

2024-25 School Accountability Report Card

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FOOTHILL TECHNOLOGY HIGH SCHOOL
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COURTNEY JOHNSON, PRINCIPAL
GRADES 9-12

PRINCIPAL'S MESSAGE

Welcome to Foothill Technology High School! I am privileged to be the school administrator for my second year this year.

This year, we are celebrating our 26th anniversary! Throughout these years, our dedicated teachers, counselors, staff, and administrators have worked to create a supportive and rigorous environment that empowers students to realize their academic and career aspirations. As a community of critical thinkers, we strive to be effective communicators and responsible global citizens.

At Foothill, students are enrolled through a random and unbiased lottery process. Our mission is to provide a rigorous college and career preparatory experience by offering a safe and supportive school environment, utilizing current technology to enhance learning, and providing unique career pathways and academic options tailored to meet our students' goals.

The small size of our student body allows for meaningful relationships between staff and students to be fostered. Our active Associated Student Body (ASB) organizes numerous student-centered activities to promote a sense of community and connectedness. This year, we are proud to have received recognition as a Platinum Tier School of Distinction through our Renaissance program, which honors students for their high academic achievement, growth, and improvement!

Students at Foothill can engage in high-quality pathways in Production Innovation & Design (DTech), Bioscience, Software and Systems Development (Code.sign), and Design, Visual and Media Arts (GrafX). Additionally, we offer an Advanced Placement (AP) program, a nationally recognized Journalism program, AVID, and the opportunity to earn college credits through our dual enrollment Advanced Studies Academy (ASA).

Being an involved parent at the high school level may look different than in elementary or middle school. Your students are more independent, but your involvement is still crucial! I encourage you to actively participate in our Parent Faculty Student Organization (PFSO) and our Boosters organization, which provide valuable support for classroom projects that enrich the student experience. If you have any questions or would like more information, please reach out to me or any of our staff!

Thank you for being part of the Foothill community. Welcome to the Dragon's Lair! I look forward to a wonderful year ahead!

Warm regards,

Courtney Johnson
Principal

Board of Education

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District Administration

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SUPERINTENDENT

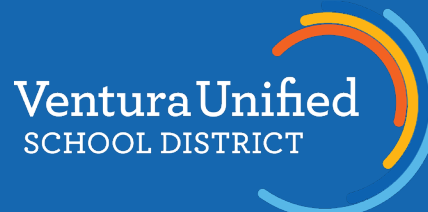
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DISTRICT & SCHOOL DESCRIPTION

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.

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. Over 14,000 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 2023-24 school year, 951 students were enrolled, including 8% enrolled in special education, 3% qualifying for English Language Learner support, 1.5% homeless, 0.1% migrant, and 39.4% socioeconomically disadvantaged.

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	48.6%
Male	51.2%
Non-Binary	0.2%
American Indian or Alaska Native	0%
Asian	8.0%
Black or African-American	0.4%
Filipino	1.7%
Hispanic or Latino	39.0%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	5.8%
White	44.9%
English Learners	3.0%
Foster Youth	0%
Homeless	1.5%
Migrant Services	0.1%
Socioeconomically Disadvantaged	39.4%
Students with Disabilities	8.0%

Student Enrollment by Grade Level 2024-25	
Grade Level	# of Students
Grade 9	250
Grade 10	230
Grade 11	239
Grade 12	232
Total Enrollment	951

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

- 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 highly encouraged to stay engaged at Foothill! While your students are becoming increasingly independent, the support of our parent volunteers plays a crucial role in enriching their academic experience. Stay informed and connected through various channels like ParentSquare, the school website, our marquee, the Foothill Dragon Press online newspaper, Parent Connect, and direct communication with teachers, staff, or administrators. Your involvement helps create a thriving community for our students.

Parent Involvement Opportunities

- Guest Speakers
- Field Trip Chaperone
- Parent Faculty Student Organization (PFSO)
- FTHS Athletics Boosters
- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Back To School Night
- Bioscience Academy
- Senior Activities
- Athletic Events & Coaching
- 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/.

Physical Fitness Test

% of Students Participating in each of the Five Fitness Components

2024-25

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	96%	96%	96%	96%	96%

Note: The administration of the PFT requires only participation results for these five fitness areas.

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

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/.

