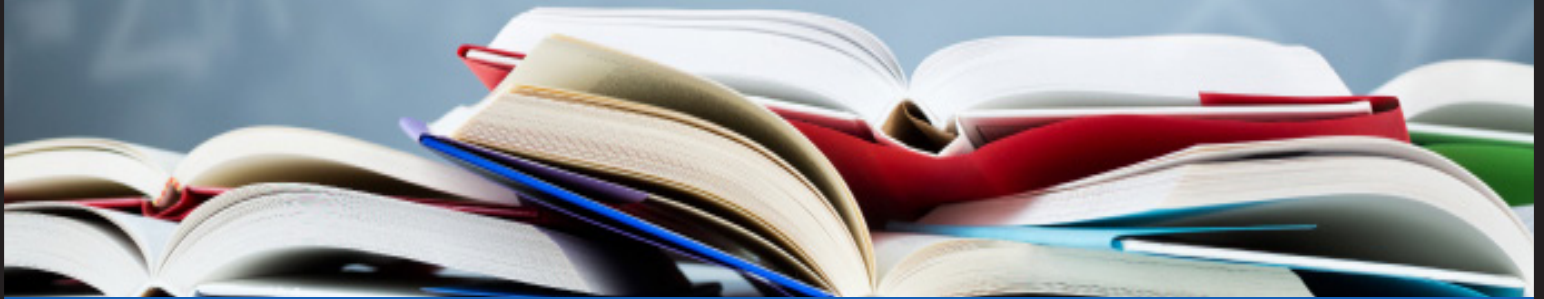


Ventura Unified School District

School Plan for

Student

Achievement



Foothill Technology High School

56 72652 5630348

Contact Information:

Joe Bova, Principal

Joe.Bova@venturausd.org

100 Day Road

Ventura, CA 93003

(805) 289-0023



This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Fiscal Year 2020-2021

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The School Plan for Student Achievement

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This plan is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For additional information on school programs and how you may become involved locally, please contact:

Russell Gibbs, Principal
Foothill Technology High School
100 Day Road
Ventura, CA 93003
(805) 289-0023
russell.gibbs@venturausd.org

The district's Governing Board approved this revision of the school plan on _____.

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2020-21 School Site Council consists of the following members:

| Name of Members | Principal | Certificated Staff | Classified or Other Staff | Parent or Community Member | Student |
|------------------------------------|-----------|--------------------|---------------------------|----------------------------|---------|
| Russell Gibbs | X | | | | |
| Cherie Eulau | | X | | | |
| Melanie Lindsey | | X | | | |
| Anthony Unchangco | | X | | | |
| Karrie Carey | | | X | | |
| Jennifer Duston | | | | X | |
| Elke Fedde | | | | X | |
| Becca Wulff | | | | X | |
| Madison Duston | | | | | X |
| Caitlyn O'Neil | | | | | X |
| | | | | | |
| | | | | | |
| | | | | | |
| Number of members in each category | 1 | 3 | 1 | 3 | 2 |

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Parent Faculty Student Organization
Leadership Team

Signature of Authorized Representative



- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on; Nov 18th 2020

Attested:



Russell Gibbs, Principal

11/18/20

Date



SSC Chairperson

12/7/2020

Date

District information

District Profile

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just under 17,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, and 1 alternative high school.

During the 2019-20 school year, Ventura Unified School District served 16,236 students in grades TK-12 including 10.7% students with disabilities, 16.5% English learners, 55.6% socioeconomically disadvantaged, 0.4% migrant education, 1.3% homeless, and almost 0.4% identified as foster youth.

District Promise

When it comes to delivering an education that prepares students for a future in the world today, a one-size-fits-all approach no longer suffices. Students must be able to think critically, approach problem-solving with agility and creativity, be open to exploration, and adapt to new ideas and pathways they will invariably encounter throughout their lives.

At Ventura Unified School District, we cultivate a wealth of diverse academic programs so every student in our community has the chance to explore and engage with a learning environment that not only challenges them academically, but also promotes their growth as people, scholars, and citizens of the world, in an open and positive environment.

Our passion is to help the children in our schools find their passion—academically and personally—believing that each and every student has a brilliant future ahead of them.

District Pillars

We are committed to providing:

- a safe, healthy, and positive learning environment in every school
- rigorous and relevant academics that challenge each student
- engaging settings that stimulate curiosity and empower students to have a voice in their learning
- real world experiences and connections in and out of the classroom to cultivate creativity, critical thinking, and an appreciation for the world in which we live
- consistent, enthusiastic and unwavering encouragement of each and every child—so they can discover who they want to become and be academically, personally, and socially

Our young people are the future of our community and our world. It is incumbent on all of us to become deeply involved in their success, so each student has the freedom, support and resources they need to find their future.

For the future of every student.

District Logo

Our logo, the open wave, was inspired by VUSD's connection to the California coast and the possibilities that lie ahead for our students. The ocean, and all that it represents, is a fitting metaphor for the optimism and energy embodied by our people, schools, and district. The logo unifies our schools and programs with a bold, abstract signature that connotes an open, cresting wave. The clean lines that comprise the open wave signify the opportunities students are offered by our district through its variety of programs and schools. The color blue leads our bold and varied color palette since it stands for confidence, wisdom, and intelligence.

District Vision

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

District Governing Principles

Every student can learn. We will make decisions in the best interest of students. We will value and celebrate diversity, and treat all people with dignity and respect. We will operate in a fiscally responsible manner. We will work as a team. We will maintain a working environment that promotes professional growth and excellence. We will celebrate and recognize success, creativity and achievement through a variety of indicators. We will embrace families and the community as partners in education.

School Information

School Profile

During the 2019-20 school year, Foothill Technology High School (FTHS) served 977 students in grades 9-12. Student enrollment at that time included 4.2% students with disabilities, 2.5% English learners, 33.1% socioeconomically disadvantaged, 0.2% migrant.

Foothill Technology High School, established in 2000, is one of five high schools in the Ventura Unified School District. The mission of FTHS is to encourage an environment in which inquiry is welcomed and learning has continuity and relevance. Our staff supports positive interaction among all stakeholders. The goal is for all students to be prepared to compete and excel in the technologically advanced world of tomorrow.

Foothill is a magnet school where students enroll through a random and unbiased lottery process. A rigorous college prep curriculum focuses on the career paths of communications, technology, and health sciences. The school strives to meet the district mission of having a “safe, high-performing school”.

Foothill Technology High School has a culture centered on academic excellence with the belief that students will succeed in a rigorous environment when they feel connected to school and are supported by school wide intervention programs. The small size of the student body allows an opportunity for positive staff and student rapport. An active ASB organizes many student-centered activities to foster student connectedness. Additionally, Foothill’s nationally recognized Renaissance program motivates students through academic recognition for high grades as well as for academic growth and improvement.

FTHS has a modified block schedule. This schedule allows teachers 90-minutes to address curriculum in depth. Each Monday afternoon is an early release day allowing teacher collaboration during non-student time. This meeting time has been critical in establishing a professional, innovative, and creative learning community. Each year students participate in integrated project-based learning assignments. These projects are completed at each grade level centering on contemporary and relevant topics. Students research, write, debate, and then present their findings and experiences to community members. The staff collaborates at the FTHS Summer Institute and throughout the year to build and improve the projects.

