

Foothill High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Foothill High School
Street	9733 Deschutes Rd.
City, State, Zip	Palo Cedro CA 96073
Phone Number	530-547-1700
Principal	Kevin Greene
Email Address	kgreene@suhdsd.net
School Website	www.foothillcougars.com
Grade Span	9-12
County-District-School (CDS) Code	45701364530044

2025-26 District Contact Information

District Name	Shasta Union High School District
Phone Number	530-241-3261
Superintendent	Dr. Owen Crosby
Email Address	ocrosby@suhdsd.net
District Website	www.suhdsd.net

2025-26 School Description and Mission Statement

Foothill High School is a leader in the North State, committed to providing a high-quality, comprehensive education for all students. Our qualified and dynamic staff is dedicated to supporting students both in and out of the classroom, creating an environment where every student is valued. Strong parent partnerships continue to strengthen our school culture, and their support is evident at events and in the ongoing development of our facilities.

Foothill offers a safe, welcoming learning environment with a wide range of extracurricular opportunities that engage a large portion of our student body. Assessment results consistently demonstrate the effectiveness of our standards-based instruction, with three consecutive years of growth on the state SBAC test.

2025-26 School Description and Mission Statement

When Foothill High School was founded, the inaugural staff established the Faculty Covenant, a shared expression of the school’s core educational beliefs—principles that continue to guide our work today.

Faculty Covenant

We

- collaborate to achieve a common purpose
- seek to continually improve student learning
- use data-driven instructional goals
- demonstrate a personal commitment to the academic success and well-being of each student
- build valuable student-teacher relationships and help connect students with one another

Mission:

To prepare ALL our students to become independent contributors to society for success in college, career, and life.

Vision:

We - Collaborate to achieve a common purpose, Seek to continually improve student learning, Use data-driven instructional goals, Demonstrate a personal commitment to the academic success and well-being of each student, Build valuable student-teacher relationships and help connect students with one another.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	440
Grade 10	363
Grade 11	384
Grade 12	300
Total Enrollment	1,487

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.7
Non-Binary	0.1
American Indian or Alaska Native	4.2
Asian	2
Black or African American	1.2
Filipino	0.3
Hispanic or Latino	14.7
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3
White	71.1
English Learners	1.1
Foster Youth	0.3
Homeless	0.1
Socioeconomically Disadvantaged	45.9
Students with Disabilities	9.5

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	48.6	86.3	212.7	82.76	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1.9	0.77	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	1.53	5.3	2.06	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.8	6.74	28.1	10.93	11953.1	4.28
Unknown/Incomplete/NA	3	5.4	8.9	3.46	15831.9	5.67
Total Teaching Positions	56.3	100	257.1	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.2	80.37	203.9	78.92	231142.4	83.24
Intern Credential Holders Properly Assigned	1	1.74	5.1	2	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.7	6.59	12.4	4.82	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.2	5.57	27	10.47	11746.9	4.23
Unknown/Incomplete/NA	3.2	5.7	9.7	3.77	14303.8	5.15
Total Teaching Positions	57.5	100	258.4	100	277698	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	48.2	76.27	204.2	77.46	230039.4	100
Intern Credential Holders Properly Assigned	1	1.58	4.7	1.81	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.6	4.11	9.2	3.51	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5	8.01	28.5	10.83	12112.8	4.34
Unknown/Incomplete/NA	6.3	10	16.8	6.39	13705.8	4.91
Total Teaching Positions	63.3	100	263.6	100	278927.1	100

Note: The data in this table is based on FTE status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	3	0
Misassignments	0.80	0.8	1.8
Vacant Positions	0.00	0	0.8
Total Teachers Without Credentials and Misassignments	0.80	3.7	2.6

