



## **PART I - ELIGIBILITY CERTIFICATION**

---

12CA30

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

## DISTRICT

1. Number of schools in the district 19 Elementary schools (includes K-8)  
 (per district designation): 4 Middle/Junior high schools  
5 High schools  
0 K-12 schools  
28 Total schools in district
2. District per-pupil expenditure: 7855

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 11
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	0	0	0
K	0	0	0		<b>7</b>	0	0	0
1	0	0	0		<b>8</b>	0	0	0
2	0	0	0		<b>9</b>	135	135	270
3	0	0	0		<b>10</b>	122	152	274
4	0	0	0		<b>11</b>	129	133	262
5	0	0	0		<b>12</b>	98	101	199
<b>Total in Applying School:</b>								<b>1005</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
7 % Asian  
1 % Black or African American  
26 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
63 % White  
2 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	27
(3)	Total of all transferred students [sum of rows (1) and (2)].	32
(4)	Total number of students in the school as of October 1, 2010	985
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 13

Number of non-English languages represented: 2

Specify non-English languages:

Spanish, Arabic

9. Percent of students eligible for free/reduced-priced meals: 23%

Total number of students who qualify: 226

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 2%

Total number of students served: 22

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>4</u>
Total number	<u>44</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

33:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	100%	99%	99%	100%	100%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>227</u>
Enrolled in a 4-year college or university	<u>52%</u>
Enrolled in a community college	<u>34%</u>
Enrolled in vocational training	<u>1%</u>
Found employment	<u>5%</u>
Military service	<u>2%</u>
Other	<u>6%</u>
<b>Total</b>	<b><u>100%</u></b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award? Before 2007

Innovative. Dynamic. Caring. A place where students choose to change their lives, their community, and their world. This is Foothill. Focused on communications, technology, and health services, Foothill Technology High School is a magnet school with approximately one thousand students who enrolled through an unbiased lottery. Even in the midst of hard economic times, Foothill has not been deterred from the district's mission of "safe, high-performing schools" and Foothill's original mission of promoting an environment where inquiry is welcomed, and learning has continuity and relevance. Students thrive at Foothill because of a culture that perpetuates constant improvement, which is modeled by teachers who relentlessly pursue excellence in the classroom. Foothill has a culture centered on academic excellence with the belief that students will succeed in a rigorous environment when they feel connected to the school and are supported by school-wide intervention programs. In this college preparatory environment, D's and F's have declined by two-thirds since 2003, and students with at least a 3.0 GPA has grown from 39% to 75%. Foothill's culture inspires students to reach their fullest potential and prepares them for success in both college and career.

Foothill's seven period schedule and daily 90-minute blocks allow time to focus and delve into curriculum while providing time for students to connect with teachers. Teachers use structured collaboration time to develop relevant, integrated projects, examine data, and align curriculum. As a result, students notice many of their classes are linked. In World History courses, instructors teach a class on totalitarianism as Stalin on the same day that World Literature instructors introduce Animal Farm. American Literature and U.S. History teachers also share a syllabus. The sense of learning, really learning, grows.

Students are taught to write, calculate, and think on multiple levels and platforms. On a typical day, students can be seen locked in the math contest "Geometry Idol," while others sequence Rock Fish DNA for the National Bar-coding of Life Initiative. Students communicate on a Ning with a high schooler in Sierra Leone, while another tracks her daily fitness in physical education on the Foothill Wiki. A student plans a community concert for her Senior Hero Project, and in one of Foothill's seven computer labs, a student editor posts a video about the Quidditch Club on the Foothill Dragon Press which is seen around the world.

At Foothill, technology is more than a tool; it is integral to instruction and learning. All classrooms have media presentation capabilities, and technology is readily accessible to students. Both students and teachers use technology through assessment programs, teacher web-sites, collaboration on the Foothill Wiki, Nings, blogs, podcasts, Skype, math and Spanish intervention software, and an online newspaper. Technology, and the boundless opportunities it presents, connects students with each other, with their teachers, and with their community and world.

Foothill's programs support, engage, and prepare students for success. Community service is an integral part of the school culture and a requirement for graduation. Foothill students have performed over 100,000 hours of community service since the school's inception. Last year, this culture of service resulted in Foothill students raising \$50,000 to build a school in Sierra Leone, Africa. An active Associated Student Body (ASB) organizes 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. A model mid-day advisory program called F.I.R.E. (Foothill Intervention, Reinforcement, and Enrichment) is implemented for all freshmen and struggling upperclassmen. F.I.R.E. provides a structured environment in which students can connect with teachers and experienced student mentors; learn about Foothill's programs, procedures and traditions; and receive academic and social support as they transition into the rigorous academic high school environment.