At FTHS, technology is more than a tool; it is integral to instruction and learning. The computer to student ratio is approximately one computer for three students. Computers are available in the four labs where applications are taught, the center of the five teaching pods, the Media Center, and throughout all classrooms via mobile technology and the “bring your own device” program. Each classroom has a teacher computer and a whiteboard that can be used for presentations via a ceiling mounted multimedia projector. All incoming students take, or demonstrate proficiency in, the applications taught in Education in the Digital Age. Career Education spans four years at FTHS. The Career/Media Specialist visits the grade nine classes and students complete some basic inventories accessing their skills, interests, and aptitudes. In grades 10-12, students explore specific career interests through job shadowing, field trips, and guest speakers. Students are made aware of additional career, scholarship, and university information that is available in the Media Center and online

A unique physical education program has been established at FTHS due to campus size and facility constraints. A full-time teacher offers supervised fitness classes on campus; physical education courses are held at nearby athletic clubs. A small percentage of students participate in independent P.E. through pre-approved community organizations. FTHS offers an athletic program consisting of different sports (excludes football or wrestling) played at the nearby Buena High School campus. FTHS offers dance classes on campus; classes are taught by a professional dance instructor. Twenty percent of our student population participates in sports at their boundary school.

Community service is a requirement for graduation. Many students have carried this involvement well beyond the required 75 hours. FHS recommends students must complete 60 hours between 9th and 11th grades. The remaining 15 hours must be completed in conjunction with Senior Ted Talks.

Foothill has established itself as an academic leader in California by adhering to state standards, creating rigorous and relevant curriculum, establishing a professional learning community through regular structured collaboration time, and motivating students by building strong connections between all stakeholders. In the last

several years, Foothill has achieved numerous academic and co-curricular successes. These include: the first Ventura County high school to receive a perfect “10” on California’s statewide and similar schools rankings, a 2005 California Distinguished School recipient, a 2006 National Blue Ribbon School, a nationally recognized Renaissance Program, a cutting edge school for integrating technology into the classroom, and a model mid-day advisory period.

School Vision

At Foothill Technology High School, all students will receive an exemplary and balanced education fostering a life-long passion for learning and engagement with community, national and global issues. We demand excellence of ourselves because our supportive community has entrusted us with their children.

Foothill Technology High School will educate all students in a safe, challenging and healthy school.

We will:

- Inspire all students to excel academically,
- Honor the unique qualities and diverse backgrounds of all students
- Build supportive relationships
- Guide all students to reach their full potential
- Motivate all students to successfully pursue their chosen life paths
- Engage all students to become responsible and contributing members of society.

School Mission

Foothill Technology High School encourages a technology rich, integrated and project-based environment where learning has continuity and relevance.

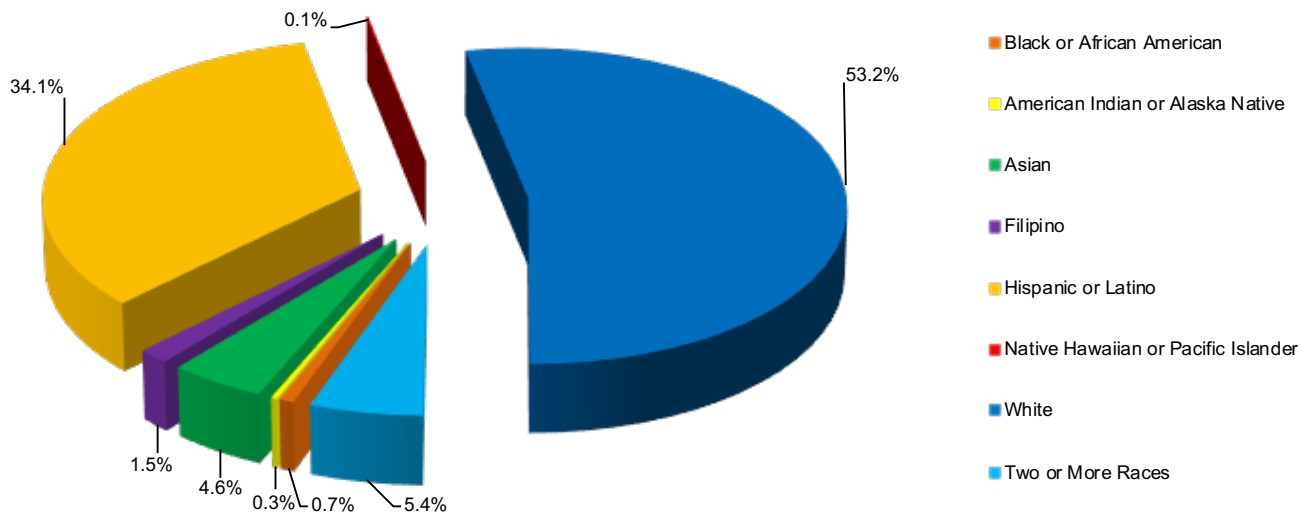
We:

- support a professional learning community where collaboration fosters continual improvement in student learning
- continually strive to improve our professional learning community
- provide a rigorous college-prep curriculum to all students with opportunities for concentration in the areas of Bio-science, communications, and technology
- maintain high expectations for all students with school-wide strategic support to help them reach their academic potential
- support positive interaction among students, teachers, parents and the community

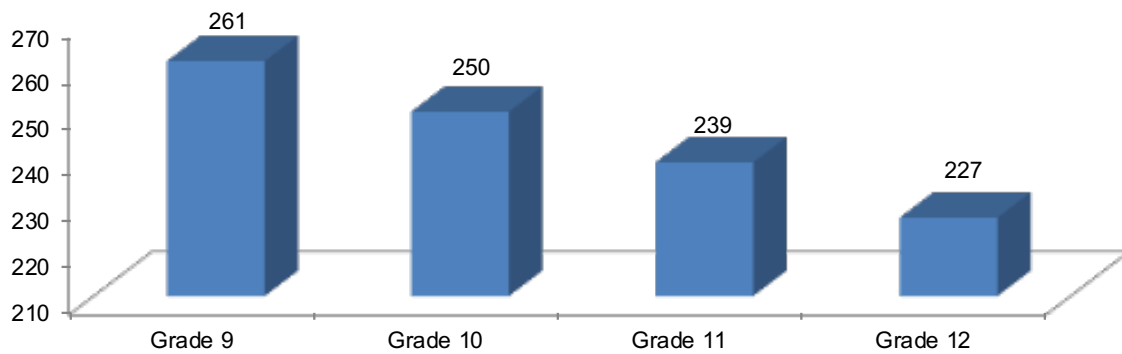
Our goals include:

- All Foothill graduates will have met the minimum requirements for UC/CSU admission.
- Seventy percent of Foothill students will take the appropriate college placement exam ACT/SAT.
- Seventy percent of Foothill students will earn Renaissance status – earning a 3.0 GPA or achieving a .5 GPA improvement.
- Seventy percent or more of Foothill students will score at the proficient or above on the California Standards Tests in all core subject areas including significant student groups.
- All students will receive grade-level appropriate comprehensive career and college information in 9th through 12th grade.
- To provide opportunities for students to learn skills and acquire knowledge focused in the areas of communications, health services, and technology.
- To prepare students to enter a university, or enter a two-year community college, to continue technical training, or to join the work force or military.
- To provide technical skills that will allow students to compete and excel in our technologically advanced world.
- All students will receive the benefit of our AVID school-wide structure including notebook organization, active note taking skills, Socratic strategies, tutorial opportunities, and college readiness support.

