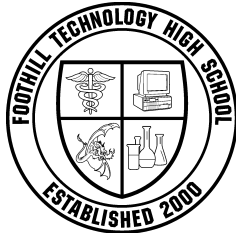


2019-20 School Accountability Report Card

Published January 2021



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

RUSSELL GIBBS, PRINCIPAL
GRADES 9-12

PRINCIPAL'S MESSAGE

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

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

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

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

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

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

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

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

Russell Gibbs,
Principal

Board of Education

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

District Administration

DR. ROGER RICE
SUPERINTENDENT

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

DR. JEFF DAVIS
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

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

VENTURA UNIFIED SCHOOL DISTRICT

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



District Vision Statement

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

District Mission Statement

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

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

Foothill Technology High School

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

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

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

Opportunities to Volunteer

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

Committees

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

School Activities

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

STUDENT ACHIEVEMENT

Physical Fitness

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

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

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

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

California Assessment of Student Performance and Progress (CAASPP)

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

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

SCHOOL FACILITIES & MAINTENANCE

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

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

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

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

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

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

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

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

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

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

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

Campus Supervision

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

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

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

School Site Safety Plan

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

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

Facilities Maintenance

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

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

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

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

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

Facilities Inspections

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

CLASSROOM ENVIRONMENT

Class Size

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

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

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

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

Percentage Description Rating:

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

Suspensions and Expulsions

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

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

Discipline & Climate for Learning

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

Dropouts & Graduation Requirements

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

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

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

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

	Foothill		
	16-17	17-18	18-19
Dropout Rate (%)	0.4	0.4	0.4
Graduation Rate (%)	99.2	98.8	99.6
	VUSD		
	16-17	17-18	18-19
Dropout Rate (%)	6.2	4.4	6.8
Graduation Rate (%)	89.9	91.1	89.1
	CA		
	16-17	17-18	18-19
Dropout Rate (%)	9.1	9.6	9
Graduation Rate (%)	82.7	83.0	84.5

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

CURRICULUM & INSTRUCTION

Staff Development

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

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

2018-19 and 2019-20 Trainings:

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

- Strategies for Formative Assessments
- Technology Training

2020-21 Trainings:

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

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

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

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

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

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

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

Instructional Materials

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

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

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

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

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

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

COLLEGE PREPARATION & CAREER READINESS

College Preparation Courses

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

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

* Data not available at the time of this report.

Admission Requirements for California Public Universities

University of California

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

California State University

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

Advanced Placement

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

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

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

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

Workforce Preparation

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

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

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

On-Campus Career Pathways

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

Internships

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

On-Campus Career Technical Education Courses

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

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

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

Career Technical Education Program Participation 2019-20

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

PROFESSIONAL STAFF

Counseling & Support Staff

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

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

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

Teacher Credentials and Assignments

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

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

Teacher Assignment

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

DISTRICT EXPENDITURES

Salary & Budget Comparison

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

Expenditures Per Student

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

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

Expenditures Per Pupil and School Site Teachers Salaries 2018-19					
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	7,171	N/A	N/A	N/A	N/A
Restricted (Supplemental)	504	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,667	6,501	102.6%	13,080	51.0%
Average Teacher Salary	76,841	77,464	99.2%	81,939	93.8%

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

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

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

SARC DATA & INTERNET ACCESS

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Foothill Technology High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard

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

Disclosure

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