

# 2019-20 School Accountability Report Card

Published January 2021



**VENTURA HIGH SCHOOL**  
TWO NORTH CATALINA STREET, VENTURA, CA 93001  
(805) 641-5116

CARLOS V. COHEN, PRINCIPAL  
GRADES 9-12

## PRINCIPAL'S MESSAGE

Dear Families, Staff Members and Community,

Thank you for your interest in learning more about Ventura High School, the home of the Cougars. Established in 1889, Ventura High School is more than our fair city's namesake high school -- it is the social, cultural, economic and diverse embodiment of our city. Our academic, athletic, artistic and community action programs are perfect examples of our school in action. As you read this School Accountability Report Card (SARC), you will find that Ventura High School is a diverse and inclusive comprehensive high school committed to serving the needs of all of our students with excellence, respect and care.

Though our school was impacted by the global COVID 19 pandemic, our VHS community worked collaboratively to ensure that educating our students safely continued. By working together on a district wide distance learning committee, administrators, teachers and counselors were able to roll out an online platform to carry on with instruction. To make it a reality, we distributed Chromebooks to all of our students, provided wi-fi "Hot spots" for our students that needed it, created Zoom office hours, and also made plans to transition to a more robust online learning platform in the Fall. To end the school year and celebrate our seniors, we created our first Live Streaming Senior Awards Night and a drive through graduation at City Hall where 425 VHS graduates were recognized in person and online via social media and Youtube.

In the midst of the COVID 19 pandemic, we continued to accomplish our school's vision and mission, and strived to keep evolving our programs to fit our students and community's needs. We even concluded our WASC self-study in the spring but had to postpone our WASC visit to the Fall of 2020. Instructionally, this year we added two new courses - Integrated Physics and Chemistry (IPC) and Information Data Science (IDS) to meet our students' diverse math and science needs. Because of its integrated structure, Integrated Physics and Chemistry, is a foundational course that prepares our diverse student body for graduation. The course also lays the foundation for students to enter

advanced courses such as AP Physics, AP Bio, AP Environmental Sciences and AP Chemistry. Our Information Data Science course, developed with UCLA, provides our students a 3rd and 4th year math option that combines mathematics, economics, and data collection to instruct students on how to determine trends and patterns in order to make decisions at work and home.

In addition to specific courses that we have developed, we have also been working closely with our school district to provide academic targeted support and intervention courses in our English Language Arts and Math programs as well as Social Emotional Program. This year we also were able to assign a teacher on campus to be an English Language Learner Monitor to support our English learners. We also created the 9th grade Academy- a cohort of twenty five "at promise" Freshmen that have a common homeroom, math, science, and English teacher team. Both the EL Monitor position and Academy small learning community allows for higher levels of response and support for our most at promise students. Unfortunately, because of the global pandemic our state's annual CAASSP assessment was cancelled so we will have to see the impact of our efforts in 2021.

In all, by analyzing available metrics at the time of writing this document, Ventura High School is moving forward boldly. Our school continues to explore ways to engage and prepare our students to enter a global market that desires and rewards knowledge, diversity, adaptability, creativity, compassion, leadership and commitment. We are fortunate to have the families we serve every day and are striving daily to do the best for them. On behalf of the VHS staff and faculty, I wish you and your family the best and a healthy and prosperous 2020 2021 school year.

Sincerely,  
Carlos Cohen

### District Vision Statement

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

## Board of Education

VELMA LOMAX  
MATTHEW ALMARAZ  
SABRENA RODRIGUEZ  
AMY (YAMAMOTO) CALLAHAN  
DR. JERRY DANNENBERG

## District Administration

DR. ROGER RICE  
SUPERINTENDENT  
  
DR. GREG BAYLESS  
DIRECTOR OF SECONDARY EDUCATION  
GINA WOLOWICZ  
DIRECTOR OF ELEMENTARY EDUCATION

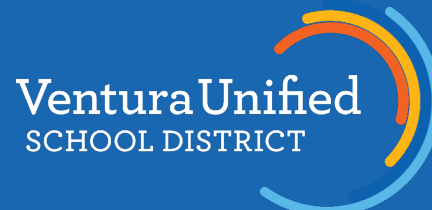
DR. JEFF DAVIS  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