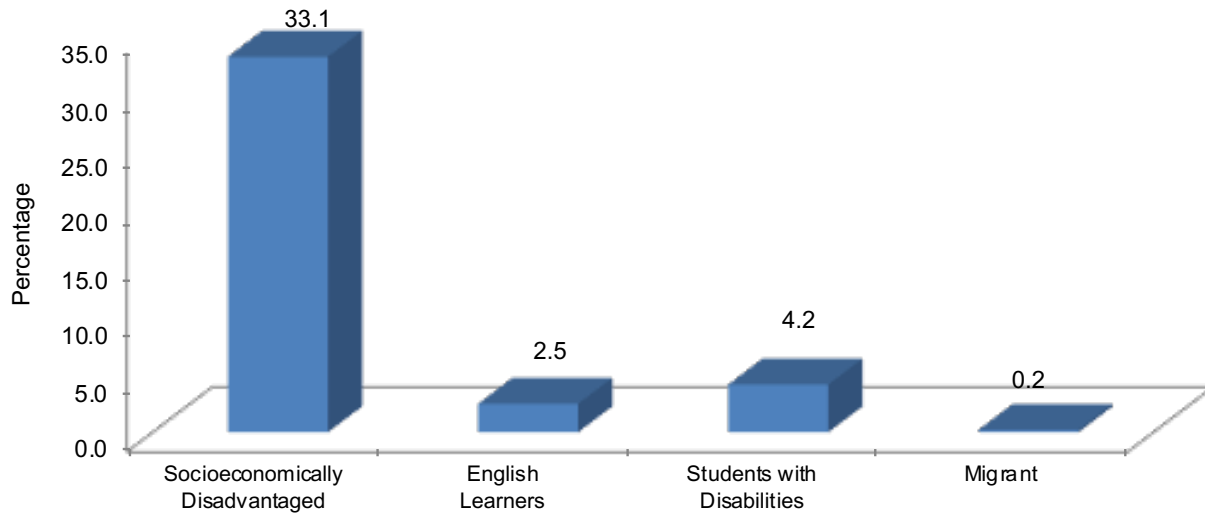
Student Enrollment by Ethnicity – 2019-20



Student Enrollment by Grade – 2019-20



Student Enrollment by Student Group – 2019-20



Comprehensive Needs Assessment

Foothill Technology High School completed a comprehensive needs assessment survey of all students enrolled, including migratory students, which included the analysis of student performance in relation to the state academic content standards. During a leadership team meetings, grade level collaboration, and staff meetings, administration and leadership team members considered the results of the following to identify areas of strength and weakness:

- ✓ Analysis of Student Performance Data:
 - ELPAC Reports
 - District Benchmarks
 - SBAC for 11th Grade CST Science Reports
 - WASC Surveys
 - WASC Documentations
 - Percentage of Students who are eligible and who Apply UC/CSU
 - SAT/ACT Scores and percent of students testing
 - College Enrollment Rates
 - AP Results
 - Percentage of Students with D's and F's
 - Percentage of Students on Renaissance
- ✓ California School Climate Survey

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

All persons are to be treated with dignity and respect; therefore, the district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. The Ventura Unified School District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur.

Foothill High School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Foothill High School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying suspension and expulsion, student expression, and the rights and responsibilities of students.

School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Foothill High School's staff have adopted site-based goals to build a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning.

Foothill High School has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **College and Career Classes**
- **Drug Prevention/Tobacco Prevention Classes**
- **Ethnic Studies**
- **Health Education Classes**
- **Red Ribbon Week**
- **Restorative Justice**
- **Staff Training on Bully Prevention**
- **Digital Citizenship**

Community Resource Guide

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website www.venturausd.org. The guide provides local and community resource contact information for:

- After School Childcare & Activities
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Family Support
- Health Information
- Healthcare Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention List
- Low or No-Cost Health Insurance for Children
- Mental Health
- School-Law Partnership
- Transportation
- Tutoring
-

School Plan for Student Achievement

| School Name | County-District-School CDS Code | School Site Council (SSC) Approval Date | Local Board Approval Date |
|---------------------------------|---------------------------------|---|---------------------------|
| Foothill Technology High School | 56726525630348 | 11-18-20 | |

Purpose and Description

Briefly describe the purpose of this plan (State whether Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement).

Foothill Technology 9-12 has created an improvement plan that supports both schoolwide and additional targeted support to meet the needs of our students.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of this plan is to gather information from all stakeholders to identify areas of specific need on our campus. Specific measurable goals will be set to improve our academic programs for all student groups and strategically decrease the achievement gaps between student groups. The FTHS plan will focus on increasing student achievement, increasing student connections to our school, and increasing family involvement. These same goals and activities related to the goals are also stated in our Ventura Unified District LCAP document.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

| Personnel Involved: | Date: |
|-------------------------|-----------|
| Katie Tedford | 9/15/2020 |
| Stephanie Cruz | 9/15/2020 |
| Foothill Technology SSC | 9/23/2020 |

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

N/A.

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Increase Student Achievement – Increase student achievement for all students while decreasing performance gaps.

Identified Need:

Decrease D and F rate for distance learning and hybrid learning

Annual Measurable Outcomes:

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------------|---|---|
| Quarterly and Semester D and F Rate | Progress 1 9th: 335 10th: 318 11th: 245 12: 219 | Reduce each grade by 20% for semester 1 |
| CA Dashboard Academic performance | College and Career readiness at 53.4% | Improve CCR to 75% |
| Renaissance - 3.0 GPA or above | 69% of student body | Improve to 84% |
| Graduation Rate | 99.6% | Maintain or improve |

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL students
Underrepresented students
AVID students
Special Education students

Strategy/Activity

Create small focused student groups based upon specific needs (ex: math 1, SPED, EL etc.)

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|------------------------------|--|
| TBD on how many small groups | District Funds |
| Site funds - \$11,000 | Math and general tutoring--credentialed teachers |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Planned and strategic weekly collaboration time for teachers to look at academic data and plan curriculum to meet "all" student needs, and various student group's needs.

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|------------------|------------------|
| None | |

Annual Review:**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Administration of Foothill finds that most of the strategies and activities outlined for the 19/20 school year to be unfocused on specific outcomes. Administration cannot find any specific data for how effective the actions listed were. Yes, the activities were implemented but the outcomes cannot be quantified.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID the SAT/ACT boot camp did not happen.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal will remain the same, but will be based in actions that meet the needs of students in COVID and produces focused outcomes for specific student groups and the CA Dashboard.

Goal 2:

Student Connections to School - Provide a safe and secure environment for all staff and students.

Identified Need:

Increase overall school safety, while providing Increase resources for student social emotional learning needs, and continuing staff training in SEL and implicit bias for the 2020-2021 school year.

Annual Measurable Outcomes:

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|----------------------|
| CHKS Survey | 2016 Report findings | 2020 Report findings |

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Students.

Strategy/Activity

Implement U.S. Secret Service Threat Assessment Model for School Safety

For your review:

Threat Assessment Model

[https://www.secretservice.gov/data/protection/ntac/USSS NTAC Enhancing School Safety Guide 7.11.18.pdf](https://www.secretservice.gov/data/protection/ntac/USSS_NTAC_Enhancing_School_Safety_Guide_7.11.18.pdf)

Secret Service School Violence Study

<https://www.secretservice.gov/data/protection/ntac/uss-s-analysis-of-targeted-school-violence.pdf>

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|-----------|-----------|
| None | |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continuing staff training in SEL and implicit bias for the 2020-2021 school year

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|-----------|-----------|
| None | |

Annual Review:

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Administration of Foothill finds that most of the strategies and activities outlined for the 19/20 school year to be unfocused on specific outcomes. Administration cannot find any specific data for how effective the actions listed were. Yes, the activities were implemented but the outcomes related to the goal cannot be quantified.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The actions were implemented, but were also interrupted by COVID. No major differences between intended implementation or budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Activities needs to be focused on providing a clear outcome related to a safe

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

Provide more streamlined information for parents regarding school information and involvement opportunities.

