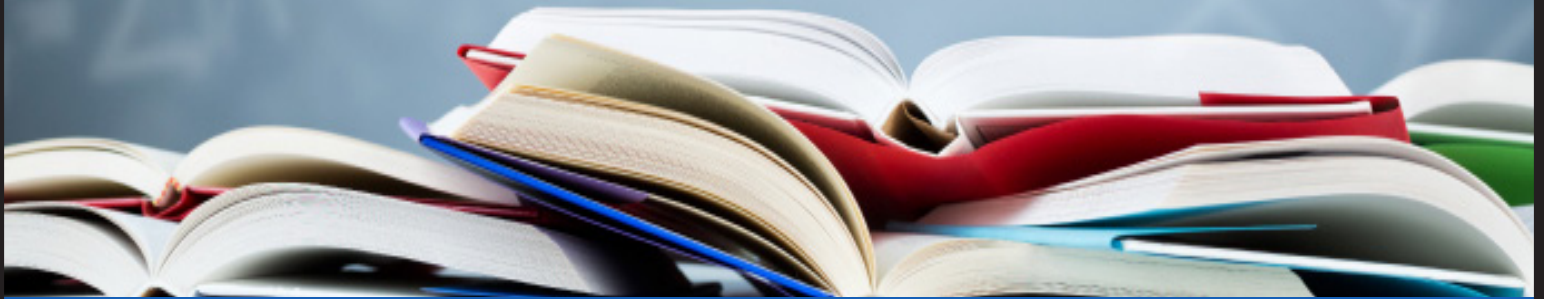


# Ventura Unified School District School Plan for Student Achievement



**Foothill Technology High School**

56 72652 5630348

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**Ventura, CA 93003**

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**Ventura Unified**  
SCHOOL DISTRICT



**Fiscal Year 2026-2027**

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|                                                                                            |           |
|--------------------------------------------------------------------------------------------|-----------|
| <b>The School Plan for Student Achievement .....</b>                                       | <b>1</b>  |
| <b>School Site Council Membership .....</b>                                                | <b>2</b>  |
| <b>Recommendations and Assurances .....</b>                                                | <b>3</b>  |
| <b>District information .....</b>                                                          | <b>4</b>  |
| District Profile .....                                                                     | 4         |
| District Promise .....                                                                     | 4         |
| District Pillars .....                                                                     | 4         |
| District Vision .....                                                                      | 5         |
| District Mission .....                                                                     | 5         |
| District Governing Principles .....                                                        | 5         |
| <b>School Information .....</b>                                                            | <b>6</b>  |
| School Profile .....                                                                       | 6         |
| School Vision .....                                                                        | 7         |
| School Mission .....                                                                       | 7         |
| Student Enrollment by Ethnicity – 2024-2025 .....                                          | 8         |
| Student Enrollment by Grade – 2024-2025 .....                                              | 8         |
| Student Enrollment by Student Group 2024-2025 .....                                        | 9         |
| Comprehensive Needs Assessment .....                                                       | 9         |
| Bully Prevention, Violence Prevention, and Substance Abuse Curricula .....                 | 10        |
| <b>School Plan for Student Achievement .....</b>                                           | <b>11</b> |
| <b>Budget .....</b>                                                                        | <b>21</b> |
| <b>2026-2027 Centralized Support for Planned Improvements in Student Performance .....</b> | <b>22</b> |
| VUSD - Program Support Goals .....                                                         | 22        |
| <b>References .....</b>                                                                    | <b>24</b> |
| CAASPP – Grade 11 English Language Arts/Literacy & Mathematics – 2024-2025 .....           | 24        |
| VUSD - Parent Involvement Policy .....                                                     | 25        |
| Professional Development Plan .....                                                        | 27        |
| School Accountability Report Card .....                                                    | 28        |
| School Site Council Bylaws .....                                                           | 44        |

## The School Plan for Student Achievement

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

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

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

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

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

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

**School Site Council Membership**

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2025-2026 School Site Council consists of the following members:

| Name of Members                    | Principal | Certificated Staff | Classified or Other Staff | Parent or Community Member | Student |
|------------------------------------|-----------|--------------------|---------------------------|----------------------------|---------|
| Courtney Johnson                   | X         |                    |                           |                            |         |
| Lindsay Griffiths                  |           | X                  |                           |                            |         |
| Jennifer Kindred                   |           | X                  |                           |                            |         |
| Elizabeth McGraw                   |           | X                  |                           |                            |         |
| Jean Barrett                       |           |                    | X                         |                            |         |
| Eva Reyes                          |           |                    |                           | X                          |         |
| Annette Taylor                     |           |                    |                           | X                          |         |
| Tamie Wofford                      |           |                    |                           | X                          |         |
| Lauren Caudill                     |           |                    |                           |                            | X       |
| Santanah Schnizler                 |           |                    |                           |                            | X       |
|                                    |           |                    |                           |                            |         |
|                                    |           |                    |                           |                            |         |
|                                    |           |                    |                           |                            |         |
|                                    |           |                    |                           |                            |         |
| Number of members in each category | 1         | 3                  | 1                         | 3                          | 2       |

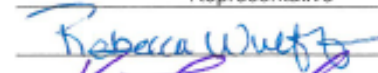
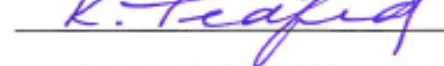
**Recommendations and Assurances**

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

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

Parent Faculty Student Organization  
Leadership Team

Signature of Authorized  
Representative

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

Attested:

  
Courtney Johnson, Principal

2/5/20  
Date

SSC Chairperson



2/5/20  
Date

## District information

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### District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Approximately 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, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

During the 2024-2025 school year, Ventura Unified School District served 14,379 students in grades TK-12 including 15.2% students with disabilities, 13.4 English learners, 58.8% socioeconomically disadvantaged, 0.1% migrant education, 3.5% homeless, and 0.2% identified as foster youth.

### District Promise

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

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

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

### District Pillars

We are committed to providing:

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

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

**For the future of every student.**

### **District Vision**

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

### **District Mission**

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

### **District Governing Principles**

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

## School Information

---

### School Profile

During the 2024-2025 school year, Foothill Technology High School (FTHS) served 951 students in grades 9-12. Student enrollment at that time included 8% students with disabilities, 3% English learners, 39.4% socioeconomically disadvantaged, 0.1% migrant, and 1.5% homeless.