REBECCA CHANDLER  
ASSISTANT SUPERINTENDENT  
BUSINESS SERVICES

*This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.*

## VENTURA UNIFIED SCHOOL DISTRICT

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



## District Mission Statement

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

## DISTRICT & SCHOOL DESCRIPTION

### Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

### Ventura High School

Ventura High School serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2019-20 school year, 2,074 students were enrolled, including 11.1% in special education, 16.4% qualifying for English Language Learner support, 0.6% foster youth, 0.6% homeless, and 60.1% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	1.5%	Grade 9	566
American Indian or Alaskan Native	0.6%	Grade 10	562
Asian	1.3%	Grade 11	495
Filipino	0.5%	Grade 12	451
Hawaiian or Pacific Islander	0.1%		
Hispanic or Latino	55.4%		
White	37.9%		
Two or More Races	2.6%		
Socioeconomically Disadvantaged	60.1%		
English Learners	16.4%		
Students with Disabilities	11.1%		
Homeless	0.6%		
Foster Youth	0.6%		
		<b>Total Enrollment</b>	<b>2,074</b>

Ventura High School, established in 1889 as the first high school in Ventura, currently serves a diverse student body in all grade levels. Students are offered an academically superior standards-based, comprehensive curriculum supplemented with a wide variety of extracurricular and enrichment activities. Ventura High School is proud of its standing as the leader in Pacific View League and CIF-Southern Section athletics and award winning performing arts program. Partnering with parents and the community, Ventura High provides an environment that promotes academic excellence, social development, career preparation, and a desire to learn.

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5)

- High school dropout rates; and
- High school graduation rates

The SARC provides the following information relevant to the State priority: School Climate (Priority 6)

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. School-to-Home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through the school newsletters, the school website, the school marquee, the Summer Packet, PTSA website, and Parent Connect. Contact the school office at (805) 641-5116 for more information on how to become involved in your child's learning environment.

- Opportunities to Volunteer
- Assistance in the Cougar Cafe
- Chaperone for School Events
- Thomas Fire Relief Fund
- Assistance with PTSA-sponsored events (Senior BBQ, football snack bar, teacher recognition activities, and senior scholarships)

### Committees

- School Site Council
- English Learner Advisory Council
- Parent Teacher Student Association
- District English Learner Advisory Council
- Superintendent's Parent Advisory Council
- Technology Committee
- Booster Clubs (football, aquatics, basketball, baseball)

### School Activities

- Back to School Night
- PIQE (Parent Institute for Quality Education)
- Student Performances
- Sports Events
- Art Shows
- Science Clubs
- Stonefest
- Chalk Festival
- Summer Fest
- Readers Faire
- Dances
- Triple P Parenting
- Den Ambassadors
- Learning the Ropes
- Family Forums

## STUDENT ACHIEVEMENT

### Physical Fitness

In the spring of each year, Ventura High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative results can be found at [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

California Physical Fitness Test Results 2019-20			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	N/A	N/A	N/A

*Note: Cells with N/A values do not require data as the 2019-2020 data are not available.*

*Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.*

### California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with

alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

## SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Ventura High School's original facilities were built in 1938; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

Campus Description	
Year Built	1929
Acreage	42
Bldg. Square Footage	247938
	Quantity
# of Permanent Classrooms	76
# Portable Buildings	17
# of Restrooms (student use)	12
Cafeteria/Multipurpose Room	1
Computer Lab	5
Field House	1
Graphic Arts Work Room	1
Gym	2
Library with Computer Lab	1
Locker Rooms	1 set
Staff Lunch Room	1
Teacher Work Room	1
Theatre	2
Tennis Court(s)	1
Storage Shed(s)	3
Dance Room	1

## Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators and campus supervisors patrol the campus, entrance areas, and designated common areas. Administrators, campus supervisors, and some teachers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, campus supervisors, and administrators monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

To enhance two-way routine communication and facilitate an immediate response to urgent situations, campus supervisors, administrators, nurse's office, school office, guidance office, attendance office, and school resource officer possess hand-held radios while on campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Ventura High		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
Science (Grades 5, 8, & 10)	32	N/A	39	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grade Eleven						
Percentage of Students Meeting or Exceeding the State Standards						
	Ventura High		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
English-Language Arts/Literacy	62	N/A	55	N/A	48	N/A
Mathematics	36	N/A	44	N/A	37	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in ELA & Mathematics by Student Group (Grade 11)										
2019-20										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Ventura High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and shared with school staff in November 2020.

