in the district with 999 students completing a pathway in the 2017-2018 school year. Foothill is fortunate to have strong community partnerships that support these programs. At this time, the students in the Cabinetry pathway, Architectural Pathway and Ag Mechanics Pathway are working collaboratively with the Kern County Museum to complete a project that will provide a children's center with props designed and fabricated by FHS students.

FHS science teachers and students have developed a new partnership with the Valley Fever Institute of Kern Medical Center. This new partnership is bringing understanding and collaboration to our science students as they work with the medical professionals at the institute designing lessons and gathering data. About 40 of these students presented those lessons to Voorhies Elementary School (one of our feeders) for an after school, interactive event for parents and students to engage in lessons about the air and water quality in our valley.

Foothill offers courses in a four-year AVID (Advancement Via Individual Determination) program. The goal of AVID is to prepare first generation college-bound students, who fall in the middle of the academic scale, for acceptance to and success in a four-year university. These students receive additional tutoring and assistance in SAT preparation and college applications. FHS dedicates teaching formula and administrative formula to the AVID program. A teacher/counselor receives one period of administration to coordinate the AVID program. Three teachers have one section each of AVID with one of them being a combination 11/12 class.

APEX is a credit recovery course offered throughout the school day and after school. Students enrolled in APEX attend class and access content online. Students work at their own pace, completing units at school and at home. It is possible for students to complete more than one course during a semester making this a good option for transfer students and students who are deficient in credit to stay on track for graduation.

A review of the school's ESLRs began in 2016 with the Instructional Advisory Council. Due to changes in testing and accountability, the ESLRs were no longer effective to assess student learning. A committee formed to evaluate the effectiveness of the ESLRs and revisions were tasked with presenting to the Advisory council, administration and staff. In the process of creating the current Schoolwide Learner Outcomes from the previous ESLRs, the committee made recommendation to revise the Mission/Vision to reflect what FHS believes students should know and be able to do.

Our current student enrollment is displayed in the chart below:

2018-2019 Student Enrollment by Grade Level

Grade Level Number of Students

- Grade 9 602
- Grade 10 508
- Grade 11 492
- Grade 12 473

2018-2019 Student Enrollment by Group

- Group % of Total Enrollment
- Black or African American 6%
- American Indian or Alaska Native 4%
- Asian < 1%
- Filipino < 1%
- Hispanic or Latino 90%
- Native Hawaiian or Pacific Islander 0%
- White 6%
- Two or More Races 0%
- Socioeconomically Disadvantaged 89%
- Students with Disabilities 11%
- Foster Youth <1%

Mission

The mission of Foothill High School is to provide a safe and inclusive learning environment that educates, empowers and inspires all students to achieve high levels of learning and to become caring, respectful, responsible citizens who are college and career ready.

Vision

Foothill students will be academic achievers who utilize 21st Century skills to contribute to communities and global society.

Schoolwide Learner Outcomes

Foothill students will exhibit:

Effective Communication

- Express thoughts clearly in writing and speaking
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions

Critical Thinking

- Make decisions and solve problems
- Analyze and evaluate evidence, arguments, claims, and beliefs

Collaboration

- Demonstrate the ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal

Creativity

- Imagine innovative designs
- Demonstrate originality and inventiveness

Technological Literacy

- Use technology to access, evaluate, create, and communicate information
- Use technology to design, build, and solve practical problems

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 an 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 web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	502
Grade 10	553
Grade 11	476
Grade 12	449
Total Enrollment	1,980

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.5
Asian	0.3
Filipino	0.4
Hispanic or Latino	89.6
Native Hawaiian or Pacific Islander	0.3
White	6.0
Socioeconomically Disadvantaged	89.4
English Learners	7.8
Students with Disabilities	10.5
Foster Youth	1.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

Teacher Credentials			
Foothill High School	16-17	17-18	18-19
With Full Credential	92	105	89
Without Full Credential	3	3	6
Teaching Outside Subject Area of Competence		0	0
Kern High School District	16-17	17-18	18-19
With Full Credential	♦	♦	1700
Without Full Credential	♦	♦	216
Teaching Outside Subject Area of Competence	♦	♦	12