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

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

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

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

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

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

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

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

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

### School Vision

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

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

#### We will:

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

### School Mission

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

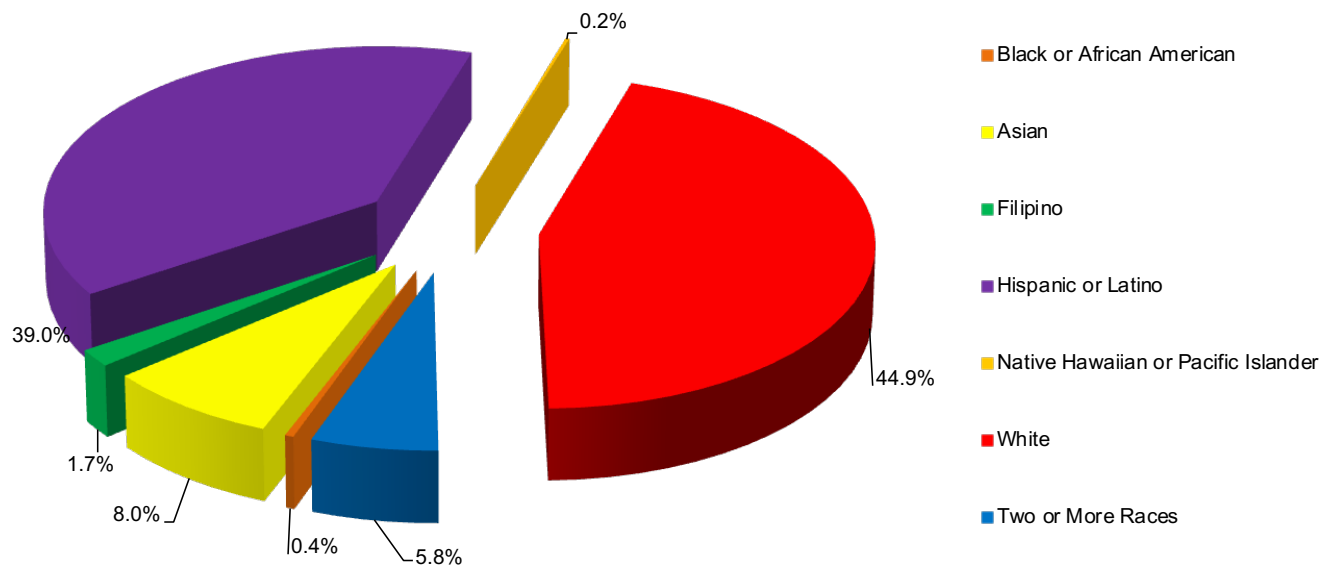
#### We:

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

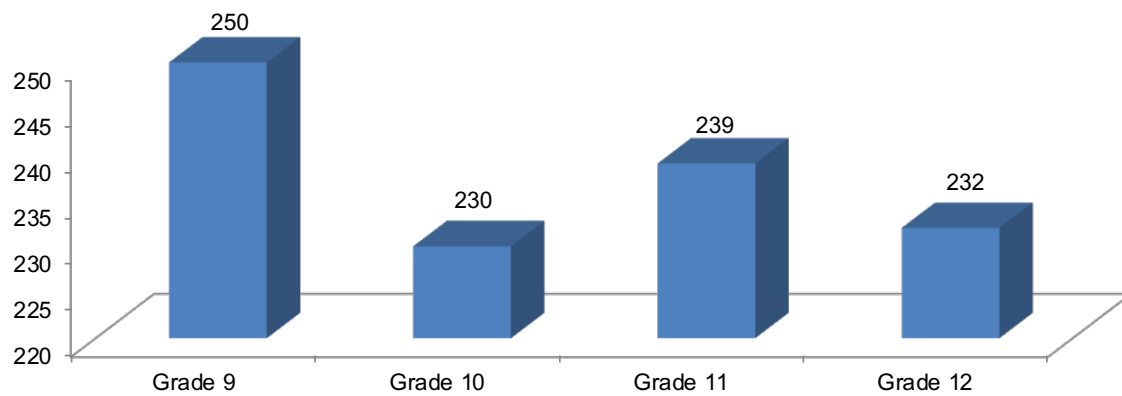
#### Our goals include:

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

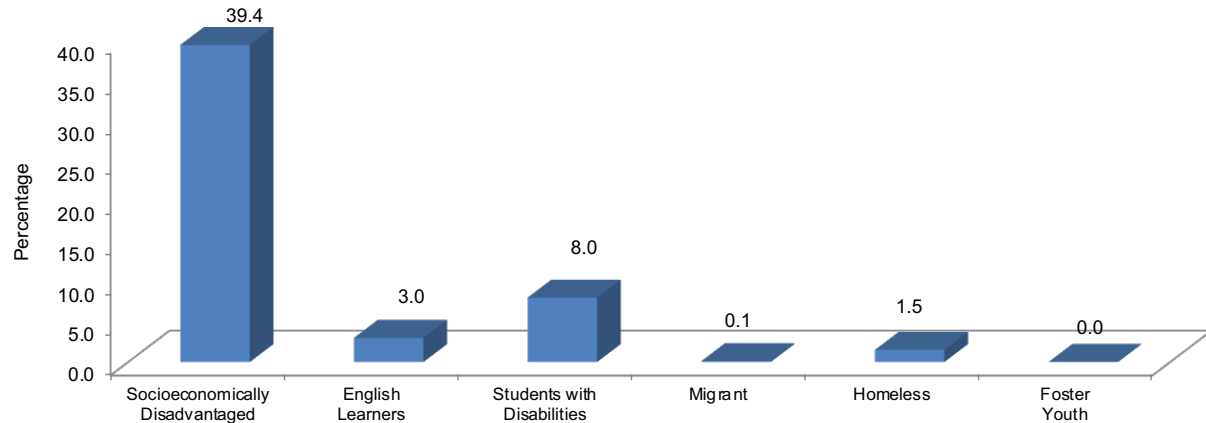
Student Enrollment by Ethnicity – 2024-2025



Student Enrollment by Grade – 2024-2025



### Student Enrollment by Student Group 2024-2025



### Comprehensive Needs Assessment

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

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

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

### Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

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

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

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

## School Plan for Student Achievement

| School Name                     | County-District-School CDS Code | School Site Council (SSC) Approval Date | Local Board Approval Date |
|---------------------------------|---------------------------------|-----------------------------------------|---------------------------|
| Foothill Technology High School | 56726525630348                  | 2/5/26                                  |                           |

### Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs

Foothill Technology High School works to meet all ESSA requirements by aligning its programs, tests, and budget with the District's LCAP and other federal, state, and local guidelines. This includes giving regular standardized tests, meeting the needs of all student groups, and working closely with staff, parents, and students through our staff leadership team, School Site Council, ELAC meetings, PFSO, and Boosters. Foothill's School Plan has three areas of focus: Increase student achievement, increase student connections to our school, and increase parent and community involvement. These three goals are aligned with our District's LCAP goals to ensure that both site and district resources are being maximized.

