



# Foothill High School

501 Park Dr. • Bakersfield, CA 93306 • (661) 366-4491 • Grades 9-12

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Kern High School District

5801 Sundale Ave.  
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[www.kernhigh.org](http://www.kernhigh.org)

#### District Governing Board

J. Bryan Batey, President

Joey O' Connell, Vice President

Jeff Flores, Clerk

Cynthia Brakeman, Clerk Pro Tem

Janice Graves, Member

#### District Administration

Bryon Schaefer, Ed.D.  
**Superintendent**

Scott Cole, Ed.D.  
**Deputy Superintendent, Business**

Michael Zulfa, Ed.D.  
**Associate Superintendent, Human Resources**

Brenda Lewis, Ed.D.  
**Associate Superintendent, Instruction**

Dean McGee, Ed.D.  
**Associate Superintendent, Educational Services and Innovative Programs**

#### **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 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	607
Grade 10	513
Grade 11	513
Grade 12	471
<b>Total Enrollment</b>	<b>2,104</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.4
Asian	0.2
Filipino	0.3
Hispanic or Latino	89.6
Native Hawaiian or Pacific Islander	0.2
White	5.8
Two or More Races	0.2
Socioeconomically Disadvantaged	88.9
English Learners	7.7
Students with Disabilities	10.6
Foster Youth	0.8
Homeless	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 for Foothill High School	17-18	18-19	19-20
With Full Credential	105	89	75
Without Full Credential	3	6	11
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kern High School	17-18	18-19	19-20
With Full Credential	♦	♦	1554
Without Full Credential	♦	♦	132
Teaching Outside Subject Area of Competence	♦	♦	6

### Teacher Misassignments and Vacant Teacher Positions at Foothill High School

Indicator	17-18	18-19	19-20
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.

### 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Holt Literature &amp; Language Arts Third Course (Grade 9)                      Holt Literature &amp; Language Arts Fourth Course (Grade 10), 2003                      Holt Literature &amp; Language Arts Fifth Course (Grade 11), 2003                      Holt Literature &amp; 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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p>Mathematics</p>	<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 &amp; Cole                      Adopted 1999</p> <p>Mathematics Concepts and Skills/McDougal-Littell                      Adopted 2001</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p>Science</p>	<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 &amp; Winston</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<p>History-Social Science</p>	<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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Bonvoyage! level 1 California 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 Languauge 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, <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Health	Glencoe Health 2011 Glencoe/McGraw-Hill <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science Laboratory Equipment	Wide variety of lab equipment is utilized <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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.

The Foothill overall rating was an "Exemplary" with a 99.17%.

### 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	45	56	49	51	50	50
Math	16	19	22	21	38	39

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

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	17.1	31.7	24.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

### 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

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	453	448	98.90	55.80
Male	203	200	98.52	43.00
Female	250	248	99.20	66.13
Black or African American	11	11	100.00	18.18
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	416	412	99.04	56.31
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	19	95.00	68.42
Socioeconomically Disadvantaged	400	397	99.25	53.40
English Learners	91	89	97.80	12.36
Students with Disabilities	51	49	96.08	8.16
Students Receiving Migrant Education Services	23	23	100.00	56.52
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	453	447	98.68	18.79
Male	203	200	98.52	15.50
Female	250	247	98.80	21.46
Black or African American	11	11	100.00	0.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	416	411	98.80	19.46
Native Hawaiian or Pacific Islander	--	--	--	--
White	20	19	95.00	15.79
Socioeconomically Disadvantaged	400	396	99.00	17.42
English Learners	91	89	97.80	3.37
Students with Disabilities	51	48	94.12	0.00
Students Receiving Migrant Education Services	23	23	100.00	21.74
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.4	7.9	9.6
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	9.6	8.8	9.3
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	429.4

\* 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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	4.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

\* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	67	30	39	23	63	15	56	23	50	21	41
Mathematics	23	47	11	46	24	43	18	40	20	50	29	22
Science	27	22	9	35	26	22	11	32	25	17	13	29
Social Science	23	34	6	35	23	34	9	36	22	34	12	25

\* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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.

CTE courses at KHSD comprehensive sites are increasing rapidly with a wide range of pathways being offered at the various schools. In addition, the District continues to add resources to further improve and expand CTE offerings.

Project-Lead-The-Way, a CTE program supported by Chevron and in partnership with the KHSD, specifically supports advanced Science and Engineering programs. The KHSD also supports Virtual Enterprise programs at eight of the comprehensive schools and hosts the state-wide Business Plan Competition & Tradeshow. The district receives a variety of state and federal CTE grant funding which helps many of the CTE programs at the school sites.

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,314	\$52,466
Mid-Range Teacher Salary	\$70,772	\$87,373
Highest Teacher Salary	\$105,728	\$109,803
Average Principal Salary (ES)	\$0	\$
Average Principal Salary (MS)	\$0	\$142,025
Average Principal Salary (HS)	\$135,691	\$153,904
Superintendent Salary	\$255,809	\$241,221

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	33%
Administrative Salaries	4%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Foothill High School	2015-16	2016-17	2017-18
Dropout Rate	8.3	5.7	5.4
Graduation Rate	89	89.9	90.1

Rate for Kern High School District	2015-16	2016-17	2017-18
Dropout Rate	8.4	5.7	6.1
Graduation Rate	87.3	88.9	88

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,914	\$2,197	\$6,717	\$79,376
District	N/A	N/A	\$8,434	\$76,436.00
State	N/A	N/A	\$7,506.64	\$88,538.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-22.7	6.8
School Site/ State	-13.2	-7.3

Note: Cells with N/A values 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.

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

### 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	57.92
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	26.44

### 2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	7	N/A
All courses	13	7.5

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

\*Where there are student course enrollments of at least one student.

### Career Technical Education Programs

The Kern High School District's (KHSD) 18 comprehensive high schools, 6 continuation schools, career centers, Bakersfield Adult School, and Regional Occupation Center (ROC) offer 32 different career pathways as outlined by the California career technical education (CCTE) model curriculum standards in 15 industry sectors, groupings of interrelated occupations and broad industries. The average number of career pathways offered per school site is 5.75

The collaboration between KHSD's Career Technical Education (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 long been a leader in CTE programs which have been recognized locally and nationally.

The ROC offers 33 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 seven 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.

CTE courses at KHSD comprehensive sites are increasing rapidly with 26 different pathways being offered at the various schools. In addition, the District continues to add resources to further improve and expand CTE offerings.

Project-Lead-The-Way, a CTE program supported by Chevron and in partnership with the KHSD, specifically supports advanced Science and Engineering programs. The KHSD also supports Virtual Enterprise programs at six of the comprehensive schools. The district receives Carl D. Perkins funds which help many of the CTE programs at the school sites.