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.60	0	0
Local Assignment Options	3.20	3.2	5
Total Out-of-Field Teachers	3.80	3.2	5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.8	5.8	14.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.9	0.6	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CP English I: Common Core Literature Grade 9; Pearson 2015 Honors English I: Foundations of Language and Literature; Bedford, Freeman Worth 2017 CP English II: Common Core Literature Grade 10; Pearson 2015 CP English III: Common Core Literature The American Experience: Pearson 2015 AP English III: Language of Composition; Bedford Freeman Worth 2018 AP English IV: Literature 2022 CP English IV: ERWC 3.0 curriculum-- adopted in 2019	0%
Mathematics	CP & Honors Math 1-CPM Core Connections Integrated 1-2014 CP Honors Math 2, 2A & 2B-CPM Core ZConnections Integrated 2 -2015 CP Math 3- CPM Core Connections Integrated 3-2015 AP Trig/Pre-Calc-Pearson Precalculus 8th Edition-2022 CP Statistics: Stats in Your World (Pearson) ;2012 AP Statistics: Stats Modeling the World; 2016 AP Calculus: Calculus Graphical, Numerical, Algebraic; 2016 Financial Literacy-Cengage Financial Algebra 2nd Edition- 2022	0%
Science	AP Physics: College Physics - A Strategic Approach, Knight, Jones, & Field, Pearson Publishers 2015 Modern Chemistry, Holt, Rinehart, and Winston, 2020 Inspire Earth Science, McGraw-Hill, 2020 Inspire Biology, McGraw-Hill, 2020 Applied Sci: Conceptual Integrated Science (Pearson)-2015 APES: Environmental Science for the AP Course -2018 AP Biology, Pearson 2018 Essentials of Human Anatomy & Physiology, Pearson 2019	0%

History-Social Science	CP Geography—The Human and Physical World ©2018; McGraw-Hill (new edition 2020) AP-Human Geography -Cultural Landscape An Introduction to Human Geography 14th Edition, James M. Rubenstein (PEARSON) (c 2024) Adopted 2023-24 CP Modern World History (1 st Ed) – adopted Fall 2022 AP European History: Western Civilization 2021 U.S. History: CP = HMH US History ©2018 – adopted Fall 2022 AP US History: Give me Liberty! AP Edition 6th edition (W.W Norton Co) 2020 CP Economics “Contemporary Economics” 4th ed (William A. McEachern) 2014 AP Economics: Macroeconomics “Krugman’s Economics for AP” (Margaret Ray and David Anderson) 3rd Edition ©2019 Worth Publishers adopted 2021-22 AP Economics: Microeconomics Principles of Economics author: Mankiw AP Economics: Microeconomics “economics” by McConnell, Brue, Flynn, 2015, American Government: Magruder’s American Government (Prentice Hall); 2019 AP Government: American Government: Institutions and Policies 16E by James Q Wilson, ©2019 AP Government: Stories of a Nation c2021 1st edition (BFW Publishers) adopted 2022 AP Psychology: Myers Psychology for AP (MacMillan Learning/BFW) ©2018 adopted 2018-19 Psychology: Psychology in Everyday Life (Bedford, Freeman & Worth) 2018	0%
Foreign Language	Spanish: TPRS Instructional Materials (Blaine Ray Workshops); 2007 French: Bien Dit! (Holt-McDougal); 2009 ASL: A Basic Course in ASL (TJ Publishers/Harris Communication) 1999 Signing Naturally (DawnSign Press); 1999 ASL: Green Book Series (The Green Book); 2000 Chinese: Integrated Chinese (Cheng & Tsuzi Co.); 2014	0%
Health	Positive Prevention Plus – consumable workbooks © 2021; adopted Spring 2016	0%
Visual and Performing Arts	Art: Art Talk (Glencoe/McGraw Hill) © 2000; Creative Artist (North Light Books); Keys to Drawing (North Light Books) Music: Essential Elements for Choirs (Glencoe/McGraw Hill); Guitar Method Books (Mel Bay); The Enjoyment of Music (Peoples Publishing); Music! Its Role & Importance in Our Lives (Glencoe/McGraw Hill); Sight Singing (Masterworks Press); Exercises for Ensemble Drill(JW Pepper Music Co); Artistry of Fundamentals-Band)	0%
Science Laboratory Equipment (grades 9-12)	All district science labs are fully equipped to teach students the standards-aligned science curricula.	0%
Note: Cells with N/A values do not require data.		

School Facility Conditions and Planned Improvements

Foothill High School is in it's 24th year on the new campus in Palo Cedro, California, having opened the facility in the Fall of 1999. Our campus is in excellent condition thanks to the hard work of our on-site maintenance and custodial crew with an oversight by our district Maintenance & Operations. Additionally, new parking area by the tennis courts has added much need parking for athletic events and the tennis court are being repaired which has been a need for several yerars.. Foothill High School safety committee meets monthly throughout the school year to discuss any concerns brought forth by staff, students, parents or community members. In attendance at these meetings are supervisors from maintenance, cafeteria, and in school suspension personnel along with administration, the schools health clerk and security. We more than 65 cameras for safety and several speed bumps for traffic safety.