As an Advancement Via Individual Determination (A.V.I.D.) National Demonstration School, Foothill incorporates Socratic Seminars, Cornell note-taking skills, organizational strategies, four-year plans, and regular discussions about college and the college application process. Foothill freshmen are comfortable with college terminology including FAFSA, SAT, and ACT and can tell the difference between a BA and a BS, an MA and a PhD. Furthermore, Foothill hosts grade-level parent nights where parents can learn more about preparing their children for college, and although they may not have attended a day of college themselves, their children are almost guaranteed to choose higher education after graduation.

Foothill has achieved numerous academic and co-curricular successes including an Academic Performance Index of 914 that ranks in the top one percent among the approximately 1500 California public high schools; a U.S. News and World Report “Best Schools in America” top 1%; 2006 National Blue Ribbon Award recipient; 2005 California Distinguished School; nationally recognized Renaissance and A.V.I.D. programs; an award-winning online newspaper; a cutting edge school for integrating technology into the classroom; and a model mid-day advisory program.

During a student’s time at Foothill, there will be challenges, because expectations are high. These high expectations permeate the culture and drive both teachers and students to achieve their highest potential. As a result, students leave the school prepared for success having been shaped by the culture they helped create. This is Foothill.

## 1. Assessment Results:

All students in California must pass the California High School Exit Exam (CAHSEE) in order to receive a public high school diploma. The CAHSEE has two parts: English-language arts (ELA) and mathematics. The first opportunity students have to take the CAHSEE is in the second semester of the tenth grade. Students who do not pass the CAHSEE during that administration have up to five additional opportunities during their high school career. The CAHSEE is used to measure the growth of high schools in California toward meeting their Annual Yearly Progress (AYP) as required by NCLB. At Foothill, there has been an upward trend in both the pass rate and the percentage of students who are scoring proficient or above on the CAHSEE. Foothill's school-wide pass rate is 99% in ELA compared with the state pass rate of 83%; Foothill's mathematics pass rate is 99% compared with the state pass rate of 83%. Foothill students scoring proficient or above on the CAHSEE far exceeds the state averages for all significant subgroups.

On the **ELA** section of the 2011 CAHSEE, 92% of Foothill students scored proficient or above compared with state results of 60%. Of the economically disadvantaged students at Foothill, 83% scored proficient or above in comparison to the state results of 48%. Finally, 86% of our Hispanic students scored proficient or above compared with a state rate of 49%.

On the **mathematics** section of the 2011 CAHSEE, 83% of Foothill students scored proficient or above compared with state results of 57%. Of the economically disadvantaged students at Foothill, 71% scored proficient or above in comparison to the state results of 46%. Of the Hispanic students at Foothill, 75% scored proficient or above compared with the state results of 46%.

Foothill students have been equally successful on the rigorous California Standards Tests. High school students in California grades nine through eleven complete standards based exams through the Standardized Testing and Reporting (STAR) program. The California Standards Tests (CST) are criterion-referenced multiple-choice tests on which scores are compared to state-established performance criteria, and results are reported as one of five performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic.

A school's Academic Performance Index (API) can range from 200 to 1000 and is based on test results from both the California Standards Test and the CAHSEE. The state has set 800 as the API target for all schools to meet. Schools, like Foothill, that meet or exceed an 800 API are expected to continue working to improve the academic performance of all students. Since 2001, Foothill's API has grown by 170 points.

In the 2011 administration of the CST, Foothill students earned a score of 914, ranking Foothill among the top high schools in the state. Foothill has seen significant improvements in the percentages of students scoring proficient or above over the last several years. Especially notable are the improvements seen in Foothill's Hispanic and socio-economically disadvantaged subgroups. The 2011 CST results reveal an 11% gain for tenth grade students scoring proficient or above in Chemistry. Ninth graders enrolled in Algebra 1 in 2011 saw an increase of 14% in proficient or above scores. In 2011, of the 9<sup>th</sup> grade Hispanic students, 92% earned proficient or above on the ELA assessment compared to 79% in 2009. Hispanic students scoring proficient or above at the statewide level in ELA in 2011 was 42%. Foothill's 9<sup>th</sup> graders scoring proficient or above in 2011 was 93%. In 2011, 75% of the tenth grade economically disadvantaged students scored at proficient or above on the World History exam; this compares with 60% in 2009. Whereas, 33% of tenth grade economically disadvantaged students scored

proficient or above at the statewide level. To access all California State Education Data go to [www.cde.ca.gov](http://www.cde.ca.gov).

Foothill students have made impressive gains over a five-year period and are performing at the highest levels of high schools throughout the state. The school has also closed the achievement gap in both ELA and mathematics. Causes for improvement in the ELA scores include increased collaboration between English and other subject areas; an emphasis in writing across the curriculum; continual evaluation and reflection on state assessment data; and improved course and sequence planning that closely aligns courses to the California State Standards. Foothill will continue to use Carnegie math software, data driven math placement procedures, alignment with benchmarks, early intervention programs, and after-school interventions to close the achievement gap in mathematics.

