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

Ventura Unified
SCHOOL DISTRICT

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%	Total Enrollment	
Students with Disabilities	5.2%	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 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)

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/T 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	69.23
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	250	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 CAA'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 scores.

- 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 PFSO 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
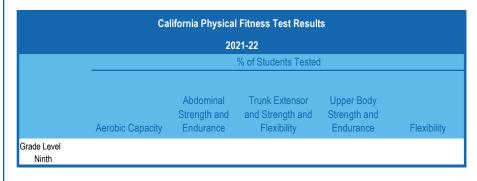- School Office Assistance
- Chaperone Field Trips

Committees
- Boosters
- School Site Council
- Parent Faculty Student Organization (PFSO)

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/.

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.

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			
Exemplary	Good	Fair	Poor
Overall Summary	✓		

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	69305
	Quantity
# of Permanent Classrooms	34
# Portable Buildings	0
# of Restrooms (student use)	4 sets
Cafeteria	1
Computer Lab	1
Library	1
Locker Rooms	1 set
Multipurpose Room	1
Staff Lunch Room	1
Teacher Work Room	1
Technology and Science Labs	8
Theatre	1

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

Subject	Average Class Size	1-22	23-32	33+
2019-20				
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

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

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 SARCs 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.

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 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
Totals	28

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	--

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.

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.

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/ 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.)

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	135,282
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 Certificated 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