Teacher Misassignments and Vacant Teacher Positions at this School			
Foothill High School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Holt Literature & Language Arts Third Course (Grade 9) Holt Literature & Language Arts Fourth Course (Grade 10), 2003 Holt Literature & Language Arts Fifth Course (Grade 11), 2003 Holt Literature & Language Arts Sixth Course (Grade 12), 2003 Literature Structure Sounds and Sense, 9th edition, 2006 Edge Level A Student Edition, National Geographic, 2007 Edge Level B Student Edition, National Geographic, 2007 Edge Level C Student Edition, National Geographic, 2007 Edge Fundamentals Student Edition, National Geographic, 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>Discovering Mathematics - Advanced Algebra/Kendall Hunt Adopted 2015</p> <p>The Practice of Statistics/Freeman Adopted 1999</p> <p>Pacemaker Algebra 1/Globe Fearon Adopted 2001</p> <p>Advanced Mathematical Concepts, Precalculus with Applications/Glencoe Adopted 2001</p> <p>Integrated Mathematics/McDougal-Littell Adopted 2002</p> <p>Discovering Algebra /Kendall Hunt Adopted 2015</p> <p>Discovering Geometry/Kendall Hunt Adopted 2015</p> <p>Mathematics with Business Applications/Glencoe Adopted 2007</p> <p>Single Variable Calculus/Brook & Cole Adopted 1999</p> <p>Mathematics Concepts and Skills/McDougal-Littell Adopted 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Earth Science: California Edition 2005-04 Prentice Hall, Glencoe Science Level Blue 2005-01 Glencoe/McGraw-Hill, Biology: California edition 2008 McDougal Littell, Earth Science: California Edition 2005-04 Prentice Hall, Chemistry: California Edition 2006-04 Prentice Hall, Holt Physics 1999 Holt Rinehart & Winston</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<p>Our Nations History 1991 AGS-American Guidance, AGS Economics 2005 AGS-American Guidance, AGS Government 2005 AGS-American Government: We the People the Citizen and the Constitution (red) level 2 2007 CCE, We the People: the citizen and the constitution (white) level 3 2009 CCE, Economics: principles in action 2001 Prentice Hall, Modern World History: patterns of interaction 2006 McDougal Littell. America: pathways to the present 2000 Prentice Hall</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Bonvoyage! level 1 Caifornia edition 2003 Glencoe, El espa??lo para nosotros: Curso papa hispanoblantes level 1 2000 McGraw-Hill, En Espanol: level 1 2000 McDougal Littell, Bon voyage! level 2 2005-01 Glencoe/McGraw-Hill, Heritage Langauage Program El espa??il para nosotros 2005-02 Glencoe/McGraw-Hill, En Espanol: level 2 2000 McDougal Littell, Bon voyage! level 3 2004 Glencoe, Spanish level 5 Tesoro literario 2006-3 Glencoe, En Espanol 2000 McDougal Littell, The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Glencoe Health 2011 Glencoe/McGraw-Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Music: its role and importance in our lives 2006 Glencoe/McGraw-Hill, Stage and the School 1998 Glencoe/McGraw-Hill, Understanding Art 1999 Glencoe/McGraw-Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Kern High School District (KHSD) facilities are maintained in a manner that assures safety, cleanliness, and functionality. KHSD Safety Inspectors and the Maintenance and Operations Department conduct annual inspections as determined pursuant to a Facility Inspection Tool (FIT) developed and approved by the State of California, Office of Public School Construction (OPSC). The FIT evaluates a school facilities' good repair status with ratings of "good", "fair", or "poor." The instrument does not require capital enhancements beyond the standards to which the facility was designed and constructed. Improvements come from the District Maintenance and Operations budget and the school's Principal's budget. The District participates in the State School Deferred Maintenance Program for major repair and replacement of existing school building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and/or exterior painting and floor systems.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/29/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	51.0	45.0	51.0	49.0	48.0	50.0
Math	19.0	16.0	21.0	22.0	37.0	38.0

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	17.3	27.8	35.6

* Percentages are not calculated 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	458	439	95.85	44.98
Male	229	224	97.82	34.08
Female	229	215	93.89	56.28
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	413	397	96.13	45.45
White	25	24	96.00	29.17
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	419	401	95.70	44.75
English Learners	91	87	95.60	3.45
Students with Disabilities	44	41	93.18	0.00
Students Receiving Migrant Education Services	14	13	92.86	61.54
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	459	446	97.17	16.14
Male	230	227	98.7	16.3
Female	229	219	95.63	15.98
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	414	404	97.58	17.08
White	25	23	92	8.7
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	420	407	96.9	15.72
English Learners	91	88	96.7	2.27
Students with Disabilities	44	41	93.18	0
Students Receiving Migrant Education Services	14	14	100	21.43
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

In 2015, FHS made an effort to re-establish the parent booster club Trojan Link. Meetings with parents involved in Trojan Link have proven effective in building climate and culture as the booster club works with coaches, parents and athletes to raise funds for needed supplies and events. Language is a barrier for some parents who want to be involved however the booster club has provided interpretative services during their meetings.