## **2. Using Assessment Results:**

Foothill uses data from various assessments to analyze student learning. The California Standards Test (CST), California High School Exit Exam (CAHSEE), site created assessments, and district benchmarks are used to reflect on student learning and instructional practices to design appropriate interventions. Areas of need are identified, and modifications are made to improve student achievement on state and national standards. Foothill instructors use a variety of assessment tools to improve and modify instruction including inter-disciplinary projects, inquiry, analysis, authentic assessment, and writing samples.

District and site benchmarks are being implemented across the curriculum. Prior to the initiation of district benchmarks, Foothill teachers developed their own benchmarks to measure student progress toward mastery of the state standards. These site created benchmarks were given across all like subjects to promote aligned curriculum, collaboration, and equity for students. Teachers meet regularly to discuss assessment data for the purposes of re-teaching and planning future curriculum. As Ventura Unified School District has begun to develop district benchmark assessments, Foothill teachers have been leaders in this process, contributing to the development of assessments that will be implemented district-wide.

To aid in the administration of teacher, site and district assessments and benchmarks, Illuminate data analysis software is being utilized at Foothill to provide teachers access to data and to provide students immediate feedback. This software allows teachers to create their own tests, share tests with other teachers, and allows immediate student feedback within seconds of scanning their test in the classroom. This immediacy allows teachers to re-teach, often within the same period an assessment was administered. In addition to test creation and grading, Illuminate is a vehicle for teachers to analyze data provided by the state regarding standardized tests, ethnicity, socio-economic status, gender, and special education needs.

Departments utilize this information to improve instruction, create course scope and sequence, and develop assessments. Regular discussion and reflection regarding student learning occurs school-wide and at department meetings. Foothill staff meets annually during the summer to refine curriculum based on assessment data. This process continues in integrated project teams, department meetings, and individual classrooms throughout the year. For example, the ELA department has created assessments that mimic the state standards test so that students are familiar with the format of the test. The test analyzes and reviews the lowest achievement areas in order to modify curriculum to improve student achievement. The math department, after studying assessment results, set up strategic interventions to help students perform at higher levels. These interventions include: an after-school math intervention class for students who are identified as “at-risk” for failing the CAHSEE; a summer math boot camp for struggling students; and math labs during the advisory period where students are assigned based on need. These interventions have also helped with closing the achievement gap in mathematics for Foothill’s diverse subgroups.

Once struggling students are identified, Foothill has implemented a mid-day advisory, where students are enrolled based on various assessment data. Students are placed in intervention classes by CST data and

their performance in Foothill classes. Renaissance, an academic incentive program, also uses assessment data to set school-wide academic goals and incentives. The Commit to Graduate Program encourages freshmen to continue to work toward a goal of graduating and being prepared for college or a career.

Foothill reports student progress toward the achievement of academic standards to stakeholders by way of academic award assemblies, academic rallies, progress reports, Renaissance “Caught Being Good” postcards, informational brochures/videos, and quarter and semester grades that are published both electronically and through the mail. On-going information regarding student progress is available through Internet, e-mail, telephone, school marquee, and the School Accountability Report Card. Parents and students have access to an online student information and communication system, Zangle, ensuring awareness of academic progress. This system allows them to view current grades, cumulative grades, attendance, behavioral comments, test scores, and assignments. All stakeholders can examine pupil achievement in reaching the state standards by viewing the California State Standards test and API results that are published on-line and in the local newspaper. Other methods used to communicate student progress to stakeholders are the school web-site, informational postcards, and district informational sites. This process occurs throughout the year. Additionally, Foothill presents student performance data to all stakeholders on a regular basis at parent organization, school site council, Back to School Night, parent teacher conferences, and school board meetings.

### **3. Sharing Lessons Learned:**

The Foothill Technology High School staff prides itself on being collaborative, innovative, and accessible. In addition to having many visitors on site observing the innovative strategies and programs, both students and teachers at Foothill make a concerted effort to share successful practices with personnel from other schools.

Foothill continually implements rigorous and relevant curriculum with cutting edge programs. A variety of professionals including teachers, student teachers, administrators, district office personnel, and college professors flock to Foothill in search of fresh, innovative ideas. Administrators from various school districts throughout the state visit to obtain information on establishing a magnet school, integrating technology in the classroom, creating a collaborative culture among staff, using student information systems, becoming an A.V.I.D. demonstration school, and implementing various intervention programs. Foothill works with schools in the Ventura Unified School District to implement mid-day advisories similar to the Foothill model. Foothill regularly attracts teaching credential candidates, and in the last several years, has created a partnership with the University of California at Santa Barbara, working with cohorts of teacher candidates.