Year and month of the most recent FIT report

09/12/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. The HVAC system is operable. There are no obvious signs of flooding caused be sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces		X		Water stains on some ceilings in multiple locations. Paint chipping on doors and many doors.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Interior surfaces received an 81.02 rating (fair) with an overall rating, but we did improve to a 85:4% this year so there has been improvement.
Electrical		X		There are no exposed electrical wires. Electrical equipment is porpoerly covered and secured from pupil access. 19 of the 136 locations checked noted a defieny.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892.
Safety: Fire Safety, Hazardous Materials	X			The fire equipment and emergency systems appear to be functioning properly.
Structural: Structural Damage, Roofs	X			Improper drainage under bleachers/overflow on track. All major structure of the facility are not slopping or sagging with no visible evidence of severe cracking, dry rot, mold, or damage that undermines the structural components.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			There is no exposed broken glass accessible to pupils and staff exterior doors and gates are functioning and do not pose a security risk.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.

2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.

3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	69	70	64	65	47	48
Mathematics (grades 3-8 and 11)	44	50	45	47	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	375	365	97.33	2.67	69.59
Female	201	196	97.51	2.49	72.96
Male	173	168	97.11	2.89	65.48
American Indian or Alaska Native	14	13	92.86	7.14	69.23
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	44	44	100.00	0.00	56.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	68.42
White	290	281	96.90	3.10	71.89
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	156	151	96.79	3.21	60.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	31	93.94	6.06	22.58

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	375	365	97.33	2.67	50.14
Female	201	197	98.01	1.99	44.16
Male	173	167	96.53	3.47	56.89
American Indian or Alaska Native	14	13	92.86	7.14	53.85
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	44	44	100.00	0.00	38.64
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	16	84.21	15.79	56.25
White	290	284	97.93	2.07	51.41
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	156	150	96.15	3.85	44.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	31	93.94	6.06	16.13

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	45.55	50	39.34	40.09	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	685	666	97.23	2.77	49.10
Female	334	326	97.60	2.40	49.08
Male	350	339	96.86	3.14	48.97
American Indian or Alaska Native	24	24	100.00	0.00	41.67
Asian	13	12	92.31	7.69	50.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	85	81	95.29	4.71	39.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	38	100.00	0.00	55.26
White	514	501	97.47	2.53	50.90
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	285	273	95.79	4.21	42.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	55	93.22	6.78	16.36

2024-25 Career Technical Education Programs

The Shasta Union High School District offers CTE Career Pathways in the following Industry Sectors that are all aligned to the Model Curriculum Standards:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building and Construction Trades
- Business and Finance
- Education, Child Development, and Family Services
- Engineering and Architecture
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information and Communication Technologies
- Manufacturing and Product Development
- Public Services

Many CTE courses are dual-enrolled or articulated with Shasta College, giving students the opportunity to earn college credit and gain a strong understanding of all aspects of the industry, which they may consider pursuing as a future career. Most pathways also offer Industry Certifications and/or local Internship opportunities. A variety of CTE courses are also A-G approved. The District promotes, supports, and provides services that ensure all students have full and equitable participation

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2024-25 Career Technical Education Programs

in all CTE programs and courses. Support services are available for students with special needs. These services may include guidance and counseling, assessment, transitional services, and modifications to, and reasonable accommodations for, the curriculum, equipment, and facilities. These services ensure that students with special needs are recruited, enrolled, supported, and able to complete CTE courses and programs.

Program sequences are offered in 27 Career Pathways that lead to post-secondary educational opportunities, industry certifications, and employment placements:

INDUSTRY SECTOR: AGRICULTURE and NATURAL RESOURCES

CAREER PATHWAY: PLANT and SOIL SCIENCE Integrated AG Biology Plant & Soil Science

CAREER PATHWAY: ANIMAL SCIENCE Integrated AG Biology Animal Science

CAREER PATHWAY: AGRICULTURAL MECHANICS AG Mechanics 1 AG Mechanics 2 AG Mechanics 3-4

CAREER PATHWAY: ANIMAL SCIENCE Veterinarian Technician

INDUSTRY SECTOR: BUILDING and CONSTRUCTION TRADES

CAREER PATHWAY: RESIDENTIAL and COMMERCIAL CONSTRUCTION Construction Technology Careers