CAASPP Test Results in ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	78.0	85.0	47.0	49.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	50.0	53.0	37.0	37.0	35.0	37.0

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

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

CAASPP Test Results in ELA by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	237	231	97.47	2.53	84.85
Female	113	111	98.23	1.77	90.09
Male	122	118	96.72	3.28	79.66
American Indian or Alaska Native	0	0	0	0	0
Asian	20	18	90.0	10.0	100
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	85	84	98.82	1.18	75.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	118	116	98.31	1.69	88.79
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	87	86	98.85	1.15	76.74
Students with Disabilities	18	17	94.44	5.56	41.18

CAASPP Test Results in Mathematics by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	237	228	96.20	3.80	52.63
Female	113	109	96.46	3.54	55.05
Male	122	117	95.90	4.10	50.43
American Indian or Alaska Native	0	0	0	0	0
Asian	20	18	90.0	10.0	94.44
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	85	82	96.47	3.53	30.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	118	115	97.46	2.54	60.87
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	87	83	95.40	4.60	39.76
Students with Disabilities	18	17	94.44	5.56	17.65

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

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

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

CAASPP Test Results in Science for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	55.61	49.12	33.34	31.52	30.73	32.33

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

CAASPP Test Results in Science by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	231	228	98.70	1.30	49.12
Female	123	122	99.19	0.81	50.82
Male	108	106	98.15	1.85	47.17
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100	0	73.68
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	72	72	100	0	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100	0	43.75
White	118	115	97.46	2.54	55.65
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	91	91	100	0	34.07
Students with Disabilities	17	17	100	0	23.53

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

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. During the 2025-26 school year the following campus repairs or improvements were completed:

- Installation of new projector screen and speakers in the cafeteria,
- Installation of solar panels in the parking lot
- Updating of outdoor speakers

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:

Campus Description	
Year Built	1999
Acreage	5.8
Square Footage	69,305
	Quantity
Permanent Classrooms	34
Portable Classrooms	0
Restrooms (Sets)	4
Cafeteria	1
Library	1
Wellness Center	1
Staff Lunch Room	1
Computer Lab	1
Teacher Workroom	1
Technology & Science Labs	8
Theatre	1
Multipurpose Room	1

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

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

Campus Supervision

At Foothill Technology High School, campus safety is a top priority. We ensure comprehensive supervision before, during, and after school hours. Our campus is monitored by two full-time supervisors, one part-time supervisor, and two administrators at key entrances and common areas before and after school. During lunch and nutrition, supervision is increased with two campus supervisors and three administrators ensuring safety across campus. As students leave, two supervisors and two administrators oversee student behavior to maintain a safe environment.

To facilitate routine communication and quick response in urgent situations, our team—including administrators, campus supervisors, custodians, counselors, office staff, media center clerks, and the ASB bookkeeper—carry handheld radios.

Additionally, Foothill Technology is a closed campus. All visitors are required to sign in at the main office and wear identification badges while on school grounds during school hours. This ensures we maintain a safe and secure environment for our students and staff.

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 21, 2025. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: August 21, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			Admin - HVAC unit in the Principal's office was not functioning at the time of inspection; Library - Active water leak in the northeast room, possible AC condensate leak
Interior Surfaces			X	Admin - Water damaged ceiling tiles in the conference room; Kitchen - Water damaged ceiling tiles in the teachers lounge; Classroom D103, Classroom E103 - Water damaged ceiling tiles throughout; Classroom D105 - Water damaged ceiling tiles above the sink; Classroom D106, Classroom H104 - Water damaged ceiling tiles by the west wall; Building E Exterior - Water damaged ceiling tiles around the fire sprinkler west side of the room; Classroom F107 - Water damaged ceiling tiles at the east wall; Classroom G103 - Water damaged ceiling tiles at the fire sprinkler, signs of water leaks in ceiling tiles and walls in the southeast corner of the room; Classroom G105 - Water damaged ceiling tiles at the north and south wall; Classroom H103 - Water damaged ceiling tiles at the center of the room; Classroom H108 - Water damaged ceiling tiles at the teachers desk; Classroom I103 - Water damaged ceiling tiles at the door to room 105 and around the fire sprinklers; Classroom I104 - The drywall finish by the east windows is deteriorated and peeling, exposed corner bead; M101 Portable - Flooring in interior restroom is bubbling by the toilet, ceiling tile missing from interior restroom
Cleanliness	X			
Electrical		X		Kitchen - The left GFCI outlet at the staff lounge sink does not function; Classroom D108 - No power to the outlet in the wire mold on the north wall; Building E Girls' RR, Building E Boys' RR, Building H Girls' RR, Building H Boys' RR - The GFCI outlet by the sink does not trip when tested, Classroom E103 - Ceiling mounted outlets are missing the cover plates; Classroom E104 - The outlets by the sinks in the wire mold on the west and east walls are not GFCI protected; Classroom E105 - The outlets by the sinks in the wire mold are not GFCI protected; Classroom H104 - Electrical outlets by the sinks are not GFCI protected
Restrooms/Fountains	X			Admin - Workroom sink faucet leaks on the countertop when turned on; Student Services - Drinking fountain high side handle is broken, drinking fountain low side does not function; Classroom H103 - The womens' RR is out of order; Classroom H104 - Sink trap is leaking, south wall, second sink from the right and west wall ADA sink trap and faucet leaking
Safety	X			
Structural	X			M101 Portable Exterior - Excessive rust at the east elevation roof gutter, gutter will no longer hold water
External	X			Building D Exterior, Building E Exterior - Braille is missing from the door signs on the classroom doors; Quads - Contrasting stripe is missing from all the steps throughout the campus, code requires ALL steps, not just top and bottom on exterior stairs; M101 Portable - Window screens are falling out of the frame

Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		X		
<i>Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.</i>				

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

2024-25

Student Groups	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	231	229	99.1
Female	123	122	99.2
Male	108	107	99.1
American Indian or Alaska Native	0	0	0
Asian	19	19	100
Black or African American	0	0	0
Filipino	--	--	--
Hispanic or Latino	73	73	100
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	16	16	100
White	117	115	98.3
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	12	12	100
Migrant Services	--	--	--
Socioeconomically Disadvantaged	112	112	100
Students with Disabilities	18	18	100

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

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, updated, and shared with school staff in January 2026.

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.

CLASSROOM ENVIRONMENT

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, FIRE 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			
	School		
	22-23	23-24	24-25
Dropout Rate (%)	2.6	0.4	0.4
Graduation Rate (%)	94.5	99.6	99.1
District			
Dropout Rate (%)	1.9	4.3	3.8
Graduation Rate (%)	87.1	93.5	95.6
State			
Dropout Rate (%)	8.2	8.9	8.0
Graduation Rate (%)	86.2	86.4	87.5

Chronic Absenteeism by Student Group

2024-25

Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	962	954	83	8.7
Female	469	462	50	10.8
Male	491	490	33	6.7
American Indian or Alaska Native	--	--	--	--
Asian	76	76	3	3.9
Black or African American	--	--	--	--
Filipino	16	16	0	0.0
Hispanic or Latino	376	373	37	9.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	56	55	6	10.9
White	432	428	37	8.6
English Learners	30	30	2	6.7
Foster Youth	--	--	--	--
Homeless	15	15	1	6.7
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	389	389	50	12.9
Students with Disabilities	85	83	9	10.8

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

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Foothill Technology High School for the 2024-25 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.

Discipline & Climate for Learning

Foothill Technology High School's discipline policies are guided by a comprehensive schoolwide plan designed to promote responsibility, respect, and minimize classroom disruptions. This plan helps establish clear school rules, behavior management programs, and expectations for students. Teachers clearly communicate behavior expectations and the consequences for poor or disruptive behavior to ensure a productive learning environment.

Cell phones, recognized as a frequent disruption to learning, are managed in accordance with the VUSD Cell Phone Expectations and Guidelines. Periodic intercom announcements throughout the school year may serve as reminders for students to follow school rules and make responsible, respectful choices in their behavior.

Additionally, Foothill Technology High School employs Restorative Justice practices, which are grounded in fostering positive relationships and building a strong community. When harm occurs, Restorative Justice focuses on repairing relationships through thoughtful, constructive processes.

Average Class Size and Class Size Distribution

Subject	2022-23			
	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
English	22	20	13	15
Math	21	21	15	9
Science	27	9	7	17
Social Science	23	14	12	14
2023-24				
English	23	17	10	19
Math	20	24	11	10
Science	25	12	6	16
Social Science	23	16	6	15
2024-25				
English	22	21	8	16
Math	22	16	15	8
Science	28	7	8	11
Social Science	27	13	10	10

**Number of classes indicates how many classes fall into each size category (a range of total students per class).*

****"Other" category, if applicable, is for multi-grade level classes.*

Suspensions & Expulsions			
	22-23	23-24	24-25
	School		
% Students Suspended	1.48	0.73	0.52
% Students Expelled	0.10	0.00	0.00
	District		
% Students Suspended	3.22	2.81	2.10
% Students Expelled	0.01	0.00	0.01
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group		
2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	0.52	0.00
Female	0.43	0.00
Male	0.61	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.53	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.57	0.00
White	0.23	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	1.03	0.00
Students with Disabilities	0.00	0.00

