

# Ventura Unified School District School Plan for Student Achievement



## Foothill Technology High School

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Ventura Unified  
SCHOOL DISTRICT



## Fiscal Year 2022-2023

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## The School Plan for Student Achievement

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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:

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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 2022-23 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				
Dianne Fergus		X			
Justin Frazier		X			
Melanie Lindsey		X			
Mary Smith			X		
Jennifer Duston				X	
Ariel Montejano				X	
Caitlyn O'Neil				X	
Heidi Trauner					X
Katie Venti					X
Number of members in each category	1	3	1	3	2

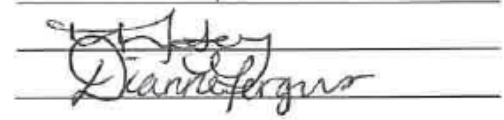
**Recommendations and Assurances**

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: 11/17/22.

Attested:

  
Russell Gibbs, Principal

  
SSC Chairperson

11/17/22  
Date

11/17/22  
Date

## District information

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### District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just over 15,000 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, 1 alternative high school, and 1 independent study school.

During the 2021-22 school year, Ventura Unified School District served 15,359 students in grades TK-12 including 11.9% students with disabilities, 16.5% English learners, 55.5% socioeconomically disadvantaged, 0.3% migrant education, 3.4% 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 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

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### School Profile

During the 2021-22 school year, Foothill Technology High School (FTHS) served 990 students in grades 9-12. Student enrollment at that time included 5.2% students with disabilities, 4.2% English learners, 32% socioeconomically disadvantaged, 0.1% migrant, 0.8% homeless, and 0.1% foster youth.

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. FTHS 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.

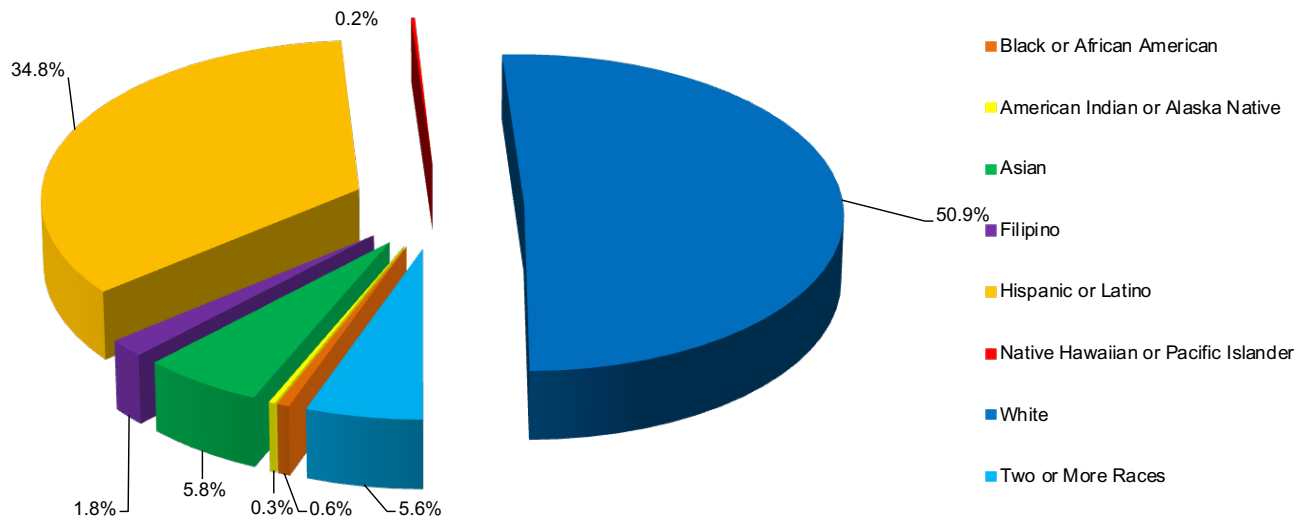
#### We:

- 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

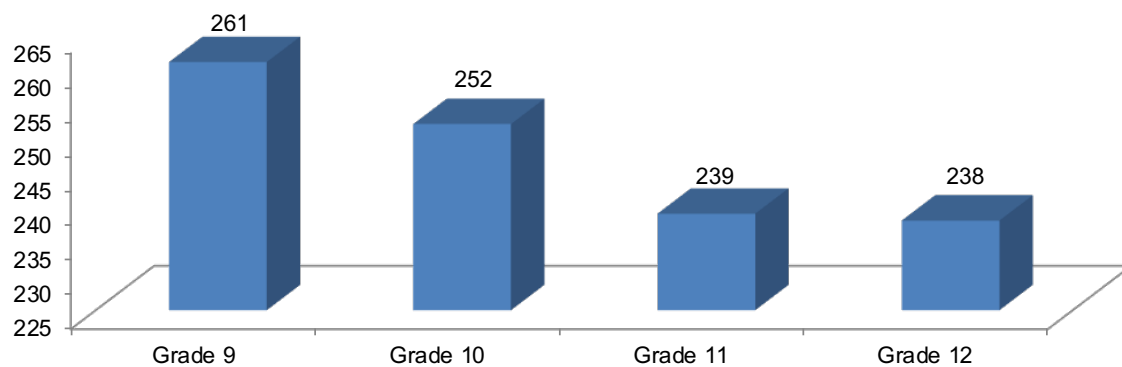
#### Our goals include:

- 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.

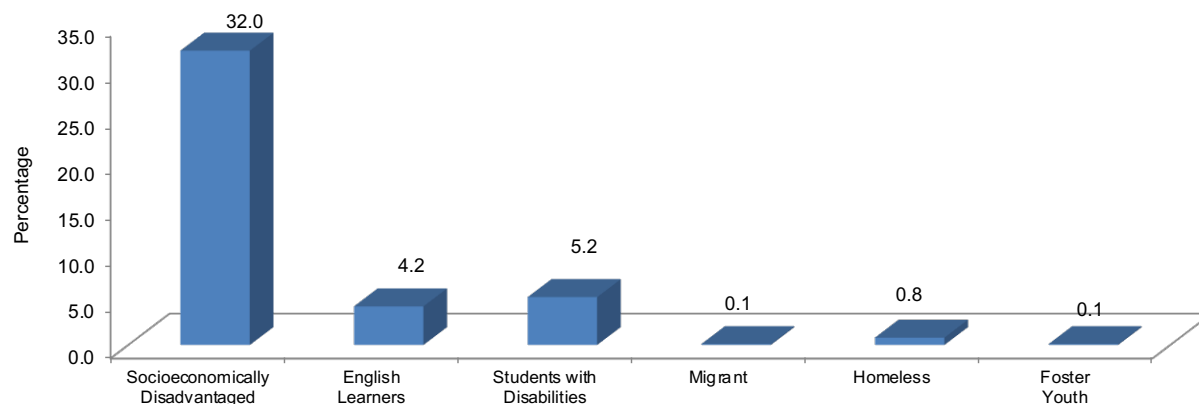
Student Enrollment by Ethnicity – 2021-22



Student Enrollment by Grade – 2021-22



### Student Enrollment by Student Group – 2021-22



### 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 11<sup>th</sup> 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](http://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	11/17/22	

### 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	9/15/2022
Frank Davis	9/15/2022
Foothill Technology SSC	10/13/22

### 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:

Increase intervention supports for identified Tier 2 and Tier 1 students

• Annual Measurable Outcomes:

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
School D and F rate	2021-22 is baseline year	85% of students say they know how to find connections to school and have participated in a school event
Renaissance - 3.0 GPA or above	75% of student body	Improve to 85%

**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**

Modify FIRE and create case managers for academic intervention for tier 2 students

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$20,000	Site Supplemental Funds

**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**

Create positive attendance system for FIRE

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
\$5,000	Site Supplemental Funds

**Annual Review:****SPSA Year Reviewed: 2021-22**

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 special ASB funds were used efficiently to create student connectedness to campus with the extra activities. Student attendance rates, and surveys showed that students appreciated and enjoyed ASB's efforts to connect students back to campus.

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 the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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 only change to this goal will be to modify the activity to reach the goal, which is outlined above.



## Goal 2:

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

- Identified Need:

Increase overall school safety

- Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Surveys	7% of student say safety is their favorite aspect of Foothill Tech	Have 95% of student report that they feel prepared for a disaster on campus

**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  
Increase disaster and threat training

**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**

Increase overall school safety with additional training.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
None	

**Annual Review:****SPSA Year Reviewed: 2021-22**

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 activities above were implemented and effective in keeping the school safe.

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 the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal

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.