Annual Measurable Outcomes:

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------|--|--|
| Stakeholder Surveys | Surveys given at the end of the 1st and 2nd semester | Implement feedback from surveys into existing systems and structures |
| ParentSquare Messages | 80% of teachers use PS to keep parents updated on grades and other class information | Increase use of ParentSquare to 90% |

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Create an English Language Advisory Committee (ELAC)

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|------------------|------------------|
| None | |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Communicate all important school information through ParentSquare and utilize translations option.

Strategy/Activity

Reorganize counselor calendar for increased effectiveness of grade level and parent presentations

Proposed Expenditures for this Strategy/Activity

| Amount(s) | Source(s) |
|------------------|------------------|
| None | |
| | |
| | |

Annual Review:

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities were implemented with best efforts although COVID interrupted many by the end of year. There is no evidence of how successful the strategies and activities were in achieving the goals stated.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between intended implementation and budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The strategies/activities to achieve this goal need to be changed to accommodate data collection towards the goals.

Budget

Other Federal, State and Local Funds

The School Site Council intends for Foothill Technology High School to participate in the following programs:

| Federal Programs | Allocation (\$) |
|------------------------------------|------------------------|
| Title I 2019-20 Carryover | \$0.00 |
| Title I 2020-21 Allocation | \$0.00 |
| Title 1 2020-21 Parent Involvement | \$0.00 |

Subtotal of additional federal funds included for this school: **\$0.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|---------------------------------------|------------------------|
| Site-Based Funds 2019-20 Carryover | \$8,093.00 |
| Site-Based Funds 2020-21 Allocation | \$50,804.00 |
| Supplemental Funds 2019-20 Carryover | \$543.00 |
| Supplemental Funds 2020-21 Allocation | \$1,740.00 |

Subtotal of state or local funds included for this school: **\$0.00**

Total of federal, state, and/or local funds for this school: **\$61,180.00**

2020-21 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Assessment, Accountability, and Program Evaluation (AAPE) Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents. The Director and teacher specialists provide technical assistance for schools.

Multilingual/Multicultural Education

The VUSD Multilingual and Multicultural Education Department supports programs that prepare English Learners at all grade levels for college and career success. Department staff supports English Learner identification, parent notification, annual assessment routines, reclassification procedures and compliance monitoring.

Program models offered for English Learners in VUSD include Structured English Immersion, English Language Mainstream and Dual Language Programs. The department supports program design, planning and articulation, professional development, curriculum selection, program evaluation, parent involvement, management of fiscal resources, and community awareness.

Migrant Education student services are provided to eligible students and families as part of the Multilingual and Multicultural Department.

The Multilingual and Multicultural Department supports world language instruction and multilingualism in VUSD schools through course development, curriculum selection, and professional development.

VUSD promotes and celebrates multilingualism with the VUSD Multilingual Recognition Seal and the California State Seal of Biliteracy. The Department assists schools in providing this recognition for graduating seniors each year.

District translation support is offered through the Multilingual and Multicultural Department and by staff at many schools.

VUSD collaborates with the Mexican Secretary of Public Education to provide educational opportunities at our Plaza Comunitaria located at Sheridan Way School.

Curriculum & Instruction

The Curriculum & Instruction Department provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator and secretary.

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support

and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

The Indian Education Program is a federally-funded program serving only American Indian or Alaskan Native students in all grade levels who have an Indian Student Eligibility Certification Form 506 completed by their parents and on file in our Indian Education Office. The main focus of the program is to encourage all students of American Indian descent to finish high school and attend college. The Indian Education program was implemented to reduce the high drop-out rate among Native Americans throughout the United States

Elementary grade students (K-6) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

All qualifying 6-12 students have access to counselors who are experienced in working with students of American Indian and Native Alaskan descent in the areas of personal and academic counseling as well as tutoring in all areas of the middle school and high school curricula. Students in grades 6-9 are engaged in cultural presentations, heritage lessons, successful time management and study skills lessons, goal setting for middle school success and high school expectations, thinking about college and post high school educational and career planning, and basic skills support for language, reading and mathematics. Students in grades 9-12 are provided career counseling which includes information about special grants, scholarships, and financial assistance, and are engaged in activities to facilitate a better understanding in such areas as individual tribal history and history of other tribes.

Instruction and support are administered at each qualifying student's school site through a series of monthly sessions which may include 1) small group instruction based upon reading and language development, through interactive discussion, 2) hands-on learning activities, 3) booklets, and 4) computerized lessons. The school's Indian education teacher or 6-12 counselor work with the district's Indian Education Coordinator to develop a specialized curriculum and appropriate support services. Tutoring services are determined by the school administrator and Indian Education Coordinator.

References

CAASPP – Grade 11 English Language Arts/Literacy – 2018-19

| | English Language Arts/Literacy 2018-19 | | | | | | |
|-----------------------------------|---|------------------------------|--------------------------------------|----------------------|--------------|------------------------|------------------|
| | Number of Students Enrolled | Number of Students Tested | Number of Students With Scores | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| | Grade 11 | | | | | | |
| All Students Tested | 228 | 222 | 222 | 53.15% | 31.53% | 8.11% | 7.21% |
| Male | 110 | 106 | 106 | 51.89% | 33.96% | 6.60% | 7.55% |
| Female | 118 | 116 | 116 | 54.31% | 29.31% | 9.48% | 6.90% |
| African American | | | | | | | |
| American Indian or Alaskan Native | * | * | * | * | * | * | * |
| Asian | 11 | 11 | 11 | 72.73% | 27.27% | 0.00% | 0.00% |
| Filipino | * | * | * | * | * | * | * |
| Hispanic or Latino | 82 | 81 | 81 | 38.27% | 37.04% | 12.35% | 12.35% |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 121 | 117 | 117 | 62.39% | 28.21% | 6.84% | 2.56% |
| Two or More Races | 11 | 10 | 10 | * | * | * | * |
| Socioeconomically Disadvantaged | 82 | 82 | 82 | 42.68% | 35.37% | 10.98% | 10.98% |
| English Learners | | | | | | | |
| Students with Disabilities | 10 | 9 | 9 | * | * | * | * |
| Migrant Education | | | | | | | |
| Homeless | 7 | 7 | 7 | * | * | * | * |

CAASPP – Grade 11 Mathematics – 2018-19

| | Mathematics | | | | | | |
|-----------------------------------|-----------------------------|---------------------------|--------------------------------|-------------------|--------------|---------------------|------------------|
| | 2018-19 | | | | | | |
| | Number of Students Enrolled | Number of Students Tested | Number of Students With Scores | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
| Grade 11 | | | | | | | |
| All Students Tested | 228 | 223 | 223 | 39.01% | 26.91% | 21.52% | 12.56% |
| Male | 110 | 106 | 106 | 44.34% | 19.81% | 19.81% | 16.04% |
| Female | 118 | 117 | 117 | 34.19% | 33.33% | 23.08% | 9.40% |
| African American | | | | | | | |
| American Indian or Alaskan Native | * | * | * | * | * | * | * |
| Asian | 11 | 11 | 11 | 90.91% | 0.00% | 9.09% | 0.00% |
| Filipino | * | * | * | * | * | * | * |
| Hispanic or Latino | 82 | 81 | 81 | 18.52% | 23.46% | 35.80% | 22.22% |
| Hawaiian or Pacific Islander | | | | | | | |
| White (not Hispanic) | 121 | 118 | 118 | 50.00% | 28.81% | 14.41% | 6.78% |
| Two or More Races | 11 | 10 | 10 | * | * | * | * |
| Socioeconomically Disadvantaged | 82 | 82 | 82 | 25.61% | 21.95% | 34.15% | 18.29% |
| English Learners | | | | | | | |
| Students with Disabilities | 10 | 9 | 9 | * | * | * | * |
| Migrant Education | | | | | | | |
| Homeless | 7 | 7 | 7 | * | * | * | * |