CAREER PATHWAY: CABINETRY, MILLWORK, and WOODWORKING The Art of Fine Woodworking Construction Principles

CAREER PATHWAY: MANUFACTURING AND PRODUCT DEVELOPMENT Welding and Materials Joining

INDUSTRY SECTOR: BUSINESS and FINANCE

CAREER PATHWAY: BUSINESS MANAGEMENT Computer Literacy Introduction to Business

INDUSTRY SECTOR: EDUCATION, CHILD DEVELOPMENT, and FAMILY SERVICES

CAREER PATHWAY: EDUCATION Early Childhood Education Careers

INDUSTRY SECTOR: ENGINEERING and ARCHITECTURE

CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering Robotics Applications

CAREER PATHWAY: ENGINEERING TECHNOLOGY Exploring Engineering Space Science and Engineering

CAREER PATHWAY: ENGINEERING TECHNOLOGY Robotics Eng. Tech. Space Science and Engineering

CAREER PATHWAY: ENGINEERING DESIGN Exploring Engineering Computer-Aided Drafting

INDUSTRY SECTOR: HEALTH SCIENCE and MEDICAL TECHNOLOGY

CAREER PATHWAY: PATIENT CARE Intro. to Medical Careers Medical Clinical

CAREER PATHWAY: PATIENT CARE Dental Careers

CAREER PATHWAY: PATIENT CARE Sports Medicine

CAREER PATHWAY: PATIENT CARE Bio Med

CAREER PATHWAY: PATIENT CARE Pharmacology

INDUSTRY SECTOR: HOSPITALITY, TOURISM, and RECREATION

CAREER PATHWAY: FOOD SERVICE and HOSPITALITY Culinary Arts Introduction to Culinary Arts, & Contemporary Cuisine

CAREER PATHWAY: FOOD SERVICE and HOSPITALITY Chef Prep

INDUSTRY SECTOR: INFORMATION and COMMUNICATION TECHNOLOGIES

CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT Computer Literacy Computer Science Principles

CAREER PATHWAY: SOFTWARE and SYSTEMS DEVELOPMENT Computer Literacy PC Graphics and Design

INDUSTRY SECTOR: Arts, Media, and Entertainment

CAREER PATHWAY: Design, Visual, and Media Arts

CAREER PATHWAY: Performing Arts

CAREER PATHWAY: Production and Managerial Arts

INDUSTRY SECTOR: MANUFACTURING and PRODUCT DEVELOPMENT

CAREER PATHWAY: MACHINING and FORMING TECHNOLOGIES Exploring Engineering Advanced Manufacturing

CAREER PATHWAY: PRODUCT INNOVATION and DESIGN Computer-Aided Drafting Advanced Manufacturing

2024-25 Career Technical Education Programs

INDUSTRY SECTOR: PUBLIC SERVICES
CAREER PATHWAY: EMERGENCY RESPONSE
CAREER PATHWAY: EMERGENCY RESPONSE
CAREER PATHWAY: PUBLIC SAFETY

Fire Technology
Emergency Medical Technician
Administration of Justice

Programs are evaluated and updated annually in collaboration with the CTE Director and program advisory committees. The CTE Director leads the District CTE Advisory and includes industry representatives from all District CTE pathways.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1128
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	21.2
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	40

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	94.8
Graduates Who Completed All Courses Required for UC/CSU Admission	41.81

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	95.4	98.4	98.2	86.6	98.6

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
<p>One of Foothill High School’s greatest strengths is the exceptional support and involvement of our parents. Several active parent organizations meet regularly to enrich the experience of our students, including Sports Boosters, Music Boosters, the Student Success Academy, the Sober Grad Committee, and our FFA (Future Farmers of America) Boosters.</p> <p>Our Sports Boosters provide substantial financial support for all athletic programs, offer student scholarships, and play a key role in fundraising efforts across every sport. The Music Boosters assist with organizing fundraisers and provide year-round support for the numerous activities and trips our band students participate in. Our FFA Boosters continue to grow and offer vital support to help our program thrive, contributing to its reputation as one of the premier FFA programs in the region.</p> <p>School Site Council reviews our LCAP, SARC, and SPSA and provides feedback towards goals and progress.</p>

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)									
Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2.4	3	1.4	4	4.8	3.6	8.2	8.9	8
Graduation Rate	96.5	95.6	97.6	90.8	91.6	93.7	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)			
This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp .			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	295	288	97.6
Female	137	135	98.5
Male	158	153	96.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	38	38	100.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	216	209	96.8
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	171	167	97.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	23	20	87.0
For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp .			
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.			