N/A

**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:

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
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%
ELAC and PIQE Participation Surveys	Surveys given at the end of the 1st and 2nd semester	Parent provide importing feedback in terms of how to help their child experience at FTHS

**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**

Have 95% of teachers use ParentSquare to communicate on class academics and student progress

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
None	

**Strategy/Activity 2**

**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**

<b>Amount(s)</b>	<b>Source(s)</b>
None	

**Annual Review:****SPSA Year Reviewed: 2021-22**

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.

An ELAC committee was not created. Only about 10% of teachers used ParentSquare to communicate with their student's parents.

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 the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

No major changes have occurred, but there will be specific teacher training on how to use ParentSquare. We have already established our first date for our ELAC meeting.

**Budget****Other Federal, State and Local Funds**

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

<b>Federal Programs</b>	<b>Allocation (\$)</b>
Title I 2022-23 Pre-Allocation	\$0.00
Title I 2022-23 Allocation	\$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.

<b>State or Local Programs</b>	<b>Allocation (\$)</b>
Site-Based Funds 2021-22 Carryover	\$3,866.00
Site-Based Funds 2022-23 Allocation	\$76,230.00
Supplemental Funds 2021-22 Carryover	\$3,803.00
Supplemental Funds 2022-23 Allocation	\$31,900.00

Subtotal of state or local funds included for this school: **\$115,799.00**

Total of federal, state, and/or local funds for this school: **\$115,799.00**

## 2022-23 Centralized Support for Planned Improvements in Student Performance

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### VUSD - Program Support Goals

The Educational Services 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.

#### Multilingual/Multicultural Education

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

Program models offered for Multilingual 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.

The VUSD Multilingual and Multicultural Education Department also supports programs and curriculum TK-12 that honor the diverse identities and community cultural wealth all our students bring. The goal is for all students in VUSD to feel safe, valued, nurtured and loved.

#### Curriculum & Instruction

The Curriculum & Instruction Department serving TK-12 students, under the direction of Educational Services, 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-5) 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 – 2021-22

	English Language Arts/Literacy						
	2021-22						
	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	239	196	195	53.85%	28.72%	14.36%	3.08%
Male	119	101	100	49.00%	30.00%	17.00%	4.00%
Female	120	95	95	58.95%	27.37%	11.58%	2.11%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	12	10	10	*	*	*	*
Filipino	6	6	6	*	*	*	*
Hispanic or Latino	86	71	71	49.30%	19.72%	23.94%	7.04%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	123	97	96	56.25%	32.29%	10.42%	1.04%
Two or More Races	10	10	10	*	*	*	*
Socioeconomically Disadvantaged	77	65	65	40.00%	30.77%	20.00%	9.23%
English Learners	7	4	4	*	*	*	*
Students with Disabilities	16	6	5	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*



**CAASPP – Grade 11 Mathematics – 2021-22**

	Mathematics						
	2021-22						
	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	239	203	203	28.57%	27.59%	22.17%	21.67%
Male	119	102	102	35.29%	28.43%	17.65%	18.53%
Female	120	101	101	21.78%	26.73%	26.73%	24.75%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	12	11	11	45.45%	18.18%	27.27%	9.09%
Filipino	6	6	6	*	*	*	*
Hispanic or Latino	86	74	74	20.27%	24.32%	20.27%	35.14%
Hawaiian or Pacific Islander	*	0	0	N/A	N/A	N/A	N/A
White (not Hispanic)	123	102	102	33.33%	28.43%	23.53%	14.71%
Two or More Races	10	9	9	*	*	*	*
Socioeconomically Disadvantaged	77	69	69	15.94%	23.19%	23.19%	37.68%
English Learners	7	4	4	*	*	*	*
Students with Disabilities	16	6	6	*	*	*	*
Migrant Education							
Homeless	*	*	*	*	*	*	*

2022-23 Supplemental Funds Program Budget

**2022-23 BUDGET**

School Site:

**Foothill Tech High School**

Program:

**Supplemental**

2021-22 Carryover	\$	3,803.00
2022-23 Allocation	\$	31,900.00
Total Available Funding:	\$	35,703.00