2020-21 Supplemental Funds Program Budget

| VUSD BUDGET: 2020/2021 | | | |
|---|-------------------------------|---|------------------------|
| PROGRAM: Supplemental Funds | | | |
| Site: Foothill | | 19/20 Carryover | 543 |
| | | 20/21 Allocation | 1,740 |
| | | | 0 |
| Resource = 0100 | | Total | 2,283 |
| Object # | Classification | | |
| Personnel Costs and Benefits | | Must reflect amounts on Staffing Charts | |
| Must reflect amounts on Staffing Charts | | Current | Revised |
| | Description | | |
| 1101 | Teacher, Contractual | | |
| 1103 | Teacher, Hourly | 0 | |
| 1106 | Teacher, Sub | 0 | Math Tutors |
| 1107 | Stipend, Certificated | | AVID Subs |
| <i>Complete Time Sheet Authorization Form</i> | | | |
| 1201 | Counselor, Contractual | | |
| 1301 | Director | | |
| 2101 | Paraed, Positional | | |
| 2103 | Paraed, Hourly | | |
| 2203 | Translator, Hourly | 0 | Meetings/Communication |
| <i>Complete Time Sheet Authorization Form</i> | | | |
| 2401 | Clerk, Positional | | |
| 2403 | Clerk, Hourly | | |
| <i>Complete Time Sheet Authorization Form</i> | | | |
| 2903 | Other Classified, Hourly | | |
| SUBTOTAL | | 0 | 0 |
| Discretionary Funds | | | |
| 4200 | Other Books | | |
| 4300 | Instructional Supplies | 2,283 | Student Support |
| 4300 | Other Supplies | | |
| 4400 | Equip Not Captizd(\$500-5000) | | |
| 5201 | Mileage stipend | | |
| 5202 | Travel/Conferences | | |
| 5300 | Membership | | |
| 5600 | Contracts, Rents, Repairs | | |
| 5601 | Contracts, annual | | |
| 5710 | Publications, District Office | | |
| 5717 | Work Orders | | |
| 5719 | Transportation | | |
| 5800 | Consultants/Other Svcs | | |
| 5900 | Communications | | |
| 6400 | Equipment (over \$5,000) | | |
| 7310 | Indirect | | |
| SUBTOTAL | | 2,283 | 0 |
| Total: | | 2,283 | 0 |

Principals Signature for Adjustment: *[Signature]*
 Date: 11/17/20
 School Site Council Approval: (Chairman) *[Signature]*
 Date: 12-11-2020
 English Learner Advisory Committee Review
 Date:
 Director, Special Projects Approval: *[Signature]*
 Date: 1/4/21

MC-1218

2020-21 Site Based Funds Program Budget

| VUSD BUDGET: 2020/2021 | | | |
|---|-----------------------------------|---|--------|
| PROGRAM: Site Based Funds | | | |
| Site: Foothill | 19/20 Carryover | 8,093 | |
| | 20/21 Allocation | 50,804 | |
| Resource = 0000 | | 0 | |
| Total | | 58,897 | |
| Object #/ | Classification | Must reflect amounts on Staffing Charts | |
| Personnel Costs and Benefits | | Current | Revise |
| Must reflect amounts on Staffing Charts | | | |
| Object #/ | Classification | Current | Revise |
| 1101 | Teacher, Contractual | | |
| 1103 | Teacher, Hourly | 11,967 | |
| 1106 | Teacher, Sub | 2,000 | |
| 1107 | Stipend, Certificated | 4,488 | |
| Complete Time Sheet Authorization Form | | | |
| 1201 | Counselor, Contractual | | |
| 1301 | Director | | |
| 2101 | Parasd, Positional | | |
| 2103 | Parasd, Hourly | | |
| 2203 | Custodial Extra Hours | | |
| Complete Time Sheet Authorization Form | | | |
| 2401 | Clerk, Positional | | |
| 2403 | Clerk, Hourly | 0 | |
| Complete Time Sheet Authorization Form | | | |
| 2903 | Other Classified, Hourly | 0 | |
| SUBTOTAL | | 18,455 | 0 |
| Discretionary Funds | | | |
| 4100 | Textbooks | | |
| 4200 | Other Books | | |
| 4300 | Instructional Supplies | 11,442 | |
| 4300 | Other Supplies | | |
| 4400 | Equip Not Capitalized(\$500-5000) | | |
| 5201 | Mileage stipend | | |
| 5202 | Travel/Conferences | 5,000 | |
| 5300 | Membership | | |
| 5600 | Contracts, Rents, Repairs | 4,000 | |
| 5601 | Contracts, annual | | |
| 5710 | Publications, District Office | | |
| 5717 | Work Orders | | |
| 5719 | Transportation | | |
| 5800 | Consultants/Other Svcs | 10,000 | |
| 5900 | Communications | | |
| 6400 | Equipment (over \$5,000) | 10,000 | |
| 7310 | Indirect | | |
| SUBTOTAL | | 40,442 | 0 |
| Total: | | 58,897 | 0 |

Principals Signature for Adjustment: *Russ E. [Signature]*
 Date: 11/4/20
 School Site Council Approval: (Chairman) *[Signature]*
 Date: 11/17/2020
 Director, Special Projects Approval: *[Signature]*
 Date: 1/4/21

ME 12/18

VUSD - Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504).

VUSD Board Policy 6020, USC Title 20

Professional Development Plan

Foothill Technology High School believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration. Topics of professional development include:

During the 2020-21 school year, teachers at Foothill Technology High School will participate in the following trainings:

- Canvas Training and Implementation
- U.S. Secret Service Threat Assessment Model (TBD)
- Suicide Recognition/Prevention (TBD)
- Wednesday EdCamp for Hybrid Instruction
- Various VCOE Professional Development Trainings
- UC Updates for Counselors

2019-20 School Accountability Report Card

Published January 2021



FOOTHILL TECHNOLOGY HIGH SCHOOL
100 DAY ROAD, VENTURA, CA 93003
(805) 289-0023

RUSSELL GIBBS, PRINCIPAL
GRADES 9-12

PRINCIPAL'S MESSAGE

It is my pleasure as Principal to welcome you to Foothill Technology High School.

Foothill Technology's teachers, counselors, staff, and administrators are dedicated to supporting your child's success as they navigate the rigors of their college and career goals.

Foothill is a magnet school where students enroll through a random and unbiased lottery process. The mission of Foothill Technology High School is to encourage an environment in which inquiry is welcomed and learning has continuity and relevance. Our staff supports positive interaction among all stakeholders. The goal is for all students to be prepared to compete and excel in the technologically advanced world of tomorrow.

Foothill Technology High School has a culture centered on academic excellence with the belief that students will succeed in a rigorous environment when they feel connected to school and are supported by school wide intervention programs. The small size of the student body allows an opportunity for meaningful staff and student relationships. An active ASB organizes many student-centered activities to foster student connectedness. Additionally, our nationally recognized Renaissance program motivates students through academic recognition for high grades as well as for academic growth and improvement.

