

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mr. Joseph Chance Bova
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Foothill Technology High School
(As it should appear in the official records)

School Mailing Address 100 Day Road
(If address is P.O. Box, also include street address)

Ventura CA 93003-2040
City State Zip Code+4 (9 digits total)

County Ventura State California School Code Number* 56-72652-5630348

Telephone (805) 289-0023 Fax (805) 289-0029

Website/URL www.foothilltech.org E-mail jbova@vtusd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Trudy Arriaga
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ventura Unified Tel. (805) 641-5000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. B.J. Fitzgerald
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 17 Elementary schools
 4 Middle schools
 6 High schools

 27 TOTAL

2. District Per Pupil Expenditure: \$6,352

 Average State Per Pupil Expenditure: \$6,919

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 5 Number of years the principal has been in her/his position at this school.

 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	140	115	255
2				10	116	120	236
3				11	115	109	224
4				12	105	73	178
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							893

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|----------------------|----------------------------------|
| 70 | % White |
| 2 | % Black or African American |
| 19 | % Hispanic or Latino |
| 5 | % Asian/Pacific Islander |
| 3 | % American Indian/Alaskan Native |
| 100% Total*** | |

***These percentages may not sum to 100 due to responses of: other, multiple, declined to state, or non-response.

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 7 %

[This rate should be 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 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	55
(3)	Total of all transferred students [sum of rows (1) and (2)]	62
(4)	Total number of students in the school as of October 1	893
(5)	Total transferred students in row (3) divided by total students in row (4)	.06942
(6)	Amount in row (5) multiplied by 100	7.0

8. Limited English Proficient students in the school: 2 %
13 Total Number Limited English Proficient

Number of languages represented: 2
 Specify languages: Spanish and Russian

9. Students eligible for free/reduced-priced meals: 14 %

Total number students who qualify: 126

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 federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{1}{11}$ % Total Number of Students Served

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> </u> Autism	<u> 2 </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 1 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 8 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> 2 </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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> 2 </u>	<u> 1 </u>
Classroom teachers	<u> 30 </u>	<u> 3 </u>
Special resource teachers/specialists	<u> 0 </u>	<u> 0 </u>
Paraprofessionals	<u> 0 </u>	<u> 1 </u>
Support staff	<u> 13 </u>	<u> 9 </u>
Total number	<u> 45 </u>	<u> 14 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 27:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	96%	98%
Daily teacher attendance **	97%	96%	96%	98%	97%

Teacher turnover rate	10%	8%	18%	13%	8%
Student dropout rate (middle/high)	1%	0%	0%	0%	0%
Student drop-off rate (high school)	8%	8%	7%	3%	5%

**The Ventura Unified School District does not disaggregate daily teacher attendance data. The percentages provided are estimates based on Foothill Technology High School records.

14. Show what the students who graduated in Spring 2005 are doing as of September 2005.

Graduating class size	<u>167</u>
Enrolled in a 4-year college or university	<u>46%</u>
Enrolled in a community college	<u>47%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>3%</u>
Military service	<u>2%</u>
Other (travel, staying home, etc.)	<u>1%</u>
Unknown	<u>1%</u>
Total	100 %

PART III - SUMMARY

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

Foothill 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. Foothill has an enrollment of 893 students. 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. The block schedule also allows the school to bank time in order for staff to collaborate on a weekly basis. 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 six teaching pods, and the Media Center. Each

classroom has a teacher presentation station that can share DVD, video, and Power Point presentations via a ceiling mounted multimedia projector. All incoming students take, or demonstrate proficiency in, the applications taught in Technology Literacy 1.

Career Education spans four years at FTTHS. 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 set up at FTTHS due to campus size and facility constraints. A full time teacher offers supervised Physical Education classes at the nearby athletic clubs. A small percentage of students participate in independent P.E. through pre-approved community organizations. FTTHS offers dance classes 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. Students must complete 60 hours between 9th and 11th grades. The remaining 15 hours must be completed in conjunction with The Senior Hero Project.