		Budget	Actual expensed & encumbered to date	Balance to date
<b>Expenditures:</b>				
1000s - Certificated Salaries (as of 10/20/22)				
	Teachers, Extra hours	\$ 24,000.00		\$ 24,000.00
	Teachers, Sub	\$ -		\$ -
	Other	\$ -		\$ -
2000s - Classified Salaries				
	Paraed, Extra hours	\$ -		\$ -
	Clerical, Extra hours	\$ -		\$ -
	Other	\$ -		\$ -
3000s - Employee Benefits				
	23.16% for Certificated	\$ 5,558.00		\$ 5,558.00
	35.63% for Classified	\$ -		\$ -
4000s - Books and Supplies				
	Books Other Than Textbooks	\$ -		\$ -
	Materials and Supplies	\$ -		\$ -
	Equipment not Capitalized	\$ 1,145.00		\$ 1,145.00
5000s - Services & Other Operating Expenses				
	Conferences/Travel	\$ -		\$ -
	Rentals and Repairs	\$ -		\$ -
	Operating Lease	\$ -		\$ -
	Graphics	\$ -		\$ -
	Contracted Services	\$ -		\$ -
	Internet Publications/Software	\$ 5,000.00		\$ 5,000.00
6000s - Capital Outlay				
	Capital Equipment >\$5,000 ea.	\$ -		\$ -
Total		\$ 35,703.00	\$ -	\$ 35,703.00

Budget Balance	\$ -
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mk 11/18

Principals Signature:	<i>Russell Smith</i>
Date:	11/17/22
School Site Council Approval: (Chair)	<i>David Montezinos</i>
Date:	11/17/22
English Learner Advisory Committee Review:	
Date:	
Director, Special Projects Approval:	<i>J. Rubin</i>
Date:	11/21/22

2022-23 Site Based Funds Program Budget

2022-23 BUDGET

School Site: **Foothill Tech High School**

Program: **Site Based Fund**

2021-22 Carryover	\$	3,866.00
2022-23 Allocation	\$	76,230.00
<b>Total Available Funding:</b>	<b>\$</b>	<b>80,096.00</b>

Expenditures:		Budget	Actual expensed & encumbered to date	Balance to date
1000s - Certificated Salaries			(as of 10/20/22)	
	Teachers, Extra hours			#VALUE!
	Teachers, Sub	\$ -		\$ -
	Dianne Fergus - WASC 35 hours	\$ 1,424.50	\$ 407.00	\$ 1,017.50
	Kirstyn Burns - Dance instructor	\$ 3,500.00		\$ 3,500.00
2000s - Classified Salaries				
	Paraed, Extra hours	\$ -		\$ -
	Clerical, Extra hours	\$ 500.00		\$ 500.00
	Other	\$ -		\$ -
3000s - Employee Benefits				
	23.16% for Certificated	\$ 1,141.00	\$ 94.27	\$ 1,046.73
	35.63% for Classified	\$ 178.00		\$ 178.00
4000s - Books and Supplies				
	Books Other Than Textbooks	\$ 3,038.50		\$ 3,038.50
	Materials and Supplies	\$ 32,979.00	\$ 24,191.68	\$ 8,787.32
	Equipment not Capitalized	\$ -		\$ -
5000s - Services & Other Operating Expenses				
	Conferences/Travel	\$ 5,500.00	\$ 420.63	\$ 5,079.37
	Rentals and Repairs	\$ 750.00	\$ 750.00	\$ -
	Operating Lease	\$ -		\$ -
	Graphics	\$ 500.00	\$ 494.60	\$ 5.40
	Transportation	\$ 500.00	\$ 484.11	\$ 15.89
	Contracted Services	\$ 30,085.00	\$ 85.00	\$ 30,000.00
	Internet Publications/Software		\$ 2,343.00	#VALUE!
	Communications	\$ -	\$ 3,896.07	\$ (3,896.07)
6000s - Capital Outlay				
	Capital Equipment >\$5,000 ea.	\$ -	\$ -	\$ -
<b>Total</b>		<b>\$ 80,096.00</b>	<b>\$ 33,166.36</b>	<b>#VALUE!</b>

Budget Balance	\$ -
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Principals Signature: <i>[Signature]</i>
Date: <i>11/17/22</i>
School Site Council Approval: (Chair) <i>[Signature]</i>
Date: <i>11/17/22</i>
Director, Special Projects Approval: <i>[Signature]</i>
Date: <i>11/18/22</i>

### VUSD - Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; 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 district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

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

#### Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

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

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (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 2022-23 school year, teachers at Foothill Technology High School will participate in the following trainings:

- AP Summer Institute
- Canvas Training
- Various VCOE Professional Development Trainings
- Various VUSD Professional Development Trainings
- UC Updates for Counselors

# 2021-22 School Accountability Report Card

Published January 2023



## 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.

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.