The staff at Foothill have rededicated themselves to providing an excellent curriculum through distance learning and hybrid learning models. Our entire core curriculum is aligned through standards based assessments and project based learning. It is clear that we need inquiry and engagement in our curriculum more than ever before in order to better prepare our students for demands of the 21st century.

Distance learning has ensured that Foothill Technology is a true example of a 21st century learning environment. We are now a 1:1 device school that embraces the Google Education Platform and Canvas Learning Management System. Our teachers have received specialized training in these tools to maximize the learning potential of every student in every classroom.

Foothill Technology has a tradition of offering high quality and engaging pathways. Foothill Technology currently offers pathways in Product Innovation & Design (DTech), Biotechnology, Software & Systems Development (Computer Programming), Design, Visual & Media Arts (GrafX), and Education. Students have many opportunities to experience a rigorous college class through our Advanced Placement (AP) program, and nationally recognized Journalism program, while also preparing for college readiness through our high achieving AVID program (Advancement Via Individual Determination). Students can also continue our competitive legacy through our athletics program, which participates in the Tri-County Athletic Association.

I invite you to stay connected to your child's progress by viewing your child's Canvas classes, and viewing their progress and attendance on Q Parent Connection. You are always welcome to contact your child's teachers regularly via phone, email, conference, or ParentSquare to discuss his/her progress in each class. In addition to teacher notifications, all official school notifications will come through ParentSquare. If at any time you have questions concerning your child's progress, please do not hesitate to contact the school office for direction. We are proud to serve our students and their families. Welcome to the Dragon's Lair.

Russell Gibbs,
Principal

Board of Education

VELMA LOMAX
MATTHEW ALMARAZ
SABRENA RODRIGUEZ
AMY (YAMAMOTO) CALLAHAN
DR. JERRY DANNENBERG

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. GREG BAYLESS
DIRECTOR OF SECONDARY EDUCATION
GINA WOLOWICZ
DIRECTOR OF ELEMENTARY EDUCATION

DR. JEFF DAVIS
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100
VENTURA, CALIFORNIA 93001
(805) 641-5000
www.venturausd.org



District Vision Statement

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

District Mission Statement

The Ventura Unified School District will educate all students in safe, healthy, and high performing schools. We will inspire all students to excel academically, honor the unique qualities and diverse backgrounds of all students, build supportive relationships, guide all students to reach their full potential, motivate all students to successfully pursue their chosen life path, and engage all students to become responsible and contributing members of society.

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Foothill Technology High School

Foothill Technology High serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2019-20 school year, 977 students were enrolled, including 4.2% enrolled in special education, 2.5% qualifying for English Language Learner support, and 33.1% qualifying for free or reduced price lunch.

| Student Group | % of Total Enrollment | Grade Level | # of Students |
|-----------------------------------|-----------------------|-------------|---------------|
| Black or African American | 0.7% | Grade 9 | 261 |
| American Indian or Alaskan Native | 0.3% | Grade 10 | 250 |
| Asian | 4.6% | Grade 11 | 239 |
| Filipino | 1.5% | Grade 12 | 227 |
| Hawaiian or Pacific Islander | 0.1% | | |
| Hispanic or Latino | 34.1% | | |
| White | 53.2% | | |
| Two or More Races | 5.4% | | |
| Socioeconomically Disadvantaged | 33.1% | | |
| English Learners | 2.5% | | |
| Students with Disabilities | 4.2% | | |
| Homeless | 0.0% | | |
| Foster Youth | 0.0% | | |
| Total Enrollment | | | 977 |

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

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

- Degree to which teachers are appropriated assigned and fully credentialed in the subject area and for the pupils they are teaching;
- School facilities are maintained in good repair

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 alternative 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 sequences or programs of student.

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

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

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

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

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, the school website, the school marquee, Foothill Dragon Press online newspaper, Foothill Dragon Press Facebook page, Foothill Athletics Facebook page, EdModo, Foothill Wiki, daily bulletins, Athletics Facebook page, Parent Connect, teacher email, and Twitter (fthsdragonpress). Contact the principal at (805) 289-0023 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Classroom Helper
- Media Center Assistance
- School Office Assistance
- Chaperone Field Trips

Committees

- School Site Council
- Parent Faculty Student Organization (PFSO)
- Athletics Booster Club
- Educational Foundation
- Renaissance Action Team
- English Learner Advisory Council

School Activities

- "Air Guitar" Talent Show
- Back to School Night
- Bio Science Academy
- Speech and Debate Team Activities
- Integrated Projects Presentations
- Senior Activities
- Sports Events
- School Clubs

STUDENT ACHIEVEMENT

Physical Fitness

In the spring of each year, Foothill Technology High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

| Grade Level | % of Standards Met: | | |
|-------------|---------------------|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| Ninth | N/A | N/A | N/A |

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Foothill Technology High School's original facilities were built in 1999; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. Every year, upgrades are made to technology equipment and the infrastructure to support an effective technological system.

| California Assessment of Student Performance and Progress Test Results in Science All Students | | | | | | |
|---|----------|-------|-------|-------|-------|-------|
| Percentage of Students Meeting or Exceeding the State Standards | | | | | | |
| | Foothill | | VUSD | | CA | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| Science (Grades 5, 8, & 10) | 55 | N/A | 39 | N/A | 30 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

| California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grade Eleven | | | | | | |
|---|----------|-------|-------|-------|-------|-------|
| Percentage of Students Meeting or Exceeding the State Standards | | | | | | |
| | Foothill | | VUSD | | CA | |
| | 18-19 | 19-20 | 18-19 | 19-20 | 18-19 | 19-20 |
| English Language Arts/Literacy | 85 | N/A | 55 | N/A | 48 | N/A |
| Mathematics | 66 | N/A | 44 | N/A | 37 | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

| Campus Description | |
|------------------------------|----------|
| Year Built | 1999 |
| Acreage | 5.8 |
| Bldg Square Footage | 69305 |
| | Quantity |
| # of Permanent Classrooms | 34 |
| # Portable Buildings | 0 |
| # of Restrooms (student use) | 4 sets |
| Cafeteria | 1 |
| Computer Lab | 1 |
| Library | 1 |
| Locker Rooms | 1 set |
| Multipurpose Room | 1 |
| Staff Lunch Room | 1 |
| Teacher Work Room | 1 |
| Technology and Science Labs | 8 |
| Theatre | 1 |

| CAASPP Test Results in ELA & Mathematics by Student Group (Grade 11) 2019-20 | | | | | | | | | | |
|---|--------------------------------|---------------|----------------|--------------------|-------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| | English Language Arts/Literacy | | | | | Mathematics | | | | |
| | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
| All Students Tested | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaskan Native | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, two campus supervisors and two administrators patrol the campus, entrance areas, and designated common areas. Two campus supervisors, three administrators, and one teacher monitors lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, two campus supervisors, and one administrator monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

To enhance two-way routine communication and facilitate an immediate response to urgent situations, administrators, campus supervisors, custodians, counselors, school office, the media center, and the ASB bookkeeping office carry hand-held radios while on campus.