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

## Facilities Inspections

The district's maintenance department inspects Ventura High School on an annual basis in accordance with Education Code §17592.72(c)(1). Ventura High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on October 7, 2020. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

## Facilities Maintenance

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Campus repair and/or improvement projects for the 2019-20 school year include the following:

- Installation vape sensing monitors in two restrooms

Every morning before school begins, the day custodian and assistant principal in charge of facilities inspect the entire campus for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian/athletic attendant and seven evening custodians are assigned to Ventura High School. The day custodian is responsible for:

- Restrooms
- Cafeteria
- Event Setup/Cleanup
- Trash Removal
- General Cleaning & Custodial Functions

Restrooms are checked throughout the day by campus supervisors and custodians for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Auditorium
- Common Use Areas
- Restrooms
- Classrooms
- Gyms
- Routine Maintenance
- Office Areas

The principal, assistant principal in charge of facilities, and the day custodian communicate daily concerning maintenance and school safety issues.

## School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Inspection Date: October 7, 2020				
Systems	✓			
Interior Surfaces			✓	Little Theater - The wall finish is excessively peeling under the windows at the north wall; East Stairwell - Deficiency noted; West Side South Stairwell - Excessive paint peeling on the third floor of the south west stairwell; West Side North Stairwell - Excessive paint peeling on the second and third floor stair landing; Drama 314 - Excessive peeling paint at the outside of the south door; Classroom 58 - Floor cove base is peeling from the east wall; Classroom 60 - VCT tile damaged at the south west corner; Classroom 61 - Hole in the VCT flooring in multiple locations; Classroom 62 - Damaged VCT in multiple locations; Classroom 67 - Hole in the VCT flooring at south door and south wall west corner; Classroom 68, 69 - VCT flooring has gaps between tiles in various locations throughout the room; Classroom 170 - Hole in the VCT flooring; Classroom 171 - VCT tile damaged in multiple locations; Classroom 173, 275, Main Street Gym Lobby - Ceiling tiles falling and missing throughout; Classroom 276 - Damaged VCT tile at the south wall; Classroom 278, Main Street Gym - Ceiling tiles missing in multiple locations; Classroom 279 - Ceiling tiles falling throughout the room; Girls Locker Room - Excessive peeling paint on the ceiling throughout and by the ADA toilet in the RR; Classroom 124 - Wall covering is peeling in at the north wall; Classroom 127 - Cove base is missing from west wall under white board; Classroom 131 - VCT flooring is damaged at the east wall; Classroom 133 - Wall covering is peeling in various locations; Building 80 Exterior - Excessive peeling paint on the louvers on the east side of the building; Building 90/100 Boys RR - Excessive peeling paint at the sky light; Classroom 93 - VCT damaged; Classroom 94 - VCT flooring has gaps between tiles in various locations in the room, cove base loose along north wall; Career Center 106 - VCT flooring has bubbles and blisters throughout, the VCT flooring is peeling up in places; Classroom 107, 108, 109, 110, 111, 112, 113 - VCT flooring has bubbles and blisters throughout; Classroom 110 - VCT tiles missing at south west corner
Cleanliness	✓			
Electrical	✓			Classroom 171 - The end cap is missing from the wire mold along the south wall; Classroom 124 - Power strip plugged into power strip, 5 in a daisy chain, electrical hazard; Classroom 108 - Light fixture lens is falling down by the projection screen; New Building 2nd Floor Exterior - Exit outlet cover plates are missing from all the second floor outlets
Restrooms/Fountains	✓			Building 50 Exterior - The low drinking fountain on the north east side of the building is out of order; Classroom 66 - Sink is out of order by the south door; Building 90/100 Boys RR - The center toilet is out of order; New Building 1st Floor Exterior - South drinking fountain has low flow and does not function properly; New Building 2nd Floor Exterior - The high drinking fountain is out of order at the 2nd floor south stairwell
Safety	✓			Admin - Fire alarm in trouble, devices missing; Kitchen - Fire extinguisher is missing from the west wall; Classroom 64 - Fire extinguisher is out of service date (6/26/2019) by the north door
Structural	✓			Building 118-122 Exterior - The hand rail at room 118 is bent and encroaches on the accessible pathway, ramp siding is deteriorated at room 120 and 121, excessive rust on all the gutters on the west side of the portables; Building 126-128 Exterior - The foundation at room 127 east side is showing sign of rot and deterioration; Building 130-135 Exterior - The foundation at room 134 west side is showing signs of rot and deterioration
External	✓			Building 50 Boys RR - The door to the ADA toilet is damaged and does not function properly; Classroom 128 - The door hangs up on the ramp and will not open unless forced; New Building 1st Floor Exterior - The seismic joint rubber cover is torn and damaged by room 110 and admin
<b>Overall Summary of School Facility Good Repair Status</b>				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

*Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.*

## CLASSROOM ENVIRONMENT

### Discipline & Climate for Learning

Ventura High School's discipline policies are based upon a schoolwide discipline plan and the Response to Intervention behavior model, which are used as guides to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. To provide students an opportunity to discuss school rules and expectations with administration, we have developed a PowerPoint presentation to discuss the most common school rules and expectations in order for us to be successful as a school. They also must sign for their planner and rule book during the first week of school. Discipline policies are outlined in the school agenda; a copy of the agenda is provided to every student and is available on the school website. Ventura High School employs Restorative Justice which are posted in each classroom and are based on the CHAMPS program. CHAMPS is a positive behavior support program focused on improving classroom behavior, establishing clear behavior expectations, reducing misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity.



## Suspensions and Expulsions

	Ventura High			VUSD			CA		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Suspensions (%)	5.20%	4.50%	2.31%	3.00%	2.70%	2.53%	3.50%	3.60%	
Expulsions (%)	0.04%	0.05%	0.10%	0.15%	0.05%	0.10%	0.08%	0.09%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

## Class Size

The Class Size and Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution				
2017-18				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	26	28	24	36
Math	29	15	16	36
Science	28	11	17	27
Social Science	27	17	21	28
2018-19				
English	26	28	19	40
Math	27	19	24	25
Science	25	13	17	17
Social Science	28	13	14	35
2019-20				
English	26	32	12	45
Math	27	22	14	36
Science	26	16	17	16
Social Science	30	12	9	37

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

## Dropouts & Graduation Rates

Ventura High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, APEX, independent study, evaluation of credit completion rates, transcript reviews, BYU (Brigham Young University) online credit recovery thru adult education, "Get Focused/Stay Focused" thru Naviance, 9th grade Den project to connect 9th graders with juniors and seniors to mentor with teacher advisors for peer mentoring and grade checks among other things, online independent study thru adult education, on campus APEX credit recovery, adult school enrollment, concurrent enrollment in community college, summer school and referral to a continuation high school. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

Students must accumulate 230 course credits to receive a high school diploma from Ventura High School. Alternative methods of acquiring a diploma are available through the continuation school, community college, and adult school for those students who have been unsuccessful in a high school environment or have exhausted their opportunities to remain at Ventura High School.

In the following Dropout & Graduation Rates table, 2018-19 data are most current information available since state certification/release dates for dropout data occur too late for inclusion in this report. Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	Ventura High		
	16-17	17-18	18-19
Dropout Rate (%)	8.9	5	7.2
Graduation Rate (%)	89.8	93.4	91.0
VUSD			
Dropout Rate (%)	6.2	4.4	6.8
Graduation Rate (%)	89.9	91.1	89.1
CA			
Dropout Rate (%)	9.1	9.6	9
Graduation Rate (%)	82.7	83.0	84.5

Note: For the formula to calculate the 2017-18 & 2018-19 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

# CURRICULUM & INSTRUCTION

## Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

During the 2018-19, 2019-20, and 2020-21 school years, the teachers at Ventura High School had the opportunity to participate in districtwide staff development training focused on:

- 2018-19 and 2019-20 Trainings:
  - History-Social Science Adoption Implementation Training
  - Multi-Tiered Systems of Support (MTSS)
  - MVP Math 3 Training
  - Next Generation Science Standards Pilot/Adoption Training
  - School Safety
  - Social Emotional Learning (SEL)
  - Special Education
  - SSAE Secondary Math Grant – Cohort 1
  - SSAE Secondary Math Grant – Cohort 2
  - Strategies for Formative Assessments
  - Technology Training
  - Universal Design for Learning

- 2020-21 Trainings:
  - Behavior Team's Role during Distance Learning (Special Education)
  - Canvas Basics & Gradebook
  - Canvas Course Management 101 – By Site-Based Canvas Leads
  - Discovery Education Earth Science

- Distance Learning Plans
- ELA Course Build Peer Review and Support
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- Google Basics
- History-Social Studies and Elective Course Build Peer Review and Support
- Math Course Build Peer Review and Support
- Positive Behavioral Interventions & Supports
- Science Course Build Peer Review and Support
- Screen Casting with Screencastify
- Video Conferencing
- What Works for Canvas Building 1 & 2
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2019-20 school year, Ventura High School's staff development activities concentrated on:

- AP Conferences
- AVID Conferences
- Assess Based Appreciative Inquiry Model
- Behavioral Health Training
- Brain Research
- Bullying
- Cougar Colleges
- Counselors Conference
- Google Apps/Docs Trainings
- Chromebook Academy
- Effective Organization Training
- ERWC
- Health and Wellness
- Read 180
- StudySync
- VCOE Literacy Trainings
- Foreign Language Training
- WASC Goals Evaluation Tool
- Professional Learning Communities
- Cultural Proficiencies & Interdisciplinary Lessons
- Math I & II Integration Training
- English Language Arts
- Common Core State Standards

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

**Professional Development Days  
Three-Year Trend**

2018-19	2019-20	2020-21
2	2	3

**Instructional Materials**

All textbooks used in the core curriculum are aligned to the California State Standards. Instructional materials for K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education, and instructional materials for 9-12 are aligned to state standards and approved by the district's board of education.

Ventura Unified School District is currently piloting new Science textbooks and anticipates adopting new curriculum by the 2021-22 school year. In order to meet State requirements, the current textbooks are being supplemented with NGSS-aligned bridge supplemental materials.

On September 22, 2020, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #20-24 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2020-21 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

**COLLEGE PREPARATION  
& CAREER READINESS**

**College Preparation Courses**

Students are encouraged to take required courses if they plan on attending a four-year college or university. The following table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