In addition to visitors coming to Foothill, staff and students regularly reach out to other schools and organizations to share successful practices. Foothill has nationally recognized Renaissance and A.V.I.D. programs. Both coordinators have presented nationally and provide ongoing support to other schools in need. Additional staff members are A.V.I.D. and Renaissance certified and have also presented nationwide. Foothill staff has presented at the California School Board conference and with Ed Trust regarding F.I.R.E, the model mid-day advisory program. In addition to many staff members graduating with a Masters in Educational Technology and Learning, several have been invited to be instructors in Azusa Pacific University’s teacher preparation program. Foothill’s speech and debate team has worked with Ventura Unified School District’s Migrant Education Program to set up a debate team for this group. Also, the journalism instructor, who supervises the nationally award winning Dragon Press, regularly communicates with digital newspaper creators across the country and attends frequent conferences nationwide. Our teaching staff shares curriculum ideas on their websites which include lessons, agendas, and projects. These websites provide educators throughout the world access to our project-based curriculum. Our global outreach went beyond the internet during the past few years as our fundraising efforts culminated in the building of a school in Sierra Leone, Africa. This outreach project, which integrated humanitarian efforts with curricular connections to the 10<sup>th</sup> grade English and history curriculum, also involved Foothill teachers traveling to Africa to train teachers in Sierra Leone.

#### **4. Engaging Families and Communities:**

Foothill engages parents and the community with various activities and programs. Foothill's Parent Faculty Student Organization (PFSO) partners with staff to support programs and plan activities for students and parents. Foothill hosts a Back to School Night in the fall to which parents and community members are invited. This provides familiarity of the campus, staff, programs, and opportunities for involvement. Socials welcome parents, and PFSO regularly keeps in contact through school-wide emails. PFSO provides parents the opportunity to get involved with activities which include planning Back to School Night, organizing fundraisers, providing grants for teachers and school programs, participating on the School Site Council, participating in the development of school goals, and monitoring the school's academic progress. This group meets monthly and is kept up-to-date with activities and academic performance. Additional parent outreach takes place through an English Learner Advisory Committee (ELAC) for parents of English Learners. Although not required because of the school's small English Learner population, Foothill formed this committee two years ago to ensure that these parents have a voice and are recognized as valuable members of the school community.

Part of Foothill's college bound culture involves informing parents of college preparedness. Families are invited to attend college readiness events that occur annually. These evening events, both in English and Spanish, are an opportunity to hear from other parents and experts, and to assist parents and students in navigating the college application process. Topics include financial aid, timelines for college preparation, required examinations, and meeting with parents and students regarding their college experiences.

Foothill has formed partnerships with community members, businesses and groups. The BioScience Academy connects students with doctors and medical professionals to prepare for careers in the medical field. Additionally, members of the community are regularly asked to participate in activities at Foothill. As part of the career readiness program, speakers from a variety of careers are invited to speak about their profession. These monthly career events serve students while providing community members an opportunity to participate in campus activities. Foothill also actively recruits community members to serve as authentic assessors for student projects such as freshmen and senior level presentations and discussions. Community members bring insight and are exposed to programs and activities of the school.

Since Foothill's opening, students have been required to participate in community service. This requirement has forged strong relationships between the school and community organizations. Foothill students have provided assistance to many non-profit organizations including homeless shelters, educational programs, and animal rescue groups. These relationships have strengthened the bond and have resulted in mutually beneficial partnerships between Foothill and the community.

## 1. Curriculum:

At Foothill Technology High School, students enroll in rigorous and relevant college preparatory, honors, or Advanced Placement classes that are aligned to the California State Standards and meet the requirements for the University of California and California State University systems. The school's curriculum is centered on its three strand areas of technology, communication, and health science. A unique feature of Foothill is its modified block schedule within a seven period school day. This allows students the opportunity to meet the district and university requirements within four years and provides time for a variety of different instructional strategies. To ensure student success in this rigorous environment, freshmen are enrolled in an academic advisory period, Foothill Intervention Reinforcement and Enrichment (F.I.R.E.), four times per week where they can receive academic assistance from teachers, mentors, and peers. Furthermore, classes that are not provided with state standards have adopted national or industry wide standards to direct their instruction. The school's remarkable CST test scores demonstrate that standards are being addressed daily.

The English curriculum is comprised of college prep, honors, Advanced Placement, journalism, and speech and debate. Special emphasis is given to the writing process and its conventions. Students strive to master critical thinking, reading, speaking, listening, and writing skills through grade-level projects, written assignments, oral presentations, examinations, and class work. Eleventh grade AP English is combined with AP U.S. History to form an interdisciplinary class called The American Experience, which includes full integration between the two courses to increase relevancy and contextual understanding.

Ninth grade mathematics students enter at the Algebra 1, geometry, or Geometry Honors level and are able to take college prep, honors and AP courses as they progress in math. These courses include: Algebra II, Algebra II Honors, trigonometry/pre-calculus, Trigonometry/Pre-Calculus Honors, Calculus AB, and Calculus BC. A blend of traditional and non-traditional approaches allows students of all learning styles and abilities to access key concepts and standards.