Foothill Technology High is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Foothill Technology High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed and updated in October 2020. The safety plan was shared with school staff during a faculty meeting in December 2020.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Facilities Maintenance

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Every morning before school begins, the day custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian, three evening custodians, and one equipment manager/custodian are assigned to Foothill Technology High. The day custodian is responsible for:

- Restrooms
- Cafeteria Setup/Cleanup
- General Cleaning & Custodial Functions
- Routine Maintenance

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Event Setup/Cleanup
- Restrooms
- Classrooms
- Office Areas

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Facilities Inspections

The district's maintenance department inspects Foothill Technology High School on an annual basis in accordance with Education Code §17592.72(c)(1). Foothill Technology High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 8, 2020. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

CLASSROOM ENVIRONMENT

Class Size

The Average Class Size and Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

| Average Class Size and Class Size Distribution | | | | |
|--|--------------------|--------------------|-------|-----|
| 2017-18 | | | | |
| Subject | Average Class Size | Number of Classes* | | |
| | | 1-22 | 23-32 | 33+ |
| English | 26 | 10 | 16 | 14 |
| Math | 29 | 6 | 15 | 12 |
| Science | 29 | 3 | 17 | 9 |
| Social Science | 28 | 8 | 9 | 12 |
| 2018-19 | | | | |
| English | 28 | 5 | 16 | 16 |
| Math | 27 | 6 | 24 | 4 |
| Science | 28 | 7 | 11 | 11 |
| Social Science | 27 | 7 | 14 | 8 |
| 2019-20 | | | | |
| English | 25 | 14 | 13 | 14 |
| Math | 28 | 6 | 17 | 11 |
| Science | 31 | 3 | 9 | 16 |
| Social Science | 27 | 6 | 11 | 13 |

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

| School Facility Good Repair Status | | | | |
|---|---------------|------|------|--|
| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Inspection Date: | | | | |
| September 8, 2020 | | | | |
| Systems | ✓ | | | |
| Interior Surfaces | ✓ | | | |
| Cleanliness | ✓ | | | |
| Electrical | ✓ | | | Student Services Girls RR - Light fixture lens broken |
| Restrooms/Fountains | ✓ | | | |
| Safety | ✓ | | | Classroom 1103 - Fire extinguisher at the south wall is out of service date (7/8/2019) |
| Structural | ✓ | | | |
| External | ✓ | | | Quads - Contrasting stripe is missing from stairs and stage throughout; Parking Lot - Contrasting stripe is missing from stairs to north parking lot |
| Overall Summary of School Facility Good Repair Status | | | | |
| | Exemplary | Good | Fair | Poor |
| Overall Summary | | ✓ | | |

Percentage Description Rating.

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

| Suspensions and Expulsions | | | | | | | | |
|----------------------------|----------|-------|-------|-------|-------|-------|-------|-------|
| | Foothill | | | VUSD | | | CA | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 |
| Suspensions (%) | 1.70% | 1.20% | 1.23% | 3.00% | 2.70% | 2.53% | 3.50% | 3.60% |
| Expulsions (%) | 0.10% | 0.10% | 0.20% | 0.15% | 0.05% | 0.10% | 0.08% | 0.09% |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

Discipline & Climate for Learning

Foothill Technology High School's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. As needed through the school year, intercom announcements may include reminders to students to follow school rules and make responsible, and respectful choices in behavior. Foothill Technology High School employs guidelines for Restorative Justice. Restorative Justice are based on principles that emphasize the importance of positive relationships as central to building community, and involves processes that repair relationships when harm has occurred.

Dropouts & Graduation Requirements

Foothill Technology High's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. The assistant principals and counselors work together to review credit completion rates, attendance trends, and course grades to identify students who may be at risk of dropping out of school or not meeting graduation requirements. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, independent study, SARB process, Student Study Teams, monitoring of course grades and credit completion rates, Flex program (homeroom period), concurrent community college enrollment, concurrent enrollment in adult education, and referral to a continuation high school. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Students must accumulate 230 course credits to receive a high school diploma from Foothill Technology High. Students who need to quickly remedy credit deficiencies may concurrently enroll in El Camino High to acquire necessary units for both core and college prep coursework. Alternative methods of acquiring a diploma are available through the continuation school, concurrent enrollment in community college, adult school, and comprehensive high school (based on the location of a student's residence) for those students who have been

unsuccessful in a high school environment or have exhausted their opportunities to remain at Foothill Technology High.

In the following Dropout & Graduation Rates table, 2018-19 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

| Dropout and Graduation Rates (Four-Year Cohort Rate) | | | |
|---|----------|-------|-------|
| | Foothill | | |
| | 16-17 | 17-18 | 18-19 |
| Dropout Rate (%) | 0.4 | 0.4 | 0.4 |
| Graduation Rate (%) | 99.2 | 99.8 | 99.6 |
| VUSD | | | |
| Dropout Rate (%) | 6.2 | 4.4 | 6.8 |
| Graduation Rate (%) | 89.9 | 91.1 | 89.1 |
| CA | | | |
| Dropout Rate (%) | 9.1 | 9.6 | 9 |
| Graduation Rate (%) | 82.7 | 83.0 | 84.5 |

Note: For the formula to calculate the 2017-18 & 2018-19 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/adsa/>.

CURRICULUM & INSTRUCTION

Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2018-19, 2019-20, and 2020-21 school years, the teachers at Foothill Technology High School had the opportunity to participate in districtwide staff development training focused on:

- 2018-19 and 2019-20 Trainings:
 - History-Social Science Adoption Implementation Training
 - Multi-Tiered Systems of Support (MTSS)
 - MVP Math 3 Training
 - Next Generation Science Standards Pilot/Adoption Training
 - School Safety
 - Social Emotional Learning (SEL)
 - Special Education
 - SSAE Secondary Math Grant – Cohort 1
 - SSAE Secondary Math Grant – Cohort 2

- Strategies for Formative Assessments
- Technology Training

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Canvas Course Management 101 – By Site-Based Canvas Leads
- Discovery Education Earth Science
- Distance Learning Plans
- ELA Course Build Peer Review and Support
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- Google Basics
- History-Social Studies and Elective Course Build Peer Review and Support
- Math Course Build Peer Review and Support
- Positive Behavioral Interventions & Supports
- Science Course Build Peer Review and Support
- Screen Casting with Screencastify
- Video Conferencing
- What Works for Canvas Building 1 & 2
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2019-20 school year, Foothill Technology High School's staff development activities concentrated on:

- Canvas Training
- Implicit Bias
- Multi-Tiered Systems of Support (MTSS)
- Social Justice
- Technology Integration
- Universal Design for Learning (UDL)

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent

of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

Instructional Materials

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

Ventura Unified School District is currently piloting new Science textbooks and anticipates adopting new curriculum by the 2021-22 school year. In order to meet State requirements, the current textbooks are being supplemented with NGSS-aligned bridge supplemental materials.

On September 22, 2020, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #20-24 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2020-21 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

| Professional Development Days Three-Year Trend | | |
|---|---------|---------|
| 2018-19 | 2019-20 | 2020-21 |
| 2 | 2 | 3 |