Foothill Technology works hard to be 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

### Board of Education

SABRENA RODRIGUEZ  
DR. JERRY DANNENBERG  
AMY (YAMAMOTO) CALLAHAN  
JAMES FORSYTHE  
CALVIN PETERSON

### District Administration

DR. ANTONIO CASTRO  
SUPERINTENDENT

DR. GREG BAYLESS  
ASSISTANT SUPERINTENDENT  
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

AHSAN MIRZA  
ASSISTANT SUPERINTENDENT  
BUSINESS SERVICES

## VENTURA UNIFIED SCHOOL DISTRICT

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



Advanced Placement (AP) program, and Journalism program, while also preparing for college readiness through our high achieving AVID (Advancement Via Individual Determination) program. 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

### 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 2021-22 school year, 990 students were enrolled, including 5.2% enrolled in special education, 4.2% qualifying for English Language Learner support, 0.1% foster youth, 0.8% homeless, 0.1% migrant, and 32% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	52.5%	Grade 9	261
Male	47.5%	Grade 10	252
Non-Binary	0.0%	Grade 11	239
American Indian or Alaskan Native	0.3%	Grade 12	238
Asian	5.8%		
Black or African American	0.6%		
Filipino	1.8%		
Hispanic or Latino	34.8%		
Native Hawaiian or Pacific Islander	0.2%		
Two or More Races	5.6%		
White	50.9%		
English Learners	4.2%		
Foster Youth	0.1%		
Homeless	0.8%		
Migrant	0.1%		
Socioeconomically Disadvantaged	32.0%		
Students with Disabilities	5.2%		
			Total Enrollment 990

## 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 appropriately 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)



## 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	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (Grades 5, 8, & 10)	68	58.82	30.74	32.31	28.72	29.47

Note: For any 2020-2021 data cells with N/A values indicate that this school did not test students using the CAASPP for Science.

### CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

	2021-22				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	481	238	49.48	50.52	58.82
Female	244	112	45.9	54.1	54.46
Male	237	126	53.16	46.84	62.7
American Indian or Alaskan Native	--	--	--	--	--
Asian	24	13	54.17	45.83	68.23
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	167	84	50.3	49.7	50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	10	40	60	--
White	260	123	49.2	50.8	61.79
English Learners	12	4	33.33	66.67	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	153	76	49.67	50.33	39.47
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	4	12.9	87.1	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

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

	Foothill		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English Language Arts/Literacy	N/A	83	N/A	47	N/A	47
Mathematics	N/A	56	N/A	35	N/A	33

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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.

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAAA.

The "Percent Met and 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 CAAA's divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School) 2021-22

	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	239	196	82.01	17.99	83.08	239	203	84.94	15.06	56.16
Female	120	95	79.17	20.83	86.32	120	101	84.17	15.83	48.51
Male	119	101	84.87	15.13	80	119	102	85.71	14.29	63.73
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	12	10	83.33	16.67	--	12	11	91.67	8.33	63.64
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	86	71	82.56	17.44	70.42	86	74	86.05	13.95	44.59
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	123	97	78.86	21.14	88.54	123	102	82.93	17.07	61.76
English Learners	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	79	67	84.81	15.19	70.15	79	71	89.87	10.13	39.44
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	16	6	37.5	62.5	--	16	6	37.5	62.5	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

- 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 PFSSO or booster 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, daily bulletins, 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
- Chaparrone Field Trips

Committees

- Boosters
- School Site Council
- Parent Faculty Student Organization (PFSSO)

California Physical Fitness Test Results				
2021-22				
% of Students Tested				
Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level				
Ninth				

Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.

Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

- 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 (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### 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/](http://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.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: August 25, 2022	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			Boy's Locker Room - Water is leaking/pouring from the HVAC duct above the east interior door to the hall
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			Classroom E104 - The right sink on the south wall P trap drain is leaking; Classroom H104 - Seven of the acid waste P traps on the sinks are leaking; Building H Boy's RR - Toilet is out of order, water leaks from pipe to toilet connection when flushed
Safety	✓			Classroom F105 - Fire extinguisher is missing from the cabinet
Structural	✓			M101 Portable Exterior - Excessive rust at the east elevation roof gutter, gutter will no longer hold water
External	✓			
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
		✓		

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.