Science curriculum begins with biology which prepares students for a variety of science course offerings including chemistry, physiology, physics, AP Physics, and AP Biology. Science courses provide laboratory and theoretical experiences which increase the depth of learning. Also, students may apply for the BioScience Academy which focuses on entrance into health science professions. Academy courses include Health Science Survey, Medical Techniques and Terminology, Biotechnology, and Medical Ethics.

Social sciences offer a rich coursework including health sciences, geography, World History, World History Honors, U.S. History, AP American Experience, economics, Economics Honors, government, AP Government, psychology and AP Psychology. Courses are integrated with English counterparts at every grade level building rich, relevant and rigorous curriculum. The social science department has been a leader in making Advanced Placement courses accessible to all students. Approximately one-third of juniors and seniors are enrolled in AP courses in the social sciences.

The foreign language classes offered are Spanish 1-3, Spanish for native speakers, and AP Spanish 4. The Spanish department has adopted the Total Proficiency Response through Storytelling (TPRS) curriculum, a curriculum rich in storytelling and reading emphasizing high frequency structures and comprehensible input. A technology language lab has been developed to allow students access to language learning outside the normal class time. Students can also take classes at Ventura College such as American Sign Language, Japanese, German, Italian, and French.

Visual/Fine/Applied arts include Art 1-4, AP Art, drama, journalism, filmmaking, digital art and design, digital animation, web design, Education in the Digital Age and digital photography. Students have

designed award-winning web pages, the school's brochures, recruitment videos, and student-directed dramatic programs.

Physical education includes dance, independent study PE, on-campus fitness courses, fitness courses at neighboring gym facilities, and athletics programs at boundary high schools. Fitness programs at Foothill are innovative and focus on lifelong fitness. Activities include the use of spin bikes, BOSU balls, rowing and elliptical machines, aerobic activity, and strength training. These programs teach students skills they will be able to integrate into their fitness routines throughout their lives. Additionally, education regarding diet, health, and wellness is incorporated.

At Foothill, technology is more than a tool; it is vital to instructing, learning and communicating. All classrooms have media presentation capabilities, and technology is readily accessible with a 3:1 ratio of students to computers. Both students and teachers use technology through assessment programs, teacher web-sites, collaboration on the Foothill Wiki, Nings, blogs, podcasts, Skype, and both math and Spanish intervention software. Technology courses include Education in the Digital Age (required introductory technology class for all freshman), Web Design 1 and 2, Digital Photography, Film Making, Digital Animation, Digital Art and Design, Biotechnology, AP Studio Art: 2D Design, and Journalism (online newspaper). Additionally, Foothill uses Blackboard Connect to send daily attendance reports to parents via email and telephone and provide general information about school activities, opportunities for involvement, and college and career readiness events. At Foothill, technology is an integral part of the school culture serving as a vehicle to communicate, teach, assess, and collaborate.

Due to the budget crisis in California, funding for technology has been very limited over the past five years. As a school that integrates technology into all aspects of the curriculum, it is imperative to find funding sources to support staff and students. Four years ago, the school appealed directly to parents for financial support in maintaining, upgrading, and replacing technology on campus. At the same time, the school developed a comprehensive seven year technology plan outlining ongoing technology needs on campus. As a result of this parent support, over \$60,000 per year has been utilized to purchase student computer labs, upgrade teacher multimedia stations, purchase software licenses, replace high-end computers used in technology courses (ie: digital animation, digital art and design, film making), provide wireless access points on campus, and increase overall student access to technology.

## **2. Reading/English:**

Upon entering Foothill, all freshmen are enrolled in either college prep or Honors English. In all sections of English, various novels and texts are required. Teachers emphasize reading as a necessary skill and provide assistance and modifications to students who need help. The English department supports state goals of students independently reading at least two million words per year. This develops reading skills, vocabulary, and writing. For students who are struggling with reading, audio books are available, as well as grade-level novels written at their appropriate reading level.

Foothill English Advanced Placement students continue to perform at the highest state and national levels with a majority of students scoring 3 or higher. The English department utilizes technology through the use of the Foothill Wiki and Edmodo in which students and teachers can express themselves through writing interactively with others about topics from class. All seniors write college application essays and are encouraged to take part in writing workshops and financial aid informational seminars to facilitate their transition to college. In addition, the English department has added a nationally recognized online newspaper and journalism course to increase electives in the strand area of communications.

English at Foothill is a leader in the school's effort to integrate courses. The natural integration between English and social science has been carried out across all grade levels. Students are given shared assignments in which key aspects are addressed in each subject and mutual credit given. Senior students

in English and government take part in numerous integrated projects. An example is the Constitutional Issues Simulation that makes use of standards for both courses in one unit.