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: an Academic Performance Index (API) of 885 that ranks in the top 1 percent among the approximately 1100 California public high schools, 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 nationally recognized Renaissance Program, a cutting edge school for integrating technology into the classroom, and a model mid-day advisory period.

PART IV – INDICATORS OF ACADEMIC SUCCESS

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 to pass the CAHSEE. At Foothill, there has been an upward trend in both the pass rate and the percent of students who are scoring proficient or above on the CAHSEE. Foothill's school-wide pass rates are 99% in ELA compared with the state pass rate of 65%; FTTHS' mathematics pass rate is 97% compared with the state pass rate of 63%.

Foothill students scoring proficient or above on the CAHSEE far exceeds the state averages for all significant subgroups. On the ELA section in 2005, 88.1% of Foothill students scored proficient or above school-wide compared with state results of 41.9%. Of the economically disadvantaged students at FTTHS, 66.1% scored proficient or above in comparison to the state results of 26.6%. Finally, 81.4% of our Hispanic students scored proficient or above compared to the state results of 26.9%. In math, 78.6% of Foothill students scored proficient or above school-wide compared with state results of 45.0%. Of the economically disadvantaged students at FTTHS, 62.5% scored proficient or above in comparison to the state results of 32.9%. Finally, 74.4% of our Hispanic students scored proficient or above compared to the states results of 32.6%.

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.

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 2001-2005 English/language arts CST results reveal improvement at each grade level over a five-year period. Ninth grade ELA scores have improved in terms of the number of students scoring proficient or above each year from 44% in 2001 to 88% in 2005. The data from tenth grade students reveals similar results with 55% proficient or above in 2001 and 85% in 2005. This trend extends to the eleventh grade with 62% in 2002 (Foothill was established in 2000 without eleventh grade students until 2002) and 77% proficient or above in 2005.

The 2005 CST results reveal that 78% of ninth grade economically disadvantaged students scored at proficient or above in ELA; in 2001, 41% of students scored proficient or above. In 2005, 67% of the tenth grade economically disadvantaged students scored at proficient or above; this compares with 36% in 2001. The data for the eleventh grade in 2005 shows 63% of the economically disadvantaged students are scoring proficient or above. In 2001, Foothill had fewer than the 100 economically disadvantaged students required to form a significant subgroup for reporting purposes.

The 2005 CST results reveal that 78% of ninth grade Hispanic students scored at proficient or above in ELA. Of the Hispanic sub group in tenth grade, 80% scored at proficient or above. Previous results for the Hispanic subgroup are unavailable for the 2001 or 2002 school year since the school did not have the required 100 Hispanic students to form a significant subgroup for reporting purposes. To access all California State Education Data go to www.cde.ca.gov

2. Using Assessment Results:

Foothill uses data from various assessments to analyze student learning. The California Standards Test, CAHSEE, and local assessments 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. District and site benchmarks are being implemented across the curriculum. Discussion and reflection regarding student learning occurs school wide and at department meetings. EDUSOFT data analysis software assists teachers in using formative assessment to modify instruction. FTTHS has implemented a mid day advisory, where students are assigned based on various assessment data. Renaissance, an academic incentive program, uses assessment data to set school-wide academic goals and incentives. FTTHS instructors use a variety of assessment tools to improve and modify instruction including inter-disciplinary projects, inquiry analysis, authentic assessment, and writing samples.

FTTHS staff meets annually during the summer to refine curriculum based on assessment data. This process continues in project team, 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. The test analyzes and reviews the lowest achievement areas in order to modify curriculum to improve student achievement. For example, the math department, after studying assessment results, set up strategic interventions to help students perform at higher levels. These interventions include: a math turn-around class in which all students who performed poorly on benchmarks the first semester of Algebra I re-take it the second semester at a slower pace, an after-school math intervention class for students who are identified as “at-risk” for failing the CAHSEE, and math labs during the advisory period where students are assigned based on need.