Campus Description	
Year Built	1999
Acreage	5.8
Bldg. Square Footage	69306
	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

### 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 August 25, 2022. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

### 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, campus supervisors and two administrators patrol the campus, entrance areas, and designated common areas. Campus supervisors and three administrators monitor 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 November 2022. The safety plan was shared with school staff during a faculty meeting in December 2022.

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.

## CLASSROOM ENVIRONMENT

### Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Foothill Technology High School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

### 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				
2019-20				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	25.0	14	13	14
Math	28.0	6	17	11
Science	31.0	3	9	16
Social Science	27.0	6	11	13
2020-21				
English	25.0	14	9	19
Math	25.0	13	14	11
Science	30.0	5	13	11
Social Science	24.0	16	7	14
2021-22				
English	20.0	22	13	17
Math	21.0	23	12	10
Science	22.0	11	15	11
Social Science	20.0	22	10	14

\*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.

Chronic Absenteeism by Student Group (2021-22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	999	992	120	12.1
Female	524	521	80	15.4
Male	474	470	39	8.3
American Indian or Alaska Native	3	3	1	33.3
Asian	57	57	1	1.8
Black or African American	6	6	1	16.7
Filipino	18	18	0	0
Hispanic or Latino	348	346	52	15
Native Hawaiian or Pacific Islander	2	2	1	50
Two or More Races	55	55	0	0
White	510	505	64	12.7
English Learners	42	41	9	22
Foster Youth	1	1	0	0
Homeless	10	9	1	11.1
Socioeconomically Disadvantaged	329	327	59	18
Students Receiving Migrant Education Services	1	1	0	0
Students with Disabilities	64	64	20	31.3

Graduation Rate by Student Group (Four-Year Cohort Rate) (2021-22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	238	235	98.7
Female	122	120	98.4
Male	116	115	99.1
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	12	12	100
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	79	77	97.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	15	15	100
White	125	124	99.2
English Learners	--	--	--
Foster Youth			
Homeless	--	--	--
Socioeconomically Disadvantaged	103	102	99
Students Receiving Migrant Education Services			
Students with Disabilities	16	16	100

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Suspensions and Expulsions

	Foothill			VUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	1.23%	0.00%	0.80%	2.53%	0.17%	2.74%	0.00%	0.20%	3.17%
Expulsions	0.20%	0.00%	0.00%	0.10%	0.01%	0.00%	0.00%	0.00%	0.07%

The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

### 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. We also have our FLEX program that offers students additional opportunities for success. 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.

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			
	19-20	20-21	21-22	
Dropout Rate (%)	0.4	1.7	0.8	
Graduation Rate (%)	99.6	98.3	98.7	
	VUSD			
Dropout Rate (%)	3.6	1.9	5.8	
Graduation Rate (%)	92.8	94.4	91.9	
	CA			
Dropout Rate (%)	9	9.4	6.8	
Graduation Rate (%)	84.5	83.6	68.2	

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			
2019	*	McGraw Hill: <i>StudySync</i>	0%
2017	*	Houghton Mifflin Harcourt: <i>The Real Book</i>	0%
Math			
2018	*	Mathematics Vision Project (MVP): Secondary Math 1, 2 & 3 (Honors)	0%
2018	*	Mathematics Vision Project (MVP): Secondary Math 1, 2 & 3	0%
2018	*	McGraw-Hill: <i>Integrated Math 1</i>	0%
2021	*	Bedford, Freeman & Worth: <i>Calculus for the AP Course</i>	0%
Science			
2008	*	Pearson Prentice Hall: <i>Biology</i>	0%
2008	*	Pearson Prentice Hall: <i>Chemistry</i>	0%
2021	*	Discovery Education: <i>Earth &amp; Space Science Discovery</i>	0%
2021	*	Discovery Research: <i>Model Based Biology</i>	0%
2021	*	CPO Science: <i>Foundations of Physical Science</i>	0%
2021	*	Houghton Mifflin Harcourt: <i>California Science Dimensions - Physics in the Universe</i>	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%
2019	*	Houghton Mifflin Harcourt: <i>Economics</i>	0%
2021	*	Cengage: <i>The American Pageant, AP Edition</i>	0%
2015	*	Academic Innovations: <i>Get Focused, Stay Focused</i>	0%
2019	*	American Democracy: <i>Principals of American Democracy</i>	0%
2018	*	Pearson: <i>Government in America</i>	0%
2019	*	BFW/Worth: <i>Krugman's Economics for AP</i>	0%
2015	*	Academic Innovations: <i>Career Choices and Changes</i>	0%
2008	*	Pearson Longman: <i>American Government Continuity &amp; Change</i>	0%
Foreign Language			
2020	*	Manzana Learning: <i>Manzana Learning World Language Curriculum</i>	0%
2020	*	American Eagle Co., Inc: <i>VOCES World Language Curriculum</i>	0%
Health			
2011	*	Holt, Rinehart & Winston: <i>Lifetime Health</i>	0%
2011	*	Holt, Rinehart & Winston: <i>Lifetime Health Sexuality &amp; Responsibility</i>	0%