### Educational Partner Involvement

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

#### Involvement Process for the SPSA and Annual Review and Update

| Personnel Involved:      | Date:                        |
|--------------------------|------------------------------|
| FTHS School Site Council | October 2025 - February 2026 |
| FTHS Admin               | January 2026                 |
| FTHS Staff               | October 2025                 |

### Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

An examination of the Dashboard Data shows that in 2025 there was a growth in the following areas:

- ELA Overall Performance went from Green to Blue (increased by 25.4 points) and are 85.7 points above standard, although overall scores have not rebounded to where they were in 2023 (100 points above the standard)
  - Last year there were two student groups in the Yellow range: Hispanic and Socioeconomically Disadvantaged. This year all subgroups are in the Blue range.
- Math Overall Performance went from Yellow to Blue (increased by 28.4 points) and overall, the school scored 10 points above the standard.
  - Hispanic subgroup increased by 25.2 points, bringing this groups overall math score to 43.2 points below standard and landing this group in the Green range.
  - Socioeconomically Disadvantaged subgroup increased 26.7 points and the score is 23.5 points below the standard. This group is also in the Green range.
  - White subgroup increased 34.5 points, bringing this overall score to 24.4 points above standard and into the Blue range.

Staff met at staff meetings and in departments to examine and reflect on the growth in student achievement and discuss strategies to further improve scores, notably in math (especially for our Hispanic and Socioeconomically Disadvantaged students) In Leadership meetings and admin team meetings, plans for messaging from administration was discussed to encourage students to authentically take the test instead of rushing. Incentives were also planned.

The overall attendance rate as of January 2026 was 96.4%. Truancy and chronic absenteeism rates have decreased, with truancy at 6.10% in January 2026, down from 8.18% last year. Chronic Absenteeism has decreased from 12.62% as of April in the 24-25 school year to 6.85% as of January in the 2025-26 school year. The subgroups showing the highest percentage of chronic absenteeism are Black (1 out of 14 students, 7%), although that is down from 23% in the previous year. Hispanic/Latino chronic absenteeism also dropped to 23 out of 378 students, (6%). It was 20% last year. White students also saw a decrease, with 28 out of 416 students (6.73%) chronically absent, down from 13.5% last year.. Admin meets regularly with students who are absent, conduct home visits when on campus interventions are not possible, and works with district to engage additional support as needed.

## Resource Inequities

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

N/A

## Goals, Strategies/Activities, and Expenditures

### Goal 1:

#### Increase student achievement for all students while decreasing performance gaps.

All students (including subgroups) will not exceed a D/F rate of 10% at each grading period in the 2025-26 School Year.

Percentage of students qualifying for Renaissance List is at or above 85% at the first and second semester.

The percentage of students (including subgroups) that meets or exceeds standards on the Math, ELA, and Science CAASPP test increases by as outlined below during the 2026-27 School Year.

### Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The school saw an overall increase in Math and ELA scores. All subgroups of students scored above standard in ELA. Math scores seen for our Hispanic and Socioeconomically Disadvantaged students are still below standard, although both groups saw an increase in scores. Teachers worked with groups of students earning less than a 2.0 during FIRE Tuesday-Fridays until they were earning about a 2.0. Math teachers worked within their department to offer students opportunities to improve their grades/mastery of the material. Counselors and admin worked with Math Department chair to identify students for math intervention rosters.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                                                                           | Baseline/Actual Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Expected Outcome                                                |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| D/F Rate: Students earning 1 or more D/F                                                   | 2025-2026 SY <ul style="list-style-type: none"> <li>Q1- 20%</li> <li>S1: 18%</li> </ul> 2024-2025 SY: <ul style="list-style-type: none"> <li>Q1- 22%</li> <li>S1- 16%</li> <li>Q3: 28%</li> <li>S2: 17%</li> </ul>                                                                                                                                                                                                                                                                 | Keep D/F rate below 15% at each semester                        |
| Renaissance List: Students Earning 3.0 or Higher and/or increase GPA by 0.5 or more points | 2025-2026 SY <ul style="list-style-type: none"> <li>Q1- 86%</li> <li>S1- 83%</li> </ul> 2024-2025 SY <ul style="list-style-type: none"> <li>Q1- 83%</li> <li>S1- 85%</li> <li>Q3- 78.6%</li> <li>S2- 86%</li> </ul> 2023-2024 SY <ul style="list-style-type: none"> <li>Q1- 85.5%</li> <li>S1- 82.3%</li> <li>Q3- 79.6%</li> <li>S2- 86.6%</li> </ul> 2022-2023 SY: <ul style="list-style-type: none"> <li>Q1- 80.5%</li> <li>S1- 80%</li> <li>Q3- 81%</li> <li>S2- 83%</li> </ul> | Increase % of students making Ren List to >85% at each semester |

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                      |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| CAASPP Math Scores | <p>Students Meeting or Exceeding Standard:</p> <ul style="list-style-type: none"> <li>24-25: 52.63%</li> <li>23-24: 49.77%</li> <li>22-23: 55.45%</li> <li>21-22: 56.16%</li> <li>20-21: 66.67%</li> </ul> <p>Meeting or Exceeding Standard by subgroup:</p> <p>2024-2025:</p> <ul style="list-style-type: none"> <li>Hispanic/Latino: 30.48%</li> <li>Socioeconomically Disadvantaged: 40.24%</li> <li>White: 60.87%</li> </ul> <p>2023-2024:</p> <ul style="list-style-type: none"> <li>Hispanic/Latino: 33.82%</li> <li>Socioeconomically Disadvantaged: 35.62%</li> <li>White: 54.28%</li> </ul> | Percentage of students Meeting or Exceeding Math Standard: Increase by 3% or more    |
| CAASPP ELA Scores  | <p>Students Meeting or Exceeding Standard:</p> <ul style="list-style-type: none"> <li>24-25: 84.85%</li> <li>23-24: 77.67%</li> <li>22-23: 89.53%</li> <li>21-22: 82.57%</li> <li>20-21: 92.31%</li> </ul> <p>Meeting or Exceeding Standard by Subgroup:</p> <p>2024-2025:</p> <ul style="list-style-type: none"> <li>Hispanic/Latino: 75%</li> <li>Socioeconomically Disadvantaged: 77.64%</li> <li>White: 88.79%</li> </ul> <p>2023-2024:</p> <ul style="list-style-type: none"> <li>Hispanic/Latino: 64.29%</li> <li>Socioeconomically Disadvantaged: 69.87%</li> <li>White: 80.19%</li> </ul>    | Percentage of students Meeting or Exceeding English Standard: Increase by 1% or more |
| CAST (Science)     | <p>Students Meeting or Exceeding Standard:</p> <ul style="list-style-type: none"> <li>24-25: 49%</li> <li>23-24: 55%</li> <li>22-23: 62%</li> <li>21-22: 40%</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                              | Percentage of Students Meeting or Exceeding Standard: Increase by 5%                 |

Strategies/Activities Table

| Strategy/<br>Activity # | Description                                                                                                                                         | Students to be<br>Served | Proposed<br>Expenditures              | Funding<br>Source(s) |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------------------------------|----------------------|
| 1.                      | Fire Case Management: Students earning less than 2.0 mandated to FIRE until the next grading period                                                 | All                      | \$9,700                               | Supplemental Funds   |
| 2.                      | Continue to work on PLC development and implementation to improve student achievement                                                               | All                      | \$5,000                               | Site                 |
| 3.                      | Math Intervention & ELA Support Sections                                                                                                            | All                      | \$43,500                              | LCFF                 |
| 4.                      | Grade incentives for CAASPP test achievement                                                                                                        | All                      | N/A                                   | N/A                  |
| 5.                      | Celebration for completing CAASPP test                                                                                                              | All                      | \$2,000                               | Site Funds           |
| 6.                      | FIRE: Provide training for staff in increasing effectiveness and uniform procedures (i.e. passes), expectations, and grade monitoring/goal setting. | All                      | Nominal for training at staff meeting | Site funds           |

ANNUAL REVIEW

SPSA Year Reviewed: 2025-2026

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

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

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

Student and staff tutors did not happen as planned for the school year. We did not have students or staff able to commit the hours. The case management in FIRE was organized by identifying the students in each grade level with low academic achievement (below 2.4) and assigning teachers to act as case managers to work with students on setting SMART goals and improving their grades in all classes.