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

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 2023-24, 2024-25, and 2025-26 school years, the teachers at Foothill Technology High School had the opportunity to participate in districtwide staff development training focused on:

- 2023-24 Trainings:
- Trauma Informed Practices
 - Dual Language Education

- MAP Reports
- ELPAC Task Types
- Multilingual Learner Liaisons Collaboration

2024-25 Trainings:

- District Assessments
- Trauma Informed Practices
- Multi-Tiered System of Supports (MTSS)
- Department Level Collaboration
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual Learner Liaisons Collaboration

2025-26 Trainings:

- Souday (Structured Literacy Supplemental Curriculum)
- IXL (Online Platform - Various Subjects)
- Professional Learning Communities (PLCs)
- ESGI (Online Platform for Assessing/Progress Monitoring Early Literacy)
- AMIRA (At Risk for Reading Difficulty Screener Training and Structured Literacy)
- California Reading and Literacy Project (CRLP)
- Co-Teaching
- Healthy Campus (Online Platform for Conducting Wellness Services)

During the 2025-26 school year, teachers also have the opportunity to attend supplemental training offered by the District Office focused on:

- Lexia - ELD Strategies, Best Practices
- Dually Identified Training for SAI/ML Liaisons - Best Practice for Teaching/Progress Monitoring English Learners with Disabilities
- Ed Tech Trainings (Canvas, etc.)
- Designated ELD Strategies
- Interim CAASPP Trainings
- Interim ELPAC Trainings
- US History Ethnic Studies Integration
- PLC Coaching
- Anti-Bias and Anti-Racist (ABAR) Resources, Responses and protocols
- Aeries Student Information System Navigation

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 2024-25 school year, Foothill Technology High School's staff development activities concentrated on:

- Depth of Knowledge (DOK)
- Checking for Understanding
- Multi-Tiered Systems of Support (MTSS)
- Technology Integration

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.

On September 23, 2025, 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 #25-22 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

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2019	McGraw Hill Education: <i>StudySync</i>	N - Local	0%
2017	Houghton Mifflin Harcourt: <i>The Real Book</i>	N - Local	0%
History-Social Science			
2019	McGraw Hill: <i>World History, Culture and Geography</i>	N - Local	0%
2019	Houghton Mifflin Harcourt: <i>American History: Reconstruction to the Present</i>	N - Local	0%
2019	Houghton Mifflin Harcourt: <i>Economics</i>	N - Local	0%
2021	Cengage: <i>The American Pageant, AP Edition</i>	N - Local	0%
2015	Academic Innovations: <i>Get Focused, Stay Focused</i>	N - Local	0%
2019	American Democracy: <i>Principals of American Democracy</i>	N - Local	0%
2018	Pearson: <i>Government in America</i>	N - Local	0%
2019	BFW/Worth: <i>Krugman's Economics for AP</i>	N - Local	0%
2015	Academic Innovations: <i>Career Choices and Changes</i>	N - Local	0%
2008	Pearson Longman: <i>American Government Continuity & Change</i>	N - Local	0%
Mathematics			
2021	Bedford, Freeman & Worth: <i>Calculus for the AP Course</i>	N - Local	0%
2018	Mathematics Vision Project (MVP): <i>Secondary Math 1, 2 & 3 (Honors)</i>	N - Local	0%
2018	Mathematics Vision Project (MVP): <i>Secondary Math 1, 2 & 3</i>	N - Local	0%
2018	McGraw-Hill: <i>Integrated Math 1</i>	N - Local	0%
Science			
2008	Pearson Prentice Hall: <i>Biology</i>	N - Local	0%
2008	Pearson Prentice Hall: <i>Chemistry</i>	N - Local	0%
2008	Glencoe McGraw-Hill: <i>Marine Biology</i>	N - Local	0%
2021	Discovery Education: <i>Earth & Space Science Discovery</i>	N - Local	0%
2021	Discovery Research: <i>Model Based Biology</i>	N - Local	0%
2021	CPO Science: <i>Foundations of Physical Science</i>	N - Local	0%
2021	Houghton Mifflin Harcourt: <i>California Science Dimensions - Physics in the Universe</i>	N - Local	0%
	Science Laboratory Equipment	N/A	0%
Foreign Language			
2020	Manzana Learning: <i>Manzana Learning World Language Curriculum</i>	N - Local	0%
2020	American Eagle Co., Inc: <i>VOCES World Language Curriculum</i>	N - Local	0%
Health			
2011	Holt, Rinehart & Winston: <i>Lifetime Health Sexuality & Responsibility</i>	N - Local	0%

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 2025-26 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.