**Textbooks**

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
<b>Reading/Language Arts</b>			
2015	*	McGraw Hill: <i>StudySync</i>	0%
2016	*	Houghton Mifflin Harcourt: <i>Read 180/System 44</i>	0%
<b>Math</b>			
2014	*	Triumph Learning: <i>Common Core Coach Mathematics 1</i>	0%
2016	*	Mathematics Vision Project (MVP)	0%
2003	*	W. H. Freeman: <i>The Practice of Statistics</i>	0%
2003	*	John Wiley & Sons: <i>Calculus A New Horizon</i>	0%
2008	*	McDougal Little: <i>Precalculus with Limits: A Graphing Approach</i>	0%
2008	*	Brooks/Cole Calculus: <i>Early Transcendental</i>	0%
2007	*	McGraw Hill: <i>Mathematics with Business Applications</i>	0%
<b>Science</b>			
2006	*	Glencoe: <i>BSCS Biology - A Molecular Approach</i>	0%
2008	*	Pearson Prentice Hall: <i>Biology</i>	0%
2008	*	Glencoe McGraw Hill: <i>Biology</i>	0%
2008	*	Pearson Prentice Hall: <i>Chemistry</i>	0%
2007	*	Pearson Prentice Hall: <i>Essentials of Human Anatomy and Physiology</i>	0%
2015	*	Freeman: <i>Environmental Science for AP</i>	0%
2006	*	W. H. Freeman & Co.: <i>Chemistry</i>	0%
2007	*	Houghton Mifflin: <i>Chemistry</i>	0%
2005	*	Glencoe McGraw Hill: <i>Earth Science</i>	0%
2008	*	McGraw-Hill: <i>Marine Biology</i>	0%
2005	*	Pearson Prentice Hall: <i>Physics</i>	0%
2007	*	Pearson Benjamin Cummings: <i>Human Anatomy and Physiology</i>	0%
<b>Social Science</b>			
2019	*	McGraw-Hill: <i>World History, Culture &amp; Geography</i>	0%
2019	*	Cengage Learning: <i>Western Civilization</i>	0%
2015	*	Houghton Mifflin: <i>The American Pageant</i>	0%
2019	*	Houghton Mifflin Harcourt: <i>American History: Reconstruction to the Present</i>	0%
2019	*	McGraw-Hill: <i>Principles of American Democracy</i>	0%
2018	*	Houghton Mifflin Harcourt: <i>Economics</i>	0%
2019	*	BFWWorth: <i>Krugman's Economics for AP</i>	0%
2018	*	Prentice Hall: <i>Government in America, AP Edition</i>	0%
2000	*	Harlan Davidson Inc.: <i>The Golden State</i>	0%
2000	*	National Textbook Company: <i>Psychology and You</i>	0%
2000	*	Constitutional Rights Foundation: <i>Criminal Justice in America</i>	0%
2007	*	Oxford University Press: <i>American Popular Music</i>	0%
2008	*	Houghton Mifflin: <i>Psychology</i>	0%
2013	*	Academic Innovations: <i>Career Choices and Changes</i>	0%
<b>Foreign Language</b>			
2003	*	McDougal Littell: <i>Discovering French Bleu, Blanc, Rouge</i>	0%
2008	*	McGraw Hill: <i>Prego, An Invitation to Italian</i>	0%
1998	*	Houghton Mifflin: <i>Oggi in Italia</i>	0%
1999	*	McDougal Littell: <i>En Espanol 1, 2, 3</i>	0%
1988	*	Heath: <i>Spanish for Mastery 3</i>	0%
2001	*	Vista Higher Learning: <i>Imagina</i>	0%
1993	*	Longman: <i>Una Vez Mas</i>	0%
2003	*	McDougal Littell: <i>Abriendo Puertas Tomo 1 &amp; Tomo 2</i>	0%
1995	*	Heinle & Heinle: <i>Sendas Literarias 1 &amp; 2</i>	0%
2008	*	Pearson: <i>Espanol Escrito</i>	0%
2015	*	McGraw Hill Glencoe: <i>Tesoro Literario</i>	0%
<b>Health</b>			
2009	*	Holt, Rinehart & Winston: <i>Lifetime Health</i>	0%

### Enrollment in and Completion of UC/CSU-Required Courses

	%
2019-20 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	95.6
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	65.58

\* Data not available at the time of this report.

### Admission Requirements for California Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admission requirements please visit the University of California website at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

#### California State University

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

### Advanced Placement

In 2019-20, Ventura High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

#### Advanced Placement (AP) Courses

2019-20

	No. of AP Courses Offered*	% of Students in AP Courses
Art	2	N/A
English	4	N/A
Foreign Language	3	N/A
Math	5	N/A
Science	7	N/A
Social Science	13	N/A
<b>Totals</b>	<b>34</b>	<b>24.4%</b>

Note: Cells with N/A values do not require data.

\* Where there are student course enrollments of at least one student.

### Career Readiness

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Ventura High School's technical and career education programs; the counselor meets at least once a year with each student to follow up on their progress in

meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Ventura High School offers the following programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Career Education Center
- Workability
- Career Pathways
- Community Service Partnerships for Culinary Arts Classes and Landscaping Class
- Southern California Edison Internship Program
- Discovery Program
- Segue Program

#### On Campus Pathway Sequences:

Agricultural Business  
Cabinet Making and Woodworking  
Environmental Resource  
Food Service and Hospitality  
Network Communications  
System Diagnostics and Repair  
Vehicle Maintenance and Service  
Welding Technology