The English class plays a major role in grade-level projects. In the 9th grade project, English is focused primarily on reading, MLA format, and speaking standards. In addition, the students make their presentations to authentic assessors in a National Forensic League style speech tournament. As part of a final culmination, 12th grade English students investigate what it means to be a hero and participate in extensive service learning activities.

Through a mid-day advisory program F.I.R.E. (Foothill Intervention Reinforcement Enrichment), teachers have the opportunity to analyze data and in-class performance to work with students outside of the class period. This intervention period gives teachers an opportunity to provide additional instruction and support to students of all levels. English teachers require students to come to F.I.R.E. for essay help.

### **3. Mathematics:**

The mathematics department focuses on innovative strategies, timely interventions and providing students with multiple opportunities to demonstrate understanding of content standards.

To capture student interest and increase understanding, the mathematics curriculum at Foothill involves inference, the use of manipulatives, relative analogies, cooperative learning, vocabulary development and integration with other subject areas. Example projects include integration with the art department in Algebra 2 through the conic arts project and with Geometry through the Tessellation Project. The math curriculum at Foothill also integrates writing through test corrections, furthering one of Foothill's goals to incorporate writing across the curriculum. Foothill participates with other schools in the district and state to share best practices and to develop like benchmark examinations. Backwards planning is utilized to ensure that all state standards are being met.

To prepare students for success in math, great care is taken to appropriately place students. Before entering Foothill, students are assessed and placed in appropriate math classes. Students who demonstrate deficiencies in Algebraic skills are placed in a voluntary two week boot camp that takes place before the start of school. This boot camp provides incoming freshmen with the math skills necessary to succeed in Foothill's rigorous academic environment and also helps them acclimate to high school life. Once school has started, regular interventions occur to keep students on-track. Regular interventions are held during the mid-day advisory period and through after-school tutoring with an instructor for students at risk of not passing the California High School Exit Examination. Additionally, Carnegie software is used to assess student understanding of mathematical concepts and to prescribe lessons to improve deficient skills.

To assess their understanding of the math curriculum, students are provided with a variety of methods to demonstrate their understanding. Performance based assessments, project-based assessments, online quizzes, traditional tests, test corrections, and quiz re-takes are all used to provide students with a variety of methods to best demonstrate their mastery of a standard.

### **4. Additional Curriculum Area:**

The science department offers classes that provide students with rigor and relevance based on state and national standards. In 9th grade, all students are placed in Biology to increase opportunities for integration and to promote rigor. These students participate in an integrated project involving research, an action plan, and a presentation focusing on a biome. Future plans for this 9th grade project include a health and nutrition based project integrating microbiology and organic chemistry. This demonstrates the ability of the science department to be innovative and evolutionary.

Additionally, Science students are given the opportunity to experience, as well as learn about, science through inquiry and experimentation. An example of this includes Conceptual Physics projects such as

the “Egg Drop” in which students learn the theory of momentum, force, impact, and conservation of energy. Students experience these concepts first hand as they drop the protected eggs. Biology students dissect pigs while learning about organs then comparing their findings through the use of dissection software. Chemistry students learn how compounds are formed mathematically then first hand through guided labs. Science students continue this process as they move into advanced courses such as AP Physics, and Physiology H.

Foothill established the BioScience Academy in 2003 with a Specialized School Program grant from the State of California. These funds allowed the development of a three year program that is designed to provide students who are interested in preparing for a career in health care or bioscience access to advanced coursework and lab skills. The purpose of the Academy is to create well-rounded science students that are knowledgeable in both the life and physical sciences through exposure to unique specialized courses. The Academy program begins sophomore year with a specialized course that exposes students to the vast world of health care and bioscience in order to help students see the possibilities that are available to them. During this year, students also take honors Chemistry. The students in their junior year take honors Physiology and Medical Technology, focusing on application and real world scenarios. They are also provided the opportunity to shadow multiple professionals in hospital and clinic settings in order to see, first hand, the application of their knowledge. The final year of the program involves seniors spending a year studying the complex topic of Physics. In addition, students learn recombinant DNA techniques and molecular Biology lab skills. During the biotechnology labs, students participate in a worldwide project called the Bar-Coding of Life Initiative. Students also have the opportunity to discuss and analyze numerous controversial topics in a Bioethics course. This course challenges students to examine their beliefs and practices in a safe, educational format.

## **5. Instructional Methods:**

Foothill meets the needs of all students including diverse subgroups through rigorous and relevant college prep curriculum. Foothill staff differentiates within its 90 minute block periods, through the mid-day advisory period, and through the use of technology both within and outside of the school day.