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1568	1534	278	18.1
Female	767	748	139	18.6
Male	799	784	138	17.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	64	64	12	18.8
Asian	34	33	3	9.1
Black or African American	18	18	4	22.2
Filipino	--	--	--	--
Hispanic or Latino	238	229	42	18.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	50	46	10	21.7
White	1110	1090	199	18.3
English Learners	19	18	2	11.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	767	746	175	23.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	161	156	48	30.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.95	5.11	3.19	5.65	4.76	4.39	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0.02	0.09	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.19	0.00
Female	1.69	0.00
Male	4.63	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	4.69	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.46	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.00	0.00
White	2.70	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.04	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.59	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Foothill High School prides itself on maintaining a clean, secure campus and a learning environment that supports the success of all students. Our School Safety Committee—comprised of administration, faculty, maintenance, campus security, classified staff, and a full time SRO officer—meets monthly to review the safety plan and address any concerns brought forward by parents, students, or staff.

Foothill remains a closed campus with security monitoring the single point of entry, significantly reducing access for non-Foothill individuals or anyone without legitimate business on campus. Students must have a pre-approved Red or Silver pass to leave campus at any time; these passes are earned through strong grades, positive behavior, and good attendance. Administration and security check passes daily to ensure consistent and comprehensive safety practices. Additionally, administrators rotate monthly to supervise specific areas of campus, maximizing visibility and coverage.

All visitors are required to check in and out through the main office and wear a visitor badge at all times while on campus. Annual facility walks are conducted with district personnel to identify needs and ensure our campus continues to offer the safest environment possible for students, staff, and the surrounding community.

Student attendance remains strong, with rates exceeding 95%

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	13	18	19
Mathematics	24	19	21	12
Science	25	9	21	6
Social Science	26	9	34	11

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	22	30	9
Mathematics	22	23	27	9
Science	21	15	28	2
Social Science	24	18	31	11

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	19	32	10
Mathematics	21	19	39	4
Science	22	16	26	5
Social Science	23	20	26	15

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	358

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.6

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,345	\$2,022	\$7,322	\$78,048
District	N/A	N/A	\$7,266	\$88,313
Percent Difference - School Site and District	N/A	N/A	0.8	-5.1
State	N/A	N/A	\$11,146	\$100,016
Percent Difference - School Site and State	N/A	N/A	-38.1	-18.3

Fiscal Year 2024-25 Types of Services Funded

In the 23-24 school year, our district funds lab (Access) classes for English, ELL, general support and credit recovery. After-school access to credit recovery is available along with academic Saturday Schools as teachers see fit to provide for students. Paraprofessionals are in classes to add one on one support.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,221	\$59,531
Mid-Range Teacher Salary	\$86,051	\$95,178
Highest Teacher Salary	\$114,903	\$118,880
Average Principal Salary (Elementary)		\$122,892
Average Principal Salary (Middle)		\$148,230
Average Principal Salary (High)	\$147,063	\$163,784
Superintendent Salary	\$205,423	\$227,673
Percent of Budget for Teacher Salaries	27.49%	26.91%
Percent of Budget for Administrative Salaries	4.15%	5.63%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	5
Total AP Courses Offered	5

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

Professional Development

Our primary focus has been the implementation of FlexTime as we continue our journey in developing strong Professional Learning Communities (PLCs) that support all students. Every Friday is designated for PLC and department collaboration, allowing staff to work toward strengthening our intervention systems. In addition, the first Monday of each month is a minimum day dedicated to full staff meetings.

Our staff continues to align course rigor and skill development with California State Standards to ensure every student has equitable access to a high-quality education. District-wide formative assessment collaboration remains a key component of our mission, enabling teachers to refine instruction based on periodic benchmark data rather than waiting for end-of-semester summative results.

Teachers regularly participate in conferences and workshops to enhance their instructional skills, with professional development heavily focused on literacy across the curriculum. PLCs further support this work by providing a structured space to share effective teaching strategies, collaborate across departments, and strengthen cross-curricular planning—all with the goal of improving student achievement.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	36	36	