3. Communicating Assessment Results:

Foothill reports student progress towards 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, quarter grades 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 grade and communication system, ensuring awareness of academic progress. This 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 Dragon Survival Guide*, 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, teacher-parent and school board meetings.

4. Sharing Success:

The Foothill Technology High School staff prides itself on being collaborative and having an “open door policy” for anyone who shows interest. 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 continues to implement rigorous and relevant curriculum and cutting edge programs. A variety of professionals including teachers, student teachers, administrators, district office personnel, and college professors have come to FTTHS in search of fresh, innovative ideas. Administrators from various school districts throughout the state have visited to obtain information on how to establish a magnet school, integrate technology in the classroom, create a collaborative culture among staff, use student information systems, and implement various intervention programs. Foothill is currently working with schools in our district to implement mid day advisories similar to the FTTHS model. We regularly attract teaching credential candidates from the California State University at Channel Islands, Ventura College, and several private universities in search of innovative teaching strategies and technology use in the classroom.

In addition to visitors coming to our site, both FTTHS staff and students regularly outreach to other schools to share successful practices. FTTHS has a model Renaissance and AVID program. Both coordinators have presented nationally and regularly provide ongoing support to other schools in need. We have also had other teachers, in addition to the coordinators, present on specific areas of specialty at both AVID and Renaissance conferences. Our technology department has several staff who are instructors for the Educational Technology Program at Azusa Pacific University. Our AP English 11/AP US History teacher visited Stanford University last year to discuss interdisciplinary integration at the AP level. Our teaching staff shares curriculum ideas on their websites, which include lessons, agendas, and projects. This provides educators throughout the world access to our project-based curriculum. In addition to our staff, our leadership students present at local conferences for other high school and middle school students.

FTTHS is one of several hundred high schools that are members of the Successful Practices Network. This network, sponsored by the International Center for Leadership in Education, provides a forum for selected high achieving schools to share data and best practices.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

At Foothill Technology High School every student is enrolled in rigorous and relevant college preparatory classes that are aligned to the California State Standards and meet the requirements for the University of California and California State University systems. Students seeking additional challenges may take Honors, Advanced Placement, and college courses. The school's curriculum is centered on its three strand areas of technology, communications, and health science. A unique feature of Foothill is a seven period school day that allows students the opportunity to meet the district and university requirements in less than four years. Those classes that are not provided with state standards have adopted national or industry wide standards to direct their instruction. The school's remarkable test scores on the CST demonstrate standards being addressed in the classroom on a daily basis. Individual class grades are based on standards attainment.

A student must complete 230 units to graduate including four years of Language Arts/English, three and a half years of social science, three years of math, two years of science, two years of physical education, one year of applied arts in the form of technology literacy, one year of fine arts, and 75 hours of community service.

FTHS is seeking to integrate curriculum at every step. Students must participate in action based interdisciplinary projects at each grade level. The grade level projects include: 9th grade- "How Technology Affects the World", 10th grade- "How Disease Affects the World", 11th grade- "How America Affects the World, and 12th grade- "How The Student Affects The World". Examples of further integration are collaborative projects between science/math, art/social studies, and technology/English. All 9th grade students are enrolled in an academic advisory period, Foothill Intervention, Reinforcement, and Enrichment (FIRE), four times per week where they can receive academic assistance from teachers, tutors, and peers. During the advisory time, additional academic support is available in math, science and humanities labs manned by an instructor and peer tutors from the FTHS National Honor Society.

The **English** curriculum is comprised of college prep, honors, Advanced Placement, and elective courses. Special emphasis is given to the writing process and its conventions. Students strive to master 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 is fully integrated between the two courses to increase relevance and retention.

Ninth grade **Mathematics** students enter at the Algebra I, 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 to access learning through collaboration and problem-solving, as well as direct instruction.

Science curriculum begins with either Conceptual Physics or 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 that provide depth to student learning. Students may apply during their freshman year for the Bioscience Academy. This academy provides a focus of study to prepare students to enter health science professions. Academy courses include: Health Science Survey, Medical Techniques and Terminology, Biotechnology, and Medical Ethics.