### 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.



Suspensions & Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.80%	0.00%
Female	0.57%	0.00%
Male	1.05%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.15%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.59%	0.00%
English Learners	4.76%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.52%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.13%	0.00%

## CURRICULUM & INSTRUCTION

### 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.

On October 11, 2022, 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 #22-40 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 SARC the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 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.

### 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 2020-21, 2021-22, and 2022-23 school years, the teachers at Foothill Technology High School had the opportunity to participate in districtwide staff development training focused on:

- 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

2021-22 Trainings:

- Model-Based Biology Curriculum Training
- Curriculum Refresher
- Intro Engage New York Training
- Intro MVP Training
- Intro McGraw-Hill Training
- ALEKS Online Math
- Canvas
- Implicit Bias

2022-23 Trainings:

- Active Assailant
- Ag in the Classroom
- Behavior Management Strategies
- Bully Prevention
- Co-Teaching Training
- CTE Professional Development
- Data Science Training
- Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
- Educating for Careers
- Ellevation Training
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Gizmos
- Indian Ed Curriculum Training
- Integrate to Innovate - Deeper Dive into Secondary Digital Platforms
- Mandated Reporter
- Math 1 + Foundations Course Development
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Multi-tiered Systems of Support
- Nonviolent Crisis Intervention
- Promoting Positive Behavior in the Classroom
- Read 180
- Secondary Math Overview
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- Study Sync Refresher
- Supporting Multilingual Learners Across the Content Areas
- Trauma Informed Practices

- Suicide Prevention
- Virtual Job Shadow / Pathful Explore Career Exploration Program Training

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 2021-22 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.

## 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	
	%
2021-22 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	99.29
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	77.73

\*Most current data available.

### 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](http://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/](http://www.calstate.edu/admission/).

### Advanced Placement

In 2021-22, 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	
2021-22	
	No. of AP Courses Offered*
Art	1
English	5
Foreign Language	5
Math	5
Science	3
Social Science	9
<b>Totals</b>	<b>28</b>



### 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	
2021-22	
Total Number of Students Participating in CTE Programs	612
Percentage of Students Completing a CTE Program and Earning a High School Diploma	91.7%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

### Teacher Preparation and Credentials

The charts below identify the number of teachers at Foothill Technology High School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Foothill Technology High School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Note: The 2021-22 teacher information will be updated once CDE releases the information for this school year.

## 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		
2021-22		
	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

\*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.



Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.8	
Misassignments	1.9	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	2.8	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0	
Local Assignment Options	1	
Total Out-of-Field Teachers	1	

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.8	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	12	

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	33.5	89.33	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	0	0	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	2.8	7.58	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	2.74	65.1	10.03	12115.8	4.41
Unknown	0.1	0.29	29.7	4.57	18854.3	6.86
Total Teaching Positions	37.5	100	650.2	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time, one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## SARC DATA

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

### Internet

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

### 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 sections and the school facilities section was acquired in December 2022.

## 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: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2020-21 school year, Ventura Unified School District spent an average of \$12,634 of total general funds to educate each student (based on 2020-21 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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.)