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

As mentioned above, the tutoring after and before school did not happen.

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

PD to establish norms for regular examination of benchmark and department assessment to identify best practices for mastery was listed as a strategy, but with the district-wide roll out of Professional Learning Communities in August of 2025, that strategy has been updated to reflect that.

## Goal 2:

**Provide a safe and secure environment for all staff and students where all students feel respected, represented, and connected on campus free from discrimination.**

Schoolwide attendance rate will increase by 1% (>97%) and chronic absenteeism will decrease by 1% (<6.8%) during the 2026-27 School year.

Student responses on the 2025-2026 annual survey will increase or decrease in multiple categories as indicated in the Annual Measurable Outcomes below.

## Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The overall attendance rate as of January 2026 was 96.4%. Truancy and chronic absenteeism rates have decreased, with truancy at 6.10% in January 2026, down from 8.18% last year. Chronic Absenteeism has decreased from 12.62% as of April in the 24-25 school year to 6.85% as of January in the 2025-26 school year. The subgroups showing the highest percentage of chronic absenteeism are Black (1 out of 14 students, 7%), although that is down from 23% in the previous year. Hispanic/Latino chronic absenteeism also dropped to 23 out of 378 students, (6%). It was 20% last year. White students also saw a decrease, with 28 out of 416 students (6.73%) chronically absent, down from 13.5% last year. Admin meets regularly with students who are absent, conduct home visits when on campus interventions are not possible, and works with district to engage additional support as needed.

During the school's WASC visit (accreditation visit) the need to address student discrimination on campus. The school has joined the district's ABAR Ambassador program to empower students to help inform administration and identify bias and discrimination on campus. The student ambassadors conducted a survey to gather feedback on campus culture. While the responses showed that the majority of students feel respected and have not experienced discrimination, there are students whose experience at Foothill is not one of respect and free from discrimination. To increase representation on campus student leaders and staff have hosted Dia de los Muertos and a Baile.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator           | Baseline/Actual Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Expected Outcome                                                                        |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Attendance Rate (from A2A) | <p>Overall attendance rate:</p> <ul style="list-style-type: none"> <li>Aug. 25 - January 26: 96.4%</li> <li>Aug. 24 – April 25: 94.8%</li> <li>Aug 23 – Jun 24: 94.8%</li> <li>Aug 22 – Jun 23: 96.9%</li> <li>Aug 21 – Jun 22: 97.3%</li> </ul> <p>Chronic Absenteeism:</p> <ul style="list-style-type: none"> <li>Aug. 25 - Jan. 26: 6.85%</li> <li>Aug. 24 – April 25: 12.7%</li> <li>Aug 23 – Jun 24: 11.11%</li> <li>Aug 22 – Jun 23: 3.01%</li> <li>Aug 21 – Jun 22: 2.77%</li> </ul> | <p>Increase attendance rate by &gt;1%</p> <p>Decrease chronic absenteeism by &gt;3%</p> |
| Student Survey             | <p>A. 70% of Students Responded</p> <p>B. Students feel respected &amp; Valued:</p> <ul style="list-style-type: none"> <li>Agree/Strongly Agree: 73%</li> <li>Sometimes: 21%</li> </ul>                                                                                                                                                                                                                                                                                                     | <p>A. Increase response rate by 15%</p> <p>B. Increase Agree/Strongly Agree by 5%</p>   |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                      |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>Disagree/Strongly Disagree: 6%</li> </ul> <p>C. Students are represented on campus:</p> <ul style="list-style-type: none"> <li>Yes: 76%</li> <li>Yes, but need improvement: 13%</li> <li>No: 11%</li> </ul> <p>D. Do you hear derogatory language/remarks on campus?</p> <ul style="list-style-type: none"> <li>Frequently: 15%</li> <li>Often: 23%</li> <li>Sometimes: 41%</li> <li>Never: 21%</li> </ul> <p>E. Do you know where to get help on campus?</p> <ul style="list-style-type: none"> <li>Yes: 78%</li> <li>No: 22%</li> </ul> <p>F. Students have found community &amp; belonging on campus:</p> <ul style="list-style-type: none"> <li>Agree/Strongly Agree: 70%</li> <li>Sometimes: 22%</li> <li>Disagree/Strongly Disagree: 8%</li> </ul> <p>G. Have you or someone you know felt discriminated against on campus?</p> <ul style="list-style-type: none"> <li>Yes: 21%</li> <li>Maybe: 8%</li> <li>No: 71%</li> </ul> | <p>C. Decrease no response by 5%</p> <p>D. Increase never by 5%</p> <p>E. Increase Yes response by 5%</p> <p>F. Decrease Disagree/Strongly Disagree by 5%</p> <p>G. Decrease Yes response by 10%</p> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Strategies/Activities Table

| Strategy/<br>Activity # | Description                                                                                                                                                                  | Students to be<br>Served | Proposed<br>Expenditures | Funding<br>Source(s) |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|----------------------|
| 1.                      | Admin response to incidents on campus follows ABAR reporting model and educational resources                                                                                 | All                      | N/A                      | N/A                  |
| 2.                      | Continue with Wellness Center programs and services                                                                                                                          | All                      |                          | Grant                |
| 3.                      | Increase athletic program awareness on campus. Create student-athlete leadership opportunities (collab between ASB & Athletics) to increase attendance and support at games. | All                      | \$2,000                  | Site Funds           |
| 4.                      | Maintain Additional Drama section and add additional film class                                                                                                              | All                      | \$43,300                 | Prop 28              |
| 5.                      | Create weekly school news video bulletins to better publicize opportunities for students on campus (DragonTV)                                                                | All                      | \$1,500                  | Restricted Lottery   |
| 6.                      | Student-driven school wide events that celebrate cultures represented on campus (Hispanic heritage, API, Black History, etc.).                                               | All                      | \$4,000                  | Site funds           |
| 7.                      | Continued student participation in ABAR Ambassador program                                                                                                                   | All                      |                          | Grant<br>Funded      |
| 8.                      | Hold quarterly Principal Youth Council lunches to gain perspective and feedback about state of the school from students.                                                     | All                      | \$2,000                  | Site Funds           |

**ANNUAL REVIEW:****SPSA Year Reviewed: 2025-2026**

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

**Goal Analysis:**

An analysis of how this goal was carried out in the previous year.