Social Sciences offers a rich coursework including Geography, World History, World History Honors, U.S. History, AP *American Experience*, Economics, Economics Honors, Government, AP Government, and Psychology. Courses are integrated with English counterparts at every grade level to increase relevance and retention. The social science department has been a leader in making advanced placement courses accessible to all students. Approximately 35 % of juniors and seniors are enrolled in

AP courses in the social sciences.

Foreign language offerings at FTTHS are Spanish 1-3, and AP Spanish IV. A language lab has been developed to allow students access to language learning outside the normal class time. Students also take classes at Ventura College such as sign, Japanese, German, Italian, and French.

Visual/Fine Arts includes Art 1-4, drama, speech and debate, filmmaking, film studies, digital art and design, visual communications, web design, and digital photography. Students have designed award winning web pages, the school's brochures, recruitment videos, and student-directed dramatic programs. The forensic team has won numerous honors at the local and state levels.

2. **English:**

Upon entering FTTHS, 9th grade students are enrolled in either college prep or honors English. In all sections of English, various novels and texts are required reading for all students. Teachers emphasize reading as a necessary skill and provide assistance and modifications to students who need help. The English department has a goal of each student reading at least one million words per year outside of the school day. This develops reading skills, vocabulary, and writing. For students who are struggling with reading, books on tape are available as well as grade level novels written at a lower reading level. SSR is an additional component of most English classes at FTTHS.

FTTHS English advanced placement students continue to perform at the highest state and national levels with a majority of students scoring 3 or higher. A new development in English is the creation of BLOG sites in which students and teachers can express themselves in writing interactively with others about topics/novels/etc. from class. All seniors are encouraged to take part in activities such as college application essay writing workshops and financial aid informational seminars to facilitate their transition to college. In addition, the English department has added a creative writing and film studies class to increase electives in the strand area of communications.

English at FTTHS is a leader in the school's effort to integrate courses. The natural integration between English and social science has been carried out across 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 each of the grade level projects. In the 9th grade project, the first semester of English is focused primarily on reading, research, and presentations. In addition, the students make their presentations to authentic assessors in a National Forensic League style speech tournament. All 10th grade students write a position paper to the "President of the United States" in response to a disease outbreak and present to officials from state and local health agencies as the English portion of the 10th grade project. In the 11th grade, the grade level project is based in English and centers around a study of what the American Dream is. As part of a final culmination, 12th grade English students investigate what it means to be a hero and actually volunteer time in the community.

3. **Science:**

The science department offers classes that provide students with rigor and relevance based on state and national standards. Beginning in 9th grade, students are given the opportunity to experience as well as learn about science through inquiry and experimentation. An example of this, our Conceptual Physics projects such as the "Water-Rocket" in which students learn the theory of aerodynamics, drag, and gravity then experience these concepts first hand as they launch their rockets high above the school. Biology is similar as students dissect pigs as part of learning about organs then compare their findings using 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

Physics AP, Physiology H, and Biology AP.

The school applied for and received a SSP grant for the development of a Bio-Science academy that would prepare students for health science fields which is one of the school's emphases. In its second year, students have been exposed to the opportunities in the area through guest speakers, field trips, and coursework. This year, they have begun to learn basic skills such as first aid and triage in the medical techniques course. Next year, offerings will continue to expand as biotechnology and medical ethics courses come on board. Partnerships have been formed with the local hospitals and companies such as Baxter Pharmaceuticals to provide students with hands-on experiences.

4. Instructional Methods:

Instruction at FTTHS is a multifaceted affair, drawing on a variety of methodologies and strategies such as: projects, simulations, Socratic seminars, lecture, and inquiry. All teachers understand that part of the mandate at FTTHS – as a magnet – is to deliver instruction in nontraditional manners. This is not to say that traditional instruction – lecture, essays, labs, textbooks, tests, etc. – are absent; they have been, and are, a crucial aspect of schooling at FTTHS. However, FTTHS teachers also use many projects to enable students to create artifacts, engage subject material in a personal and relevant manner, and delve more deeply into themes and curriculum than might occur in a lecture-test format. This transition from a traditional format to a non-traditional model of teaching is a multi-year process that continues to be refined.