Within the class period, teachers utilize a variety of instructional methods to meet the diverse learning styles of students. Teachers provide real-life scenarios, collaborate between courses, guide project-based lessons, directly instruct students, facilitate Socratic Seminars, utilize manipulatives, and integrate curriculum to increase relevancy. Teachers use technology, such as multi-media, internet-based resources, software and internet based collaboration to evaluate and instruct students. Through the use of Illuminate (web-based assessment software) teachers can assess students and receive immediate feedback, aiding them in the re-teaching process. In the Spanish department, Rosetta Stone software is implemented to provide additional re-teaching, evaluation and prescriptive curriculum for students studying Spanish. The math department utilizes the Carnegie software to assess students’ understanding of Algebraic concepts and provide lessons and instruction to improve these skills. A.V.I.D. strategies such as Socratic Seminars and tutorials are implemented.

Through a mid-day advisory program F.I.R.E. (Foothill Intervention Reinforcement Enrichment), teachers have the opportunity to analyze data and in-class performance to work with students outside of the class period. This intervention period gives teachers an opportunity to provide additional instruction and meet the differentiated needs of all students. An example of this differentiation is seen in biology courses, when after a common assessment is administered, groups of students gather during F.I.R.E. to review a concept. English teachers require students to come to F.I.R.E. for essay help.

Technology has provided students an opportunity for learning, differentiation, and assistance when they are not on campus. Through tools including the Foothill Wiki, Edmodo, Facebook and Twitter, students are able to interact with peers and instructors in safe environments to improve their academic achievement. Cutting edge technology is regularly used and shared through staff development. Foothill staff looks ahead to help students learn in a variety of ways. For example, in English 10, students post

their responses to a prompt online, where other students can comment and assist them in their writing. This resource provides a safe, monitored digital forum where students and teachers can work collaboratively to improve student understanding.

## **6. Professional Development:**

All Foothill staff members participate in a variety of professional development opportunities including local, state, and national conferences in specific curricular areas such as Advanced Placement, A.V.I.D., Renaissance, and language development. Site-based and district-wide staff development days include A.V.I.D. techniques, Illuminate implementation, AB 75 training for administrators, and the district BTSA (Beginning Teacher Support and Assessment) induction program. Foothill staff members share strategies for standards-based instruction continually. Much of the staff development is provided by teacher experts including A.V.I.D. training, standards alignment work, and project-based integrated curriculum planning. Recent staff development activities have focused on the area of technology and have included training in Edmodo, Glogster, the Foothill Wiki, web-site development, Voicethread, digital media in the classroom, the Cloud, and digital whiteboards. In addition to the general trainings for all staff, employees also participate in trainings in their field such as campus supervision, accounting and student leadership. Each summer, Foothill staff comes together to attend a “Summer Institute.” During these three days, staff meets to design new courses, rework current courses, plan, work on standards and curriculum, enhance action-based projects, receive technology training, work on WASC, develop semester plans, and participate in team-building activities. Teachers continue this process in regular integrated team and department meetings during Foothill’s weekly collaboration time. Foothill encourages additional collaboration through the use of SIP monies that fund release days for interdisciplinary planning and project refinement. Additional staff development occurs through administrative walkthroughs based on the Marzano model and the formal evaluation process. Evaluations are based on the California Standards for the Teaching Profession model that include an emphasis on peer coaching. The focus of observation and evaluation is to improve instruction and, ultimately, student learning. In terms of NCLB requirements 33 of 33 teachers are designated as “highly qualified.” BTSA provides the necessary support for new teachers in implementing the California Standards for the Teaching Profession.

## **7. School Leadership:**

Foothill is driven by clear goals and utilizes data and student performance to make decisions that are in the best interest of student learning. To create clear goals, Foothill participates in the Western Association of Schools and Colleges (WASC) accreditation process. This process results in a self-study of the school, involves all stakeholders, and involves a visit by a committee of educators as appointed by the WASC organization. The goals developed through the WASC process are used to drive programs, and guide site decisions and spending. The WASC advisory committee, formed of five staff members who oversee programs on site, monitors site progress toward these goals. In 2009, Foothill received a six year clear accreditation from WASC, the longest accreditation term a school can achieve.

Decision making at Foothill is made by various groups including teachers, parents, students and community members. To further implement the WASC goals and to involve teachers in the decision making process, a school leadership team is comprised of department chairs, classified staff and school administration. This leadership team meets regularly to discuss campus issues, address department concerns and make appropriate programmatic recommendations. To involve students in the decision making process, an Associated Student Body is formed of both elected and appointed students. This body meets multiple times per week, plans activities, and controls a large portion of the school’s discretionary budget. To involve parents, a Parent Faculty Student Organization of volunteer and elected positions meets monthly to monitor the school’s academic performance, and assists in the planning of school activities. Foothill’s parent organization also maintains a grant fund to support programs and activities on campus. To involve students, parents, staff and the community, a School Site council is formed of the aforementioned constituents and meets to discuss school events, progress, and funds for projects that meet

the WASC goals. The School Site Council develops a single school plan which incorporates the WASC goals and state performance data to drive school programs.