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

The strategies outlined were largely successful. The students planned events such as Baile and Dia de los Muertos to increase representation on campus. The collaboration between ASB and Athletics was realized this year, with the school hosting Athletics Rallies for each season of sports. In addition, the Athletics department planned a speaker series designed to provide further education for our student athletes to increase their successes in the classrooms as well as in their sports. The Drama program saw growth with two productions this year, and the Film program will expand to offer a second year class in the 2026-27 school year.

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

The addition of the Athletics Speaker Series happened after the start of the school year, which added expenditures covered by Site funds.

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

The addition of DragonTV will happen in the 26-27 school year, increasing expenditures. The goal of this program is to create a one-stop resource for students and families to learn about what is happening in school and what opportunities are available to them.

**Goal 3:**

**Increase Parent and Community Involvement**

In the 2026-27 School Year, the school will utilize the strategies outlined below to:

- increase ELAC meeting attendance.
- PFSO membership will represent at least 25% of our families and average PFSO meeting attendance will be at least 15.
- Participation in the annual VUSD LCAP survey will increase to at least the number of students enrolled at FTHS.

**Identified Need:**

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students perform better when parents/guardians are positively involved. Students and community members benefit from community involvement in the high schools, although it looks different from elementary. Parent and community participation and attendance in Foothill parent groups (ELAC and PFSO) represents a small percentage of our students. There has been an increase in PFSO engagement, with family membership up from 16% last year to 20% this year. ELAC Attendance and engagement continues to be an area that Foothill administration needs to improve.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| <b>Metric/Indicator</b> | <b>Baseline/Actual Outcome</b>                                                                                                                                | <b>Expected Outcome</b>                                                                            |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| ELAC Attendance         | 2025-26 Attendance was zero at nearly all meetings except for two.<br>2024-2025 Attendance:<br>Ranged from 12 to zero in attendance at meetings.              | Increase attendance to at least two families at each meeting                                       |
| PFSO Participation      | In 2025-26 School Year 20% of Foothill Families are members of PFSO<br><br>In 2025-2026 School Year average meeting attendance (in person and online) was 15. | Increase membership to at least 25% of families.<br><br>Maintain average meeting attendance of 15. |
| LCAP Survey Responses   | 2025-26 LCAP survey has not been published this school year.<br>2024-2025 Survey Respondents for all students, staff, and family was 203.                     | Increase total number of responses to total students enrolled plus 25%                             |

**Strategies/Activities Table**

| <b>Strategy/Activity #</b> | <b>Description</b>                                                                                                                                                       | <b>Students to be Served</b> | <b>Proposed Expenditures</b> | <b>Funding Source(s)</b> |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------|--------------------------|
| 1.                         | Coordinate meetings to make attending ELAC meetings more accessible. Have monthly themes and speaker series at ELAC meetings.                                            | Multilingual Learners        | \$700                        | MLL                      |
| 2.                         | Regular communications to families via Weekend Message                                                                                                                   | All                          | N/A                          | N/A                      |
| 3.                         | Monthly newsletters (ParentSquare and mailed) to our Multilingual Families offering tips to support students and get involved (based on responses from current parents). | Multilingual Learners        | \$350 for Postage            | Site Funds               |
| 4.                         | Grade level parent nights for each grade level                                                                                                                           | All                          | N/A                          | N/A                      |

|    |                                                                                                                                                                                                                       |                       |         |              |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------|--------------|
| 5. | Quarterly Coffee with Admin to provide opportunity for parents to meet with Principal and learn more about opportunities for their students on campus and what resources exist for parents to support their students. | All                   | \$1,000 | Supplemental |
| 6. | Mail personalized letters home to parents of multilingual learners to invite them to events, and inform them resources that can support their student in addition to ParentSquares                                    | Multilingual Learners | \$500   | Site Funds   |

**ANNUAL REVIEW:****SPSA Year Reviewed: 2025-2026**

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

**Goal Analysis:**

An analysis of how this goal was carried out in the previous year.

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

Engaging our multilingual families has not been successful and the strategies outlined above will continue. Moving meetings to online will be utilized to remove potential barriers. PFSO engagement and attendance has been strong this school year with a full board, multiple events, and the organization providing funding for items that students and staff shared was desired and needed (increased seating, more field trips). The grade level meetings and weekly communications were carried out as planned and counselors have added additional opportunities for families to engage (i.e. hosting a new student night for students new to VUSD).

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

Coordinating meetings with other sites did not happen due to scheduling, and therefore the expenditures were not realized.

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

The speakers for the ELAC meetings will be lined up and advertised in the summer mailer to ensure families have plenty of time to plan ahead.

**Budget****Budget Summary Table**

| Description                                                       | Amount (\$)  |
|-------------------------------------------------------------------|--------------|
| Total Funds Provided to the School Through the ConApp             | \$0.00       |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$115,550.00 |

Overall total of funds included for this school: **\$115,550.00**

**Other Federal, State and Local Funds**

The School Site Council intends for School Name to participate in the following programs:

| Federal Programs             | Allocation (\$) |
|------------------------------|-----------------|
| Title I 2025-2026 Carryover  | \$0.00          |
| Title I 2026-2027 Allocation | \$0.00          |

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

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

| State or Local Programs                       | Allocation (\$) |
|-----------------------------------------------|-----------------|
| Site-Based Funds 2026-2027 Allocation         | \$44,133.00     |
| Supplemental Funds 2026-2027 Allocation       | \$36,800.00     |
| Restricted Lottery Funds 2026-2027 Allocation | \$65,730.00     |
| Prop 28 Funds 2026-2027 Allocation            | \$149,104.00    |
| LCFF 2026-2027                                | \$43,500.00     |
| Multilingual Learner Funds 2026-2027          | \$700.00        |

Subtotal of state or local funds included for this school: **\$339,967.00**

Total of federal, state, and/or local funds for this school: **\$339,967.00**

## 2026-2027 Centralized Support for Planned Improvements in Student Performance

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### VUSD - Program Support Goals

The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents.