Collaboration among the staff members has facilitated the creative implementation of California State Standards in the curriculum for each academic department. One example of best practices being used at FTTHS to facilitate standards based curriculum would be the lessons designed by faculty members utilizing the collaboration strategies of Schmoker and implementing Marzano's best practices for all students. This opportunity to work and plan as a group creates a spirit of cohesiveness that is unique to the Foothill staff. In addition to the Summer Institute, our weekly class schedule has been organized so that time is banked and allotted for weekly collaboration; this time is often reserved for departmental planning or project work. The administration encourages faculty members to collaborate further by using SIP monies for entire days of planning and project development. The collaborative nature of the staff has ensured consistent implementation of the state standards for each department and grade level.

The standards based core curriculum is communicated across the subjects and grade levels in a variety of ways. An example of articulation across subjects and grades would be Jane Schaefer writing program that is used school wide. Departments have implemented a common format for research papers and grading rubrics that are used school wide, especially with grade level projects. AVID strategies for inquiry, study skills, note taking, and notebook organization have also been implemented school wide.

5. Professional Development:

All FTTHS staff members participate in a variety of professional development opportunities including local, state, & national conferences in specific curricular areas such as advanced placement, AVID, California Technology Assistance Project, and language development. Site-based and district-wide staff development days include: Marzano's "Class Instruction That Works" texts, AVID techniques, Schmoker strategies; Dennis Fox "data driven instruction", EduSoft implementation, DuFour training on "Building a Professional Learning Community", AB 75 training for administrators, and the district BTSA (Beginning Teacher Support and Assessment) induction program. FTTHS staff members share strategies for standards-based instructions continually. 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 during vacation to attend the “Summer Institute”. During these three days, staff meets to design new courses/rework current courses, to plan, work on standards and curriculum, action-based project enhancement, technology training, WASC work, development of semester plans, and to participate in team-building activities. Teachers continue this process in team and department meetings on a regular basis during Foothill’s weekly collaboration time. FTHS 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 includes an emphasis on peer coaching. The focus of observation and evaluation is to improve instruction and ultimately student learning. In terms of NCLB requirements 32 of 33 teachers are designated as “highly qualified”. BTSA provides the necessary support for new teachers by providing the essential support, resources and collegial planning required for new teacher classroom effectiveness, enhanced teaching strategies for students from diverse backgrounds, focused professional growth, and increased awareness of teaching as a profession

PART VII - ASSESSMENT RESULTS

Subject English Grade 10 Test California High School Exit Exam

Edition/Publication Year Published Annually by Educational Testing Services

The California High School Exit Exam (CAHSEE) was first administered in the spring of 2001. Beginning with the class of 2006, all students must pass this new exam to receive a high school diploma and therefore no students were excluded from testing. Section 504 and Special Education students are accommodated as per their Section 504 or Individualized Educational Plan (IEP).

The CAHSEE data is reported by school scores and all subgroups. California determines scores to be statistically significant when more than 100 students from a particular group are represented or if that group makes up at least 5% of the total student population. While some of the sub-groups listed do not meet the state criteria, they are listed to demonstrate growth and success of these emerging sub-groups. The two tables display the percentage of Foothill students who are proficient and above in ELA and math.

