

Ventura Unified School District

School Plan for

Student

Achievement



Buena High School

56 72652 5630793

Contact Information:
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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.

Fiscal Year 2020-2021

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The School Plan for Student Achievement

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

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

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

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

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

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bobbi.powers@venturausd.org

The district’s Governing Board approved this revision of the school plan on _____.

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2020-21 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Other or Classified Staff	Parent or Community Member	Student
Bobbi Powers	X				
Christina Carrillo			X		
Marcia Amegadzie		X			
Lauren Lanski		X			
Aidan Kelly		X			
Paula Nofziger		X			
Julie Bursek				X	
Rhonda Grant				X	
Nicole Hofferbert				X	
Carlos Alcantar					X
Jayden Barrett					X
Heaven Rhodes					X
Number of members in each category	1	4	1	3	3

English Learner Advisory Council Membership

Education Code Section 52176 (a) states that each school with more than 20 English Learners shall establish a school level advisory committee. Parents or guardians, or both, of EL pupils who are not employed by the district shall constitute a majority of the committee.

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Bobbi Powers	X				
Alejandra Juarez Cabrera				X	
Adrian Gomez				X	
Daniela Lopez				X	
Cassandra Lorona				X	
Carlos Mora				X	
Number of members in each category	1			5	

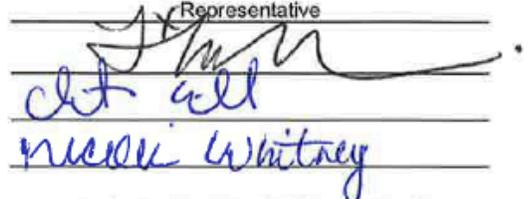
Recommendations and Assurances

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

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

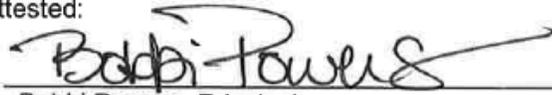
- English Learner Advisory Committee
- Steering Committee
- Parent Teacher Student Organization

Signature of Authorized Representative

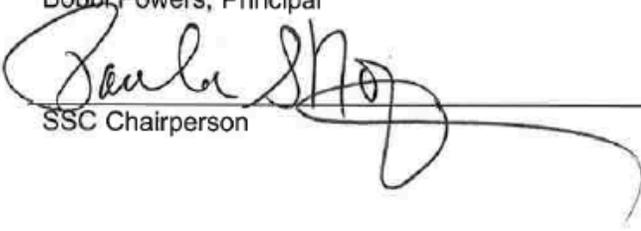


- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 11/10/2020

Attested:



 Bobbi Powers, Principal



 SSC Chairperson

11/10/2020

 Date

11-10-2020

 Date

District information

District Profile

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just under 17,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, and 1 alternative high school.

During the 2019-20 school year, Ventura Unified School District served 16,236 students in grades TK-12 including 10.7% students with disabilities, 16.5% English learners, 55.6% socioeconomically disadvantaged, 0.4% migrant education, 1.3% homeless, and almost 0.4% identified as foster youth.

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District Logo

Our logo, the open wave, was inspired by VUSD's connection to the California coast and the possibilities that lie ahead for our students. The ocean, and all that it represents, is a fitting metaphor for the optimism and energy embodied by our people, schools, and district. The logo unifies our schools and programs with a bold, abstract signature that connotes an open, cresting wave. The clean lines that comprise the open wave signify the opportunities students are offered by our district through its variety of programs and schools. The color blue leads our bold and varied color palette since it stands for confidence, wisdom, and intelligence.

District Vision

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

District Mission

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

District Governing Principles

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

School Information

During the 2019-20 school year, Buena High School served 1,866 students in grades 9-12. Student enrollment included 12.2% Students with Disabilities, 9.4% English learners, 54.8% socioeconomically disadvantaged, 0.2% migrant, 1.3% homeless, and 0.5% foster youth.

The Buena High School program provides students with the necessary skills and knowledge to become academic achievers, productive citizens and technologically proficient in order to be prepared for postsecondary education and careers. Buena has a broad range of quality academic choices designed to offer a rigorous standards-based education at all grade levels. Buena is especially unique in that it has insisted upon high academic achievement in the core areas while continuing to maintain an excellent elective and career technical education program.