FHS has provided an opportunity for parents to attend the Parent Institute for Quality Education (PIQE) on campus during the day and evening. This 6 week workshop is very well attended and feedback from parents is positive. Parents receive information about high school, how to meet with the counselor, how to read a transcript and how to apply for financial aid and college. The Principal attends on 2 occasions, the Principal's dialogue, where questions are answered directly from a school official, and PIQE graduation. Parents may attend as many 6-week sessions as they like and the Title 1 budget pays for the institute so there is no cost for parents.

In 2016, FHS opened its Parent Center located in the E-Wing. A full time staff member is available for parents to get information and participate in workshops during the day and evenings. The opening of the Parent Center assisted in fulfilling goal 2 of the 2016 WASC Mid-Cycle Action Plan, "Foothill High School will increase parent participation in academic, co-curricular and extra curricular programs". With a center open for parents on campus, many parents and family members feel more comfortable and gain more understanding of what the school does thereby increasing parent participation. Below is the mission and some workshops and events offered through the Parent Center:

Parent Advisory Council (PAC): Foothill's Parent Advisory Council (PAC) is comprised of three distinct parent representative groups that meet concurrently with separate sign in sheets and an agenda that covers topics pertinent to all three groups; English Learner, Migrant, and Title I. PAC members actively reach out to engage families in district and site policy discussions and represent parent concerns to the appropriate leaders. The PAC also supports parent participation in KHSD/Kern County Superintendent regional level governance through Title 1 (KHSD-DPAC), English Learner (KHSD-DELAC) and Migrant (KCSOS/Region V-RAC). Foothill's PAC meets a minimum of six times a year.

English Learner Advisory Committee (ELAC): ELAC is a committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services and advising the School Site Council on the development of the School Plan for Student Achievement (SPSA). The ELAC assists the school in the development of the school's needs assessment, the school's annual language census, and ways to make parents aware of the importance of regular school attendance. Foothill parents or guardians of English learners elect the parent members to serve on the ELAC. One representative from the ELAC is elected to District English Learner Advisory Committee (DELAC). Appropriate training and materials are provided to assist each member to carry out his/ her required advisory responsibilities. Foothill's Migrant parent organization voted to procedurally serve as a subordinate committee to Foothill's English Learner Advisory Council.

Title I parent involvement: Although only required to hold an annual meeting for all parents of participating children, Foothill Title I parents are invited to all PAC meetings. The following actions are addressed throughout the school year:

Parents are informed of Foothill's participation in the Title I program along with the requirements of Title I and the right of parents to be involved. A description and explanation of the Title I program design used at the school, the academic assessments used to measure student progress, and the proficiency levels students are expected to reach are explained. Supplemental support provided by Title I funding is reviewed annually and parent suggestions for improvement are considered.

A school-parent compact is sent home to parents of all Title I students, along with a pre-stamped envelope, to encourage the return of a signed compact. The compact outlines the shared responsibility of parents, students, and the entire school staff to improve students' academic achievement.

Parent Nutrition & Budgeting Workshops, Rosetta Stone English Classes: In an effort to provide services for our parents,

State Priority: School Climate

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

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

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 National Incident Management System (NIMS). Within the NIMS 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.

School Safety plan was last reviewed, updated and discussed with the Safety Committee on September 12 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	9.0	7.4	8.0
Expulsions Rate	0.3	0.0	0.1
District	2015-16	2016-17	2017-18
Suspensions Rate	10.0	9.6	8.8
Expulsions Rate	0.2	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4
Counselor (Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1
Average Number of Students per Staff Member	
Academic Counselor	485

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	25.0	21.0	23.0	47	67	63	15	30	15	51	39	56
Mathematics	26.0	23.0	24.0	39	47	43	4	11	18	47	46	40
Science	30.0	27.0	26.0	15	22	22	7	9	11	32	35	32
Social Science	23.0	23.0	23.0	33	34	34	8	6	9	34	35	36

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, two special education career centers, Bakersfield Adult School, and Regional Occupational Center (ROC) offer a wide variety of career pathways as outlined by the California Career Technical Education Model Curriculum Standards across the 15 industry sectors.