CAHSEE (California High School Exit Exam)

Foothill Technology High School				
	2004-2005	2003-2004	2002-2003	2001-2002
MATHEMATICS	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	February	February	March	March
SCHOOLWIDE				
% Proficient and Above State Standards	79	73	75	41
Number of Students Tested	235	218	217	157
Percent of total students tested	100	100	98	95
SUBGROUP SCORES				
1. Socio/economically Disadvantaged				
% Proficient and Above State Standards	63	81	61	36
Number of Students Tested	33	33	24	37
Percent of total students tested	100	100	100	100
2. English Learner				
% Proficient and Above State Standards	NA	NA	NA	NA
Number of Students Tested	8	10	9	2
Percent of total students tested	100	100	90	40
3. Students with Disabilities				
% Proficient and Above State Standards	NA	NA	NA	NA
Number of Students Tested	1	2	1	0
Percent of total students tested	100	100	100	
4. African American (not of Hispanic origin)				
% Proficient and Above State Standards	NA	NA	NA	NA
Number of Students Tested	2	5	4	4
Percent of total students tested	100	100	100	100

Foothill Technology High School				
MATHEMATICS	2004-2005	2003-2004	2002-2003	2001-2002
5. American Indian or Alaska native				
% Proficient and Above State Standards	NA	NA	NA	NA
Number of Students Tested	5	4	1	3
Percent of total students tested	100	100	100	100
6. Asian				
% Proficient and Above State Standards	NA	NA	NA	NA
Number of Students Tested	8	9	6	3
Percent of total students tested	100	100	85.7	100
7. Filipino				
% Proficient and Above State Standards	NA	NA	NA	NA
Number of Students Tested	3	1	3	3
Percent of total students tested	100	100	75	100
8. Hispanic				
% Proficient and Above State Standards	74	59	57	22
Number of Students Tested	43	41	55	34
Percent of total students tested	98	100	100	100
9. Pacific Islander				
% Proficient and Above State Standards	NA	NA	NA	NA
Number of Students Tested	1	0	1	1
Percent of total students tested	100		100	
10. White (not of Hispanic origin)				
% Proficient and Above State Standards	78	75	82	46
Number of Students Tested	170	158	146	110
Percent of total students tested	100	100	97	89

CAHSEE (California High School Exit Exam)

Foothill Technology High School				
ENGLISH LANGUAGE ARTS	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	February	February	March	March
SCHOOLWIDE				
% Proficient and Above State Standards	88	85	87	49
Number of Students Tested	235	218	217	164
Percent of total students tested	100	100	98	99
SUBGROUP SCORES				
1. Socio/economically Disadvantaged				
% Proficient and Above State Standards	67	75	65	45
Number of Students Tested	33	33	24	40
Percent of total students tested	100	100	100	100
2. English Learner				
% Proficient and Above State Standards	NA	NA	NA	NA
Number of Students Tested	8	10	9	2
Percent of total students tested	100	100	90	40
3. Students with Disabilities				
% Proficient and Above State Standards	NA	NA	NA	NA
Number of Students Tested	1	2	1	0
Percent of total students tested	100	100	100	0
4. African American (not of Hispanic origin)				
% Proficient and Above State Standards	NA	NA	NA	NA
Number of Students Tested	2	5	4	4
Percent of total students tested	100	100	100	100

Foothill Technology High School				
ENGLISH LANGUAGE ARTS	2004-2005	2003-2004	2002-2003	2001-2002
5. American Indian or Alaska native				
% Proficient and Above State Standards	NA	NA	NA	NA
Number of Students Tested	5	4	2	2
Percent of total students tested	100	100	100	100
6. Asian				
% Proficient and Above State Standards	NA	NA	NA	NA
Number of Students Tested	8	9	6	3
Percent of total students tested	100	100	86	100
7. Filipino				
% Proficient and Above State Standards	NA	NA	NA	NA
Number of Students Tested	3	1	4	3
Percent of total students tested	100	100	100	100
8. Hispanic				
% Proficient and Above State Standards	81	76	71	39
Number of Students Tested	43	41	53	36
Percent of total students tested	98	100	98	100
9. Pacific Islander				
% Proficient and Above State Standards	NA	NA	NA	
Number of Students Tested	1	0	1	0
Percent of total students tested	100		100	
10. White (not of Hispanic origin)				
% Proficient and Above State Standards	89	88	92	50
Number of Students Tested	170	158	147	116
Percent of total students tested	100	100	97	94