#### CTE Student Organization:

Future Farmers of America (FFA)  
Future Homemakers of America (FHA) - Hero  
Environmental Science  
Performing Arts  
Software System Development

#### On-campus ROP Courses:

Auto Service  
Computer Repair & Maintenance  
Computer Security  
Culinary Arts I, II  
Floral Design  
Honors Robotics  
Landscaping  
Medical Terminology  
Network Technology (Cisco I & II)  
Practical Compute Literacy  
Robotics

#### On-campus CTE Courses:

Agricultural Biology  
Automotive Mechanics I, II  
Business Fundamentals  
Computer Aided Drafting  
Computer Graphics Media Technology  
Computer Science  
Environmental Field Study  
Family and Human Development  
Food & Beverage Production/Preparation  
Foods and Nutrition Science  
Information Systems Management  
Information Technology  
Keyboarding & Computer Applications  
Metal I, II  
Networking  
Ornamental Horticulture  
Professional Theatre/Play Production  
Set Design and Construction  
Video Production  
Woodworking I, II  
Word Processing

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- On-the-job observation
- Classroom observation
- Post-graduate surveys

Work experience students are partnered with local community organizations and local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. For more information, students should contact the counselor.

Career Education Center (CEC) programs are offered in partnership with the Ventura County Office of Education. A variety of career technical education courses are available on and off-campus to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. Off-campus CEC courses are offered at the county's Camarillo Airport Campus; free bus transportation is available to participating students.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

For more information on career technical programs, CEC, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at [www.cde.ca.gov/ci/ct/](http://www.cde.ca.gov/ci/ct/).

### Career Technical Education Program Participation 2019-20

Total Number of Students Participating in CTE Programs	21.0%
Percentage of Students Completing a CTE Program and Earning a High School Diploma	5.0%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	33.0%

## PROFESSIONAL STAFF

### Counseling & Support Staff

Ventura High School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Ventura High School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

#### Academic Counselors and Other Support Staff

2019-20

	No. of Staff	FTE*
Academic Counselor	6	6.0
Campus Security Officers	5	4.5
Psychologist	2	1.4
Speech & Language Pathologist	1	0.4
School Nurse	1	0.3
Health Technician	1	1.0
School Resource Officer	1	1.0
Career Center Counselor	1	1.0
Student Assistant Program Counselor	1	1.0
Average Number of Students per Academic Counselor		296

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.



## Teacher Assignment

During the 2019-20 school year, Ventura High School had 83 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

## DISTRICT EXPENDITURES

### Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2018-19 school year, Ventura Unified School District spent an average of \$11,502 of total general funds to educate each student (based on 2018-19 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher Credentials and Assignments			
	Ventura High		
	18-19	19-20	20-21
Total Teachers	87	87	88
Teachers with Full Credential	85	83	85
Teachers without Full Credential	2	4	0
Teaching Outside Subject Area (with full credential)	22	22	23
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	1	1	0
VUSD			
	18-19	19-20	20-21
Total Teachers	721	713	694
Teachers with Full Credential	690	678	664
Teachers without Full Credential	31	35	0
Teaching Outside Subject Area (with full credential)	105	89	89
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	1	2	0
Teacher Vacancies	3	4	3

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. \*Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Teacher and Administrative Salaries 2018-19		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	47,778	52,484
Mid-Range Teacher Salary	68,801	81,939
Highest Teacher Salary	95,296	102,383
Average Principal Salaries:		
Elementary School	117,542	129,392
Middle School	120,713	136,831
High School	135,503	147,493
Superintendent Salary	227,500	254,706
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

## SARC DATA & INTERNET ACCESS

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Ventura High School and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section was acquired in November 2020 and the school facilities section was acquired in December 2020.

Expenditures Per Pupil and School Site Teachers Salaries 2018-19					
Dollars Spent Per Student					
Expenditures Per Pupil	Ventura High	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,277	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,615	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,662	6,501	102.5%	13,080	50.9%
Average Teacher Salary	77,022	77,464	99.4%	81,939	94.0%

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- California Career Pathways Trust
- Classified School Employee Professional Development Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Low-Performing Students Block Grant
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State Lottery
- Title I, II, III, IV
- Tobacco-Use Prevention Education