The collaboration between KHSD's Career Technical Education (CTE) programs and the local postsecondary schools provide a coherent sequence of courses directly related to the academic and career preparation of all students for employment in current and emerging occupations. KHSD has long been a leader in CTE programs which have been recognized locally and nationally.

The ROC offers 27 capstone classes to the local high school students and supports introduction, concentration, and capstone program offerings at the comprehensive sites. The Health Careers Academy 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, attend the Nursing Assistant ROC program during their senior year and obtain 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 relationship with the Kern Community College District Collaborative has strengthened the CTE programs at the secondary and post-secondary levels. Thirteen Partnership Academies through the California Department of Education (CDE) flourish at eight comprehensive sites, providing graduates with real-world CTE pathway experiences, state and/or career certification, and work opportunities immediately upon graduation.

Follow up studies track the Carl Perkins CTE program completers with over 90% graduation rate for student participants. The KHSD CTE Advisory Committee, representing a reflection of local business and industry partners, meets annually to make recommendations for program improvement, as well as to discuss industry trends, training needs, and local industry demands for future employment.

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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, WASC 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

- 2011-12: 33
- 2012-13: 33
- 2013-14: 33
- 2014-15: 33
- 2015-16: 33
- 2016-17: 36
- 2017-18: 40
- 2018-19: 40

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,347	\$50,747
Mid-Range Teacher Salary	\$69,384	\$86,127
Highest Teacher Salary	\$103,654	\$106,915
Average Principal Salary (ES)	\$0	
Average Principal Salary (MS)	\$0	\$136,636
Average Principal Salary (HS)	\$132,393	\$150,286
Superintendent Salary	\$243,483	\$238,058
Percent of District Budget		
Teacher Salaries	30.0	34.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,140	\$1,889	\$6,241	\$74,648
District	◆	◆	\$8,611	\$74,546
State	◆	◆	\$7,125	\$85,815
Percent Difference: School Site/District			-31.9	-3.0
Percent Difference: School Site/ State			-65.0	-3.6

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Bakersfield College/Kern Community College District Tech Prep

KHIP

California Partnership Academies (2)

Carl Perkins

English Language Development

English Learner

GATE – Gifted and Talented Education

Migrant

School Library Materials

10th Grade Counseling

Title I

Class Size Reduction

MAA

Instructional Materials (Lottery)

Special Education

Regional Occupation Center (ROC)

Career Technical Education

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Foothill High School	2014-15	2015-16	2016-17
Dropout Rate	9.8	8.3	5.7
Graduation Rate	85.1	89.0	89.9
Kern High School District	2014-15	2015-16	2016-17
Dropout Rate	9.0	8.4	5.7
Graduation Rate	86.9	87.3	88.9
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	912
% of pupils completing a CTE program and earning a high school diploma	96%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	61.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	24.2

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	2	♦
Fine and Performing Arts	0	♦
Foreign Language	1	♦
Mathematics	2	♦
Science	1	♦
Social Science	6	♦
All courses	12	8.6

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	93.4	90.5	88.7
Black or African American	84.2	83.9	82.2
American Indian or Alaska Native	100.0	77.8	82.8
Asian	100.0	96.1	94.9
Filipino	100.0	98.3	93.5
Hispanic or Latino	94.6	90.7	86.5
Native Hawaiian/Pacific Islander	0.0	93.3	88.6
White	85.3	90.8	92.1
Two or More Races	100.0	93.3	91.2
Socioeconomically Disadvantaged	97.8	92.8	88.6
English Learners	68.1	63.5	56.7
Students with Disabilities	74.1	73.3	67.1
Foster Youth	80.0	90.1	74.1

Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, two special education career centers, Bakersfield Adult School, and Regional Occupational Center (ROC) offer a wide variety of career pathways as outlined by the California Career Technical Education Model Curriculum Standards across the 15 industry sectors.

The collaboration between KHSD's Career Technical Education (CTE) programs and the local postsecondary schools provide a coherent sequence of courses directly related to the academic and career preparation of all students for employment in current and emerging occupations. KHSD has long been a leader in CTE programs which have been recognized locally and nationally.

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DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school 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 may 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.