#### Multilingual/Multicultural Education

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

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

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

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

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

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

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

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

#### Curriculum & Instruction

The Curriculum & Instruction Department, serving TK-12 students, under the direction of Educational Services, provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

#### Gifted and Talented Education

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

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

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

Elementary grade students (K-5) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

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

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

## References

### CAASPP – Grade 11 English Language Arts/Literacy & Mathematics – 2024-2025

|                                   | English Language Arts/Literacy |                           |                                |                   |              |                     |                  |
|-----------------------------------|--------------------------------|---------------------------|--------------------------------|-------------------|--------------|---------------------|------------------|
|                                   | 2024-25                        |                           |                                |                   |              |                     |                  |
|                                   | Number of Students Enrolled    | Number of Students Tested | Number of Students With Scores | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
|                                   | Grade 11                       |                           |                                |                   |              |                     |                  |
| All Students Tested               | 237                            | 231                       | 231                            | 48.05%            | 36.80%       | 8.23%               | 6.93%            |
| Male                              | 122                            | 118                       | 118                            | 43.22%            | 36.44%       | 10.17%              | 10.17%           |
| Female                            | 113                            | 111                       | 111                            | 53.15%            | 36.94%       | 6.31%               | 3.60%            |
| African American                  | *                              | *                         | *                              | *                 | *            | *                   | *                |
| American Indian or Alaskan Native |                                |                           |                                |                   |              |                     |                  |
| Asian                             | 20                             | 18                        | 18                             | 77.78%            | 22.22%       | 0.00%               | 0.00%            |
| Filipino                          | 4                              | 4                         | 4                              | *                 | *            | *                   | *                |
| Hispanic or Latino                | 85                             | 84                        | 84                             | 35.71%            | 39.29%       | 11.90%              | 13.10%           |
| Hawaiian or Pacific Islander      |                                |                           |                                |                   |              |                     |                  |
| White (not Hispanic)              | 118                            | 116                       | 116                            | 50.86%            | 37.93%       | 7.76%               | 3.45%            |
| Two or More Races                 | 7                              | 6                         | 6                              | *                 | *            | *                   | *                |
| Socioeconomically Disadvantaged   | 86                             | 85                        | 85                             | 38.82%            | 38.82%       | 11.76%              | 10.59%           |
| English Learners                  | *                              | *                         | *                              | *                 | *            | *                   | *                |
| Students with Disabilities        | 18                             | 17                        | 17                             | 17.65%            | 23.53%       | 5.88%               | 52.94%           |
| Migrant Education                 |                                |                           |                                |                   |              |                     |                  |
| Homeless                          | 4                              | 4                         | 4                              | *                 | *            | *                   | *                |

|                                   | Mathematics                 |                           |                                |                   |              |                     |                  |
|-----------------------------------|-----------------------------|---------------------------|--------------------------------|-------------------|--------------|---------------------|------------------|
|                                   | 2024-25                     |                           |                                |                   |              |                     |                  |
|                                   | Number of Students Enrolled | Number of Students Tested | Number of Students With Scores | Standard Exceeded | Standard Met | Standard Nearly Met | Standard Not Met |
|                                   | Grade 11                    |                           |                                |                   |              |                     |                  |
| All Students Tested               | 237                         | 228                       | 228                            | 31.14%            | 21.49%       | 24.56%              | 22.81%           |
| Male                              | 122                         | 117                       | 117                            | 34.19%            | 16.24%       | 26.50%              | 23.08%           |
| Female                            | 113                         | 109                       | 109                            | 27.52%            | 27.52%       | 22.02%              | 22.94%           |
| African American                  | *                           | *                         | *                              | *                 | *            | *                   | *                |
| American Indian or Alaskan Native |                             |                           |                                |                   |              |                     |                  |
| Asian                             | 20                          | 18                        | 18                             | 66.67%            | 27.78%       | 5.56%               | 0.00%            |
| Filipino                          | 4                           | 4                         | 4                              | *                 | *            | *                   | *                |
| Hispanic or Latino                | 85                          | 82                        | 82                             | 13.41%            | 17.07%       | 36.59%              | 32.93%           |
| Hawaiian or Pacific Islander      |                             |                           |                                |                   |              |                     |                  |
| White (not Hispanic)              | 118                         | 115                       | 115                            | 35.65%            | 25.22%       | 18.26%              | 20.87%           |
| Two or More Races                 | 7                           | 6                         | 6                              | *                 | *            | *                   | *                |
| Socioeconomically Disadvantaged   | 86                          | 82                        | 82                             | 24.39%            | 15.85%       | 28.05%              | 31.71%           |
| English Learners                  | *                           | *                         | *                              | *                 | *            | *                   | *                |
| Students with Disabilities        | 18                          | 17                        | 17                             | 11.76%            | 5.88%        | 23.53%              | 58.82%           |
| Migrant Education                 |                             |                           |                                |                   |              |                     |                  |
| Homeless                          | 4                           | 4                         | 4                              | *                 | *            | *                   | *                |

### VUSD - Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

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

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

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

#### Title I Schools

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

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

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

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

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

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

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

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

#### Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

### Professional Development Plan

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

During the 2026-2027 school year, teachers at Foothill Technology High School will participate in the following trainings:

- Establishing Pacing Calendars for Each PLC
- Creation of Department Goals
- Creation of Common Formative Assessments for Each PLC

## School Accountability Report Card

# 2024-25 School Accountability Report Card

Published January 2026



## FOOTHILL TECHNOLOGY HIGH SCHOOL

100 DAY ROAD, VENTURA, CA 93003  
(805) 289-0023

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 (Grafix). 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

JAMES FORSYTHE  
SHANNON TRANI FREDERICKS  
SABRENA RODRIGUEZ  
DR. JERRY DANNENBERG  
CALVIN PETERSON

### District Administration

DR. ANTONIO CASTRO  
SUPERINTENDENT

DR. GREG BAYLESS  
ASSISTANT SUPERINTENDENT  
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

DR. AHSAN MIRZA  
ASSISTANT SUPERINTENDENT  
BUSINESS SERVICES

## VENTURA UNIFIED SCHOOL DISTRICT

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



## 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<br>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<br>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/pfi/](http://www.cde.ca.gov/ta/tg/pfi/).

| Physical Fitness Test                                                                                                                         |                                  |                                                   |                                                                   |                                                      |                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------|-----------------------------|
| % of Students Participating in each of the Five Fitness Components                                                                            |                                  |                                                   |                                                                   |                                                      |                             |
| 2024-25                                                                                                                                       |                                  |                                                   |                                                                   |                                                      |                             |
| Grade                                                                                                                                         | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal Strength &<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4: Upper<br>Body Strength and<br>Endurance | Component 5:<br>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/](http://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  |
| <p><i>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.</i></p> <p><i>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.</i></p> |                                                          |          |          |              |                   |       |
| 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             |
| <i>Note: ELA &amp; 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.</i> |                  |          |          |              |                   |
| <i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>                                                                                                                                                                                                                                                                                                               |                  |          |          |              |                   |
| <i>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.</i>                                                                                                                     |                  |          |          |              |                   |

| 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<br>(Grades 5, 8 and 10)                                                                                                                                                                                                                                                                                                                                                                                | 55.61                                                    | 49.12 | 33.34    | 31.52 | 30.73 | 32.33 |
| <i>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.</i> |                                                          |       |          |       |       |       |
| <i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>                                                                                                                                                                                                                                                           |                                                          |       |          |       |       |       |
| <i>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.</i>                                                                 |                                                          |       |          |       |       |       |