| Textbooks | | | |
|-----------------------|----------------------------------|---|--|
| Year Adopted | From Most Recent State Adoption? | Publisher and Series | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials |
| Reading/Language Arts | | | |
| 2015 | * | McGraw Hill: <i>StudySync</i> | 0% |
| 2007 | * | Hampton Brown: <i>Edge Reading</i> | 0% |
| Math | | | |
| 2016 | * | Mathematics Vision Project (MVP) | 0% |
| 2008 | * | McDougal Little: <i>Precalculus with Limits: A Graphing Approach</i> | 0% |
| 2008 | * | Brooks/Cole Calculus: <i>Early Transcendental</i> | 0% |
| | * | The Practice of Statistics, 8th Edition, AP Stats | 0% |
| Science | | | |
| 2008 | * | Glencoe/McGraw Hill: <i>Biology</i> | 0% |
| 2008 | * | Pearson Prentice Hall: <i>Biology</i> | 0% |
| 2002 | * | Prentice Hall: <i>Conceptual Physics</i> | 0% |
| 2008 | * | Pearson Prentice Hall: <i>Chemistry</i> | 0% |
| 2005 | * | Pearson Prentice Hall: <i>Physics</i> | 0% |
| 2007 | * | Pearson Benjamin Cummings: <i>Human Anatomy and Physiology</i> | 0% |
| 2006 | * | EMC Paradigm Publishing: <i>Biotechnology Laboratory Manual</i> | 0% |
| 2003 | * | EMC Paradigm Publishing: <i>DNA Science: A First Course</i> | 0% |
| | * | Chemistry, 7th Edition | 0% |
| | * | Environmental Science for AP, 2nd Edition | 0% |
| Social Science | | | |
| 2019 | * | McGraw Hill: <i>World History, Culture and Geography</i> | 0% |
| 2019 | * | Houghton Mifflin Harcourt: <i>American History: Reconstruction to the Present</i> | 0% |
| 2018 | * | Houghton Mifflin Harcourt: <i>Economics</i> | 0% |
| 2006 | * | Houghton Mifflin: <i>The American Pageant</i> | 0% |
| 2019 | * | McGraw Hill: <i>Principles of American Democracy</i> | 0% |
| | * | Government in America: People, Politics, and Policy | 0% |
| | * | Psychology Eighth Edition | 0% |
| 2013 | * | Academic Innovations: <i>Career Choices and Changes</i> | 0% |
| Foreign Language | | | |
| 2002 | * | TPRS (Teaching Proficiency through Reading & Storytelling) | 0% |
| Health | | | |
| 2009 | * | Holt, Rinehart & Winston: <i>Lifetime Health</i> | 0% |

COLLEGE PREPARATION & CAREER READINESS

College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. Students and their parents are invited to participate in AVID Night (Advancement via Individual Determination) to gain valuable information about college preparation and planning assistance. The following table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

| Enrollment in and Completion of UC/CSU-Required Courses | |
|---|------|
| | % |
| 2019-20 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission | 98.7 |
| 2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.45 |

* Data not available at the time of this report.

Admission Requirements for California Public Universities

University of California

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

California State University

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

Advanced Placement

In 2019-20, Foothill Technology High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

| Advanced Placement (AP) Courses | | |
|---------------------------------|----------------------------|-----------------------------|
| 2019-20 | | |
| | No. of AP Courses Offered* | % of Students in AP Courses |
| Art | 5 | N/A |
| English | 5 | N/A |
| Foreign Language | 3 | N/A |
| Math | 6 | N/A |
| Science | 1 | N/A |
| Social Science | 7 | N/A |
| Totals | 27 | 33.7% |

Note: Cells with N/A values do not require data.
* Where there are student course enrollments of at least one student.

Workforce Preparation

As part of the core curriculum and integrated into lessons and discussions, students receive guidance and information from counseling staff and teachers regarding career paths, career prep activities, and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Foothill Technology High's technical and career education

programs; counselors meet with small groups of students at least once a year to follow up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Foothill Technology High offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Career Education Center (CEC) (off campus)
- Career Technical Education Courses
- Career Pathways

On-Campus Career Pathways

- Communications - Media Support & Services
- Health Services - Bio Tech Research & Development

Internships

- City of Ventura
- Port Hueneme Engineering
- Southern California Edison

On-Campus Career Technical Education Courses

- Biotechnology Research & Development
- Business & Entrepreneurship
- Commercial Art
- Filmmaking
- Health Science & Medical Technology
- Information Technology
- Professional Theater/Play Production
- Website Development

Career Education Center (CEC) programs are offered in partnership with the Ventura County Office of Education. A variety of career technical education courses are available off-campus to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. CEC courses are held at the county's Camarillo Airport Campus; free bus transportation is available to students.

The CTE table below shows the total number of students participating in the district's CTE courses and career education center programs and program completion rates. For more information on career technical programs, CEC, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

| Career Technical Education Program Participation | |
|---|--------|
| 2019-20 | |
| Total Number of Students Participating in CTE Programs | 24.0% |
| Percentage of Students Completing a CTE Program and Earning a High School Diploma | 4.0% |
| Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 100.0% |

PROFESSIONAL STAFF

Counseling & Support Staff

Foothill Technology High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Foothill Technology High School's students.

| Academic Counselors and Other Support Staff | | |
|---|--------------|------|
| 2019-20 | | |
| | No. of Staff | FTE* |
| Academic Counselor | 3 | 3.0 |
| Campus Supervisors | 2 | 1.8 |
| Health Technician | 1 | 0.8 |
| Psychologist | 1 | 0.3 |
| School Nurse | 1 | 0.4 |
| School Resource Officer | 1 | 0.5 |
| Speech & Language Pathologist | 1 | 0.2 |
| Student Assistant Program Counselor | 1 | 0.5 |
| Average Number of Students per Academic Counselor | | |
| | | 334 |

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

| Teacher Credentials and Assignments | | | |
|--|----------|-------|-------|
| | Foothill | | |
| | 18-19 | 19-20 | 20-21 |
| Total Teachers | 39 | 38 | 37 |
| Teachers with Full Credential | 38 | 36 | 35 |
| Teachers without Full Credential | 1 | 2 | 0 |
| Teaching Outside Subject Area (with full credential) | 6 | 3 | 5 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Teacher Vacancies | 0 | 0 | 0 |
| | VUSD | | |
| | 18-19 | 19-20 | 20-21 |
| Total Teachers | 721 | 713 | 694 |
| Teachers with Full Credential | 690 | 678 | 664 |
| Teachers without Full Credential | 31 | 35 | 0 |
| Teaching Outside Subject Area (with full credential) | 105 | 89 | 89 |
| Misassignments of Teachers of English Learners | 0 | 1 | 0 |
| Total Teacher Misassignments* | 1 | 2 | 0 |
| Teacher Vacancies | 3 | 4 | 3 |

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.

Teacher Assignment

During the 2019-20 school year, Foothill High School had 36 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2018-19 school year, Ventura Unified School District spent an average of \$11,502 of total general funds to educate each student (based on 2018-19 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

| | VUSD | State Average of Districts in Same Category |
|-----------------------------|---------|---|
| Beginning Teacher Salary | 47,778 | 52,484 |
| Mid-Range Teacher Salary | 68,801 | 81,939 |
| Highest Teacher Salary | 95,296 | 102,383 |
| Average Principal Salaries: | | |
| Elementary School | 117,542 | 129,392 |
| Middle School | 120,713 | 136,831 |
| High School | 135,503 | 147,493 |
| Superintendent Salary | 227,500 | 254,706 |
| Percentage of Budget For: | | |
| Teacher Salaries | 32 | 34 |
| Administrative Salaries | 5 | 5 |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

In addition to general fund state funding, Ventura Unified School District receives state and federal

| Expenditures Per Pupil | Dollars Spent Per Student | | | | |
|-----------------------------------|---------------------------|--------|------------------------------------|---|---------------------------------|
| | Foothill | VUSD | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 7,171 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 504 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 6,667 | 6,501 | 102.6% | 13,000 | 51.0% |
| Average Teacher Salary | 76,841 | 77,464 | 99.2% | 81,939 | 93.8% |

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

category funding for special programs. For the 2018-19 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Career Pathways Trust
- Classified School Employee Professional Development Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Low-Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, IV
- Tobacco-Use Prevention Education

SARC DATA & INTERNET ACCESS

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Foothill Technology High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school 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.

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section was acquired in November 2020 and the school facilities section was acquired in December 2020.