Teacher and Administrative Salaries 2020-21		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	54,370
Mid-Range Teacher Salary	69,145	82,680
Highest Teacher Salary	95,772	106,610
Average Principal Salaries:		
Elementary School	117,729	136,282
Middle School	123,578	141,243
High School	132,064	152,955
Superintendent Salary	228,637	264,366
Percentage of Budget For:		
Teacher Salaries	30.35	33.09
Administrative Salaries	4.93	5.03

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

Expenditures Per Pupil and School Site Teachers Salaries 2020-21					
Dollars Spent Per Student					
Expenditures Per Pupil	Foothill	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	138	N/A	N/A	N/A	N/A
Restricted (Supplemental)	35	N/A	N/A	N/A	N/A
Unrestricted (Basic)	102	157	65.3%	6,593	2.4%
Average Teacher Salary	80,101	77,987	N/A	88,358	N/A

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other State: Locally Defined
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV

## School Site Council Bylaws

**Ventura Unified School District  
FOOTHILL TECHNOLOGY HIGH  
SCHOOL SITE COUNCIL BYLAWS****ARTICLE I - Name of Council**

The name of this council shall be the Foothill Technology High School Site Council.

**ARTICLE II - Purpose**

The purpose of this council shall be to:

1. Annually review and recommend changes to the School Plan for Student Achievement and Comprehensive School Safety Plan.
2. With school site council members, review the effectiveness of the School Plan for Student Achievement and Comprehensive School Safety Plan.
3. Approve the current School Site and Supplemental budgets, and, when necessary, approve further expenditures of the supplemental budget to reflect the changing achievement needs and priorities.

**ARTICLE III - Membership**

Section I The council shall be composed of the principal and representatives of: teachers elected by teachers at Foothill Technology High School, a classified member elected by the classified personnel at the school, parents of pupils attending the school elected by such parents, and pupils elected by pupils attending Foothill Technology High.

The council shall be constituted to ensure parity of parents and pupils.

Classroom teachers shall comprise the majority of those persons representing school staff.

Two teachers shall be elected in the fall of odd years and one teacher shall be elected in the fall of even years. The classified member shall be elected in the fall of odd years.

Two parents shall be elected in the fall of even years and one parent shall be elected in the fall of odd years. One student shall be elected in the fall of even years and one student shall be elected in the fall of odd years.

Council members representing parents, other community members or pupils who are employees of the school district may serve as members but not at the building sites where they are employed.

Section II The membership of this committee shall be a minimum of ten, but not to exceed twenty.

Section III Resignations of members will be accepted only upon written notice.

Section IV Members shall serve for two years. No member may serve for more than two terms consecutively. The two-term limitation in this section shall not apply to the principal.

**ARTICLE IV - Officers**

Section I The officers of the school site council shall be a chairperson, a vice-chairperson, and a secretary. The secretary will act as an officer when chairperson and vice-chairperson are not in attendance.



**ARTICLE V - Meeting and Quorum**

Section I Meeting times and dates will be set by September. A minimum of four meetings will be held each school year.

Section II A simple majority of the membership shall constitute a quorum.

Section III An electronic vote by the members is available for use between scheduled meetings to facilitate action on time-sensitive issues. The electronic voting results will be maintained by the secretary and included in the minutes at the next scheduled meeting for review.

**ARTICLE VI - Duties of Officers**

Section I It shall be the duty of the chairperson to preside at all meetings.

Section II In the absence of the chairperson, the vice-chairperson shall assume the duties of the chairperson.

Section III Should both officers be unavailable, the secretary shall preside over the meeting.

Section IV The secretary shall keep the minutes of all meetings. The secretary shall send notices of meetings and agenda and will list the length of term for each member in the minutes of the first meeting of each school year.

**ARTICLE VII - Duties of Council Members**

It shall be the duty of all council members to:

1. Attend all meetings to the best of their ability.
2. Accept positions as chairperson or vice-chairperson when so appointed or elected unless unable to carry out the duties entailed.

**ARTICLE VIII - Election of Officers**

Section I All officers shall be elected at the first meeting.

Section II New officers shall assume their duties once elected at the first meeting.

Section III No member shall hold the same office more than two years in succession.

Section IV Should an officer resign before new elections are held, the chairperson shall appoint a member in good standing to assume the office until the next regular meeting when the vacancy can be voted on and filled.

**ARTICLE IX - Amendments**

- A. These bylaws may be amended at any meeting where a quorum is present.
- B. The meetings will be governed by these bylaws, and any dispute will be settled by Robert's Rules of Order.
- C. At any regular meeting where a quorum is present, a motion will pass with a majority vote of the members present.

**ARTICLE X - Principal Agreement**

Between School Site Council meetings, projects in which supplemental funds will be used and that are under \$500.00, may be approved by the principal.

FTHS 2020-2021 School Year - Approved 5/12/21