| 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 cafetorium,
- 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:<br>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 |       |       |
|                              | 22-23    | 23-24 | 24-25 |
| Dropout Rate (%)             | 1.9      | 4.3   | 3.8   |
| Graduation Rate (%)          | 87.1     | 93.5  | 95.6  |
|                              | State    |       |       |
|                              | 22-23    | 23-24 | 24-25 |
| 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                                        | Avg. Class Size | 2022-23           |       |     |
|                                                |                 | 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  |
| Subject                                        | Avg. Class Size | 2023-24           |       |     |
|                                                |                 | 1-22              | 23-32 | 33+ |
|                                                |                 | 1-22              | 23-32 | 33+ |
|                                                |                 | 1-22              | 23-32 | 33+ |
| English                                        | 23              | 17                | 10    | 19  |
| Math                                           | 20              | 24                | 11    | 10  |
| Science                                        | 25              | 12                | 6     | 16  |
| Social Science                                 | 23              | 16                | 6     | 15  |
| Subject                                        | Avg. Class Size | 2024-25           |       |     |
|                                                |                 | 1-22              | 23-32 | 33+ |
|                                                |                 | 1-22              | 23-32 | 33+ |
|                                                |                 | 1-22              | 23-32 | 33+ |
| 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.*

- 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:

- Sonday (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.

## 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

### 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 |
| <b>English Language Arts</b>  |                                                                                           |                                       |                          |
| 2019                          | McGraw Hill Education: <i>StudySync</i>                                                   | N - Local                             | 0%                       |
| 2017                          | Houghton Mifflin Harcourt: <i>The Real Book</i>                                           | N - Local                             | 0%                       |
| <b>History-Social Science</b> |                                                                                           |                                       |                          |
| 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                          | BF/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 &amp; Change</i>                       | N - Local                             | 0%                       |
| <b>Mathematics</b>            |                                                                                           |                                       |                          |
| 2021                          | Bedford, Freeman & Worth: <i>Calculus for the AP Course</i>                               | N - Local                             | 0%                       |
| 2018                          | Mathematics Vision Project (MVP): <i>Secondary Math 1, 2 &amp; 3 (Honors)</i>             | N - Local                             | 0%                       |
| 2018                          | Mathematics Vision Project (MVP): <i>Secondary Math 1, 2 &amp; 3</i>                      | N - Local                             | 0%                       |
| 2018                          | McGraw-Hill: <i>Integrated Math 1</i>                                                     | N - Local                             | 0%                       |
| <b>Science</b>                |                                                                                           |                                       |                          |
| 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 &amp; 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%                       |
| <b>Foreign Language</b>       |                                                                                           |                                       |                          |
| 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%                       |
| <b>Health</b>                 |                                                                                           |                                       |                          |
| 2011                          | Holt, Rinehart & Winston: <i>Lifetime Health Sexuality &amp; 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 SARC 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](http://www.universityofcalifornia.edu/admissions/general.html).

### California State University

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

### Advanced Placement

In 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)<br>Credentialed for Subject and<br>Student Placement (properly<br>assigned) | Intern Credential Holders<br>Properly Assigned | Teachers Without Credentials<br>and Misassignments<br>("ineffective" under ESSA) | Credentialed Teachers<br>Assigned Out-of-Field ("out-of-<br>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<br>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                                   |
| <b>Average Principal Salaries:</b>                                                                                                                                                      |           |                                             |
| Elementary School                                                                                                                                                                       | \$144,454 | \$160,224                                   |
| Middle School                                                                                                                                                                           | \$158,093 | \$166,992                                   |
| High School                                                                                                                                                                             | \$164,183 | \$180,971                                   |
| <b>Percentage of Budget:</b>                                                                                                                                                            |           |                                             |
| Teacher Salaries                                                                                                                                                                        | 24.46%    | 30.05%                                      |
| Administrative Salaries                                                                                                                                                                 | 5.39%     | 5.00%                                       |
| <i>For detailed information on salaries, see the CDE Certified Salaries &amp; Benefits web page at <a href="https://www.cde.ca.gov/ds/fd/cs/">https://www.cde.ca.gov/ds/fd/cs/</a>.</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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

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<br>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.

## School Site Council Bylaws

**Foothill Technology High School  
School Site Council (SSC) Bylaws****Article I - Preamble**

VUSD elects to establish the below School Site Council (SSC) bylaws for all VUSD high school sites to govern SSC functions and provide clarity of process, roles and duties. While these bylaws conform to the State of California Department of Education (CDE) [SSC Operation Guide](#) and other [CDE guidance](#) on SSCs, other than the bylaws that are *italicized & underlined*, they are not statutorily required by California Education Code, Federal Law or VUSD Board Policy. The district may alter these SSC bylaws at any time for the effective functioning of SSCs, for compliance with CDE and Federal guidance/requirements and to conform to the VUEA/VESPA collective bargaining agreements. SSCs may not change these bylaws or operate under other bylaws. On an annual basis and prior to the start of SPSA development for the upcoming year, VUSD will solicit recommendations from all VUSD SSCs for bylaw revisions.

**Article II - Role of the School Site Council**

The primary role of the SSC is to develop the Single Plan for Student Achievement (SPSA). At Title I school sites, the California Department of Education (CDE) requires SSCs to conduct a comprehensive needs assessment, including an analysis of verifiable state and local data, provide recommendations related to the school's Title I program, and participate in the development of the SPSA for recommendation to the board of education for final approval. VUSD's practice is that all schools, regardless of Title I status, develop SPSAs and establish SSCs. The SPSA must align with the district's LCAP content and process. The SSC also serves as the site's designated Safety Planning Committee and approves the annual [Comprehensive School Safety Plan](#) (CSSP) and votes on VUEA/District Article 27 and VESPA/District Article 42 Site-Based Decision Making proposals.

**Article III - Membership**

The composition of the SSC must have an equal number of members between the school Staff members and Parent/Community/Student members with a minimum of 10 members; five school members and five Parent/Community/Student members.

The discretion to establish a SSC larger than the minimum 10 members resides with the school site principal on a yearly basis. If in the pursuit of an SSC larger than 10 members, an equal number of staff vs. parents/community/student cannot be ensured or teachers remaining the numerical majority of staff cannot be maintained, the SSC must remain at the minimum size of 10.

*A secondary school's SSC must include at least one parent/community member and one student* in an SSC of minimum size (see table below). The school site Principal may decide to shift the membership of the SSC from one required student to more than one student: A) at a time when a Parent/Community member's two-year term is completed or B) by increasing the size of the SSC to above 10 while maintaining the required ratios.