The principal's role in the leadership of the school is to facilitate and organize these groups to implement the WASC goals. The principal provides the necessary data, reports on the school's progress and sets goals for these groups. The principal serves as a liaison between these groups and helps to delegate responsibility and support stakeholders in their efforts to support student learning.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: California High School Exit Exam (CAHSEE)

Edition/Publication Year: 2011 Publisher: California Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	83	82	82	79	85
Advanced	42	46	43	44	44
Number of students tested	264	222	254	236	251
Percent of total students tested	97	100	97	99	98
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	71	65	71	68	79
Advanced	19	24	22	35	26
Number of students tested	58	54	45	43	38
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	5	3		1	2
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced	75	64	73	57	73
Advanced	41	20	17	30	23
Number of students tested	71	55	54	33	52
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	5				
<b>5. English Language Learner Students</b>					
Proficient plus Advanced			20		
Advanced					
Number of students tested	5	5	10	6	7
<b>6. Asian</b>					
Proficient plus Advanced	94		91	92	100
Advanced	72		65	75	71
Number of students tested	18	9	23	12	17
<b>NOTES:</b> The California High School Exit exam is administered to all 10th graders in California and is a requirement for graduation. This exam is scored on a 450 point scale. To pass the exam students must earn a score of 350 or higher. On the Math portion of the test, proficient is designated as scoring 380 or higher and advanced is designated as scoring 422 or higher.					

12CA30

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: CAHSEE (California High School Exit Exam)

Edition/Publication Year: 2011 Publisher: California Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Advanced	92	85	83	85	85
Advanced	68	66	60	61	62
Number of students tested	264	222	254	236	251
Percent of total students tested	99	100	97	98	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	83	68	65	66	68
Advanced	50	33	36	40	39
Number of students tested	58	54	45	43	38
<b>2. African American Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested	5	3		1	2
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	86	74	65	69	73
Advanced	56	36	37	48	38
Number of students tested	71	55	54	33	52
<b>4. Special Education Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested	5				
<b>5. English Language Learner Students</b>					
Proficient and Advanced			10		
Advanced					
Number of students tested	5	5	10	6	7
<b>6. Asian</b>					
Proficient and Advanced	100		91	92	89
Advanced	67		74	75	65
Number of students tested	18	9	23	12	17
<b>NOTES:</b> The California High School Exit exam is administered to all 10th graders in California and is a requirement for graduation. This exam is scored on a 450 point scale. To pass the exam students must earn a score of 350 or higher. On the English Language arts portion of the test, proficient is designated as scoring 380 or higher and advanced is designated as scoring 403 or higher.					

12CA30

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient plus Advanced	83	82	82	79	85
Advanced	42	46	43	44	44
Number of students tested	264	222	254	236	251
Percent of total students tested	97	100	97	99	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient plus Advanced	71	65	71	68	79
Advanced	19	24	22	35	26
Number of students tested	58	54	45	43	38
<b>2. African American Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	5	3	0	1	2
<b>3. Hispanic or Latino Students</b>					
Proficient plus Advanced	75	64	73	57	73
Advanced	41	20	17	30	23
Number of students tested	71	55	54	33	52
<b>4. Special Education Students</b>					
Proficient plus Advanced					
Advanced					
Number of students tested	5	0	0	0	0
<b>5. English Language Learner Students</b>					
Proficient plus Advanced			20		
Advanced			0		
Number of students tested	5	5	10	6	7
<b>6. Asian</b>					
Proficient plus Advanced	94		91	92	100
Advanced	72		65	75	71
Number of students tested	18	9	23	12	17
<b>NOTES:</b> The California High School Exit exam is administered to all 10th graders in California and is a requirement for graduation. This exam is scored on a 450 point scale. To pass the exam students must earn a score of 350 or higher. On the Math portion of the test, proficient is designated as scoring 380 or higher and advanced is designated as scoring 422 or higher.					

12CA30

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Advanced	92	85	83	85	85
Advanced	68	66	60	61	62
Number of students tested	264	222	254	236	251
Percent of total students tested	99	100	97	98	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	83	68	65	66	68
Advanced	50	33	36	40	39
Number of students tested	58	54	45	43	38
<b>2. African American Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested	5	3	0	1	2
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	86	74	65	69	73
Advanced	56	36	37	48	38
Number of students tested	71	55	54	33	52
<b>4. Special Education Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested	5	0	0	0	0
<b>5. English Language Learner Students</b>					
Proficient and Advanced			10		
Advanced			0		
Number of students tested	5	5	10	6	7
<b>6. Asian</b>					
Proficient and Advanced	100		91	92	89
Advanced	67		74	75	65
Number of students tested	18	9	23	12	17
<p><b>NOTES:</b> The California High School Exit exam is administered to all 10th graders in California and is a requirement for graduation. This exam is scored on a 450 point scale. To pass the exam students must earn a score of 350 or higher. On the English Language arts portion of the test, proficient is designated as scoring 380 or higher and advanced is designated as scoring 403 or higher.</p>					