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	
	%
2024-25 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	100%
2023-24 Graduates Who Completed All Courses Required for UC/CSU Admission	70.43%

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 2024-25, 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 2024-25	
	No. of AP Courses Offered
Art	4
Computer Education	0
English	5
Foreign Language	2
Math	4
Science	5
Social Science	9
Totals	29

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:

On-Campus Career Pathways

- Communications - Media Support & Services
- Health Services - Bio Tech Research & Development
- Production Innovation & Design (DTech)

Internships

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

On-Campus Career Technical Education Courses

- Aquaponics (@ Pacific HS)
- Biotechnology Research & Development
- Business & Entrepreneurship
- Commercial Art
- Computer Programming & Systems Technology
- Filmmaking
- First Responders (@ Buena HS)
- 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

2024-25

Total Number of Students Participating in CTE Programs	396
Percentage of Students Completing a CTE Program and Earning a High School Diploma	79.5%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	35.7%

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 & Other Support Staff

(Nonteaching Professional Staff)

2024-25

	No. of Staff	FTE
Academic Counselors	3	3.0
School Nurse	1	0.4
Health Technician	1	0.8
Campus Supervisors	3	2.75
Psychologist	1	0.5
School Resource Officer	1	0.5
Speech & Language Pathologist	1	0.2
Wellness Counselor	1	1.0

Note: 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 in this report 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.

Teachers Without Credentials and Misassignments

(Considered "Ineffective" under ESSA)

Authorization / Assignment

	School Number		
	21-22	22-23	23-24
Permits and Waivers	0.0	0.0	0.0
Misassignments	0.4	0.4	2.2
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.4	0.4	2.2

Credentialed Teachers Assigned Out-of-Field

(Considered "out-of-field" under ESSA) / Indicator

	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.5	0.1	0.1
Local Assignment Options	1.2	0.5	0.7
Total Out-of-Field Teachers	1.8	0.6	0.8

Class Assignments / Indicator

	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	2.0	2.6	6.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.0	14.9	20.8

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

Teacher Preparation and Placement Authorization

	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
2023-24						
School #	27.2	0.0	2.2	0.8	3.2	33.5
School %	81.17	0.0	6.59	2.5	9.68	100
District #	476.8	4.6	32.6	51.8	34.2	600.2
District %	79.43	0.78	5.44	8.64	5.7	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	33.2	2.0	0.4	0.6	0.4	36.8
School %	90.3	5.43	1.17	1.85	1.17	100
District #	495.7	6.9	37.3	61.4	32.7	634.2
District %	78.16	1.09	5.9	9.68	5.17	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	34.6	1.0	0.4	1.8	0.3	38.2
School %	90.49	2.61	1.15	4.83	0.86	100
District #	515.8	6.2	23.3	66.0	43.2	654.7
District %	78.78	0.96	3.56	10.09	6.6	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0

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

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: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$57,712	\$62,783
Mid-Range Teacher Salary	\$83,105	\$97,783
Highest Teacher Salary	\$115,107	\$128,020
Superintendent Salary	\$283,083	\$313,465
Average Principal Salaries:		
Elementary School	\$144,454	\$160,224
Middle School	\$158,093	\$166,992
High School	\$164,183	\$180,971
Percentage of Budget:		
Teacher Salaries	24.46%	30.05%
Administrative Salaries	5.39%	5.00%
<i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i>		

Expenditures Per Student

For the 2023-24 school year, Ventura Unified School District spent an average of \$19,098 of total general funds to educate each student (based on 2023-24 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 categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Antibias Education Grant
- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Department of Rehabilitation
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- LCFF Equity Multiplier
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV
- Tobacco-Use Prevention Education

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$8,723	N/A	N/A	N/A	N/A
Restricted	\$1,268	N/A	N/A	N/A	N/A
Unrestricted	\$7,455	\$6,125	121.7%	\$11,146	66.9%
Avg Teacher Salary	\$96,432	\$92,704	104.0%	\$103,743	93.0%
<i>Note: Cells with N/A values do not require data.</i>					

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 November 2025.