Composition of VUSD High School SSCs with the required minimum of 10 members:

| Role                                                                                           | Amount |
|------------------------------------------------------------------------------------------------|--------|
| School Staff Members: Principal or their designee                                              | 1      |
| School Staff Members: Classroom teachers                                                       | 3      |
| School Staff Members: Classified Unit Member*<br>*Note: Per VESPA/District Contract Article 42 | 1      |
| Parents/Community/Student* members<br>*Note: MUST include at least 1 student in High School    | 5      |
| Total minimum membership                                                                       | 10     |

The SSC in

a High School school must be composed of both of the following two groups: school staff and parent/community/student members (EC Section 65000[c][1]):

School Group Members (High Schools):

- The principal of the school or their designee;
- School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers; and
- Classroom teachers employed at the school, selected by classroom teachers employed at the school; The classroom teachers selected shall constitute a majority of the school members selected (EC Section 65000[c][1][A]); and

Parent and/or Community Group Members (High Schools):

- Parents of students attending the school, or other members of the school community, selected by parents of students attending the school. The number of parent/community/student members selected must equal the number of the school staff members selected (EC Section 65000[c][1][B]).
- Student members are selected by the students

Annual SSC elections shall be held in August-September whenever practicable. A simple majority shall determine the outcome of the election. Only eligible members of each membership group shall vote for the group's SSC member(s) (e.g., teachers elect teacher members, students elect student members, etc.).

A term for elected SSC parent/community/student members and staff members is two years. There are no limits to the number of terms an eligible member can be elected to. Members' terms should, whenever possible, be staggered such that as close to one-half of membership group's (e.g., Parent/Community/Student member and Staff Member groups) seats are up for election any given year.

Elected SSC parent/community members shall reside within the VUSD attendance boundary. If a member no longer resides within VUSD's boundaries or if their eligibility status changes to ineligible (e.g., an elected member teacher enrolls their child at that school), their membership on SSC shall be automatically terminated. A site principal may terminate the membership of any member from any category who does not attend three consecutive SSC meetings. Membership or the completion of a member's term on the SSC is not transferable by that member under any circumstances.

A member may resign anytime by submitting a written resignation to the SSC Chairperson. If membership on the SSC is terminated at any time for any reason prior to the finish of the two-year term, the school site Principal will appoint an interim member who is eligible and from the same required membership category (e.g., Classroom Teachers, Other School Personnel, Parents/Community Members) of the resigning member. That school site Principal-appointed member will serve as an interim SSC member for the duration of the vacating member's term, at which point the interim SSC member must be elected to a two-year term through the required election process.

For any SSC action/matter that requires a vote, each member shall be entitled to one vote.

SSC members must be present at the SSC meeting in which the vote is taking place for the vote to be counted. Absentee ballots or proxies shall not be permitted.

Training of all SSC members by the school site Principal, both new and returning, shall take place annually using the latest district-provided SSC training materials. The training shall be agendized annually at the first meeting where the discussion of the following year's SPSA is discussed. If a member resigns or is removed prior to serving the duration of their term and an interim member is installed, the interim member must be trained by the school site Principal using the latest district-provided SSC training materials.

#### **Article IV - Officers**

SSC offices are held by SSC members and shall be established by SSC member election annually. Any officer may be removed from office by a 2/3rds majority vote of all SSC members for failing to fulfill the duties of the office. The SSC offices and duties are as follows:

##### **Chairperson Duties:**

Presides over SSC meetings and is responsible for the council's effective completion of SSC meeting agendas including the provision of open and inclusive discussion of agenda items, ensuring members have sufficient data/materials required for each agenda item, and prepares the agenda with the school site Principal.

##### **Vice-Chairperson Duties:**

Supports the chairperson in the fulfillment of their duties and serves as Chair at a meeting when Chairperson is absent

##### **Secretary Duties:**

Maintains meeting minutes, distributes meeting minutes from prior meetings to all SSC members present at the beginning of a meeting, records actions and/or votes when applicable, collaborates with the school site Principal on communications about SSC business to staff and parents. Ensures all SSC meeting minutes are publicly available to all and upon specific request (see Greene Act requirements below)

#### **Article V - Meetings**

To the extent practicable, SSCs will meet at least five times each school year. Additional meetings may be called by the site Principal. Prospective meeting dates for the year will be established at the beginning of the school year and publicized in advance to all staff and parents. Any changes to established meeting dates, both cancellations/postponements and additional meetings, shall be communicated broadly and with as much advance notice as possible (see Greene Act requirements below).

SSC meetings shall be held at the school site campus whenever practicable.

*Any meeting held by the SSC must follow the Greene Act requirements:*

- *Posting the notice of meeting at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice must specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon (EC Section 35147[c][1]).*
  - ***Note:** Required notification of a VUSD SSC meeting shall occur both in a formal paper posting in the most visible location possible on campus for parent/community and electronic notification via school communication system (e.g., ParentSquare).*

- Shall be open to the public and allow for any member of the public to address the SSC during the meeting on any item within the subject matter jurisdiction of the SSC. The SSC may not take any action on any item of business unless that item appeared on the posted agenda or unless the SSC members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the SSC subsequent to the posting of the agenda (EC Section 35147[c][1]).
  - **Note:** the time on the SSC meeting agenda and the allowable duration of public comments at SSC meetings shall be determined by SSC consensus or SSC vote if necessary.
- Allowing for questions or brief statements made at a meeting by members of the SSC or public that do not have a significant effect on students or employees in the school or school district, or that can be resolved solely by the provision of information, need not be described on an agenda as items of business. If the SSC violates the procedural meeting requirements of this section, upon demand of any person, the SSC must reconsider the item at its next meeting, after allowing for public input on the item (EC Section 35147[c][2]).
- Provide upon request any meeting materials to any member of the public pursuant to the California Public Records Act (EC Section 35147[d]).

SSC meetings shall be conducted in accordance with rules of order established by CA Ed. Code 35147(c).

SSCs may employ Robert's Rules of Order by consensus or vote (see #10 below in Article VI).

#### **Article VI - Formal SSC Votes**

The presence of a numerical majority of SSC members (i.e., 6 members in a minimum 10 person SSC, etc.) is required in order to constitute a quorum necessary for any official SSC vote.

High School SSC aye/nay votes shall be voice votes made publicly by each SSC member except for required votes on proposals related to VUEA/District Contract Article 27, which are by private/anonymous paper ballot and counted by the SSC chairperson.

School site Principals may seek SSC input on a range of school issues and administrative decisions. Formal votes by SSCs must/may occur only on the following items:

1. Required Vote: Approval\* of the school's SPSA as recommended to the Board of Education
  - a. \*Note: SPSA must also be approved by site ELAC prior to being recommended to the board
2. Required Vote: Approval of the CSSP as recommended to the Board of Education
3. Required Vote: District-approved VUEA/District Article 27 and VESPA/District Article 42 collective bargaining agreement Site-Based Decision Making proposals
4. Required Vote: Election of SSC officers
5. Required Vote: Removal of SSC officers
6. Required Vote: Approval of the Parent-School Compact
7. Allowable Vote: Approval of agenda items for SSC meetings
8. Allowable Vote: Approval of the timing of when/at what SSC meetings a vote will occur so long as district-established timelines are observed
9. Allowable Vote: The length and manner of permissible public comments at SSC meetings (see Greene Act requirements above)
10. Allowable Vote: Annual recommendation to the district of SSC bylaw revisions
11. Allowable Vote: Establishing Robert's Rules of Order for SSC meetings