Buena High School students reflect the diversity found in the community of Ventura. Student demographics show a wide range of socio-economic, educational and cultural backgrounds. A steady increase in the Hispanic/Latino population is evident while other minority populations have remained relatively stable.

School Vision

The Buena High School community empowers all students to achieve their full potential in a safe and academically-engaging environment. We inspire our students to be responsible and productive citizens in an evolving global society.

School Mission

The Buena High School community will realize its vision through its commitment to:

- Motivate learning through a challenging and engaging curriculum
- Stimulate intellectual curiosity and life-long learning
- Foster responsibility and personal growth
- Guide all students to successfully pursue their career paths
- Inspire creativity and artistic expression

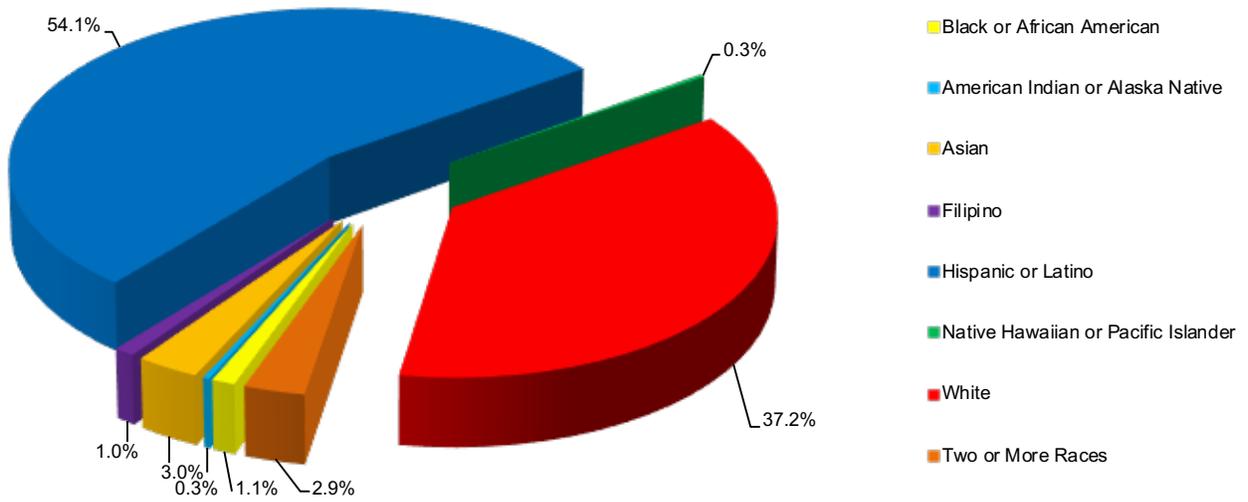
- Establish a climate of respect for the unique qualities and diverse backgrounds of all students

BHS expected Student Learning Outcomes

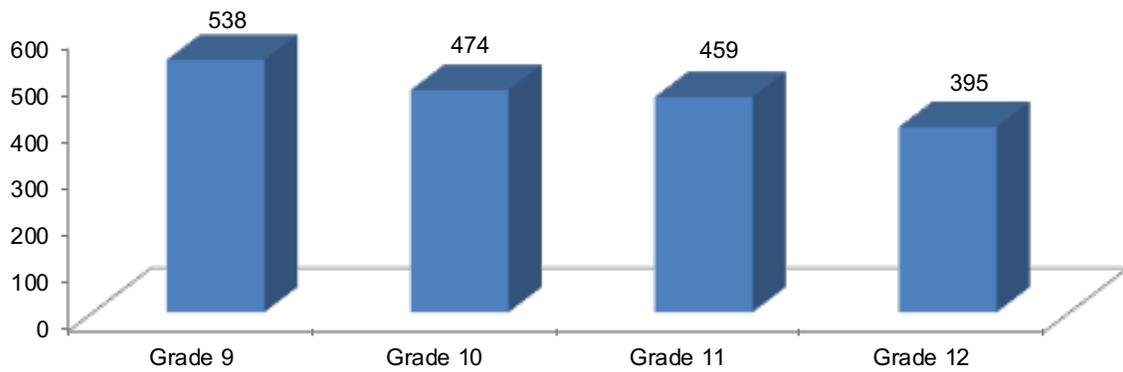
Our Students will be:

Beneficial to the community
Understanding and respectful of diversity
Life-long learners
Leaders in their fields
Decision-makers who display integrity
Occupation and technology-oriented
Guided by critical thinking
Skilled communicators

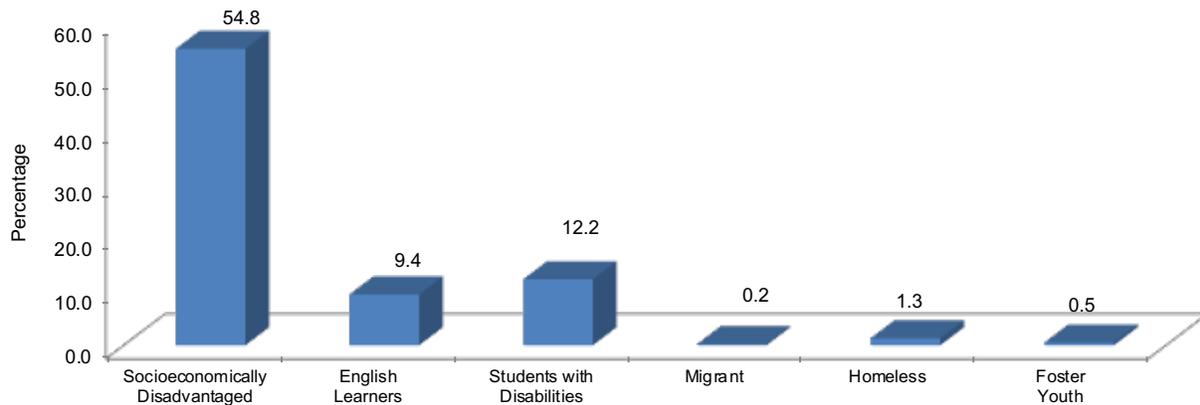
Student Enrollment by Ethnicity – 2019-20



Student Enrollment by Grade – 2019-20



Student Enrollment by Student Group – 2019-20



Comprehensive Needs Assessment

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

- ✓ Analysis of Student Performance Data:
 - ELPAC Reports
 - District Assessments
 - Teacher Feedback
 - ELAC Meetings Input
 - SSC Input
 - LCAP
 - CAASPP Assessments
 - Grades
 - AP Scores
 - College Entrance
- ✓ California Healthy Kids Survey

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

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

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

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

- AlaTeen Support Group
- Assemblies with Ventura Police Department on Drugs and Alcohol
- College and Career Classes
- Drug Prevention/Tobacco Prevention Classes
- Ethnic Studies
- Health Education Classes
- Red Ribbon Week
- Restorative Justice
- Staff Training on Bully Prevention
- Digital Citizenship (Common Sense Accredited School)
- Health Wellness Week
- Straight Up

Community Resource Guide

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website www.venturausd.org. The guide provides local and community resource contact information for:

- After School Childcare & Activities
- Alcohol, Tobacco, Other Drugs
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Family Support
- Healthcare Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention List
- Low or No-Cost Health Insurance for Children
- Mental Health
- School-Law Partnership
- Transportation
- Tutoring

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Buena High School	56726525630793	11/10/20	

Purpose and Description

Briefly describe the purpose of this plan (State whether School-wide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement)

Support student achievement, student connections to school and parent involvement.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Buena High School's SPSA was developed through a collaborative effort involving staff, students, and parents. It includes strategies to address recommendations from our WASC visiting team as well as strategies to address targeted areas of the Dashboard. It addresses the academic and social-emotional needs of all student groups, including English learners, socioeconomically disadvantaged students, students with disabilities, and foster youth. The goals of the SPSA are directly aligned with the district LCAP goals.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Department Heads	9/8/2020, 10/13/2020, 11/10/2020
School Site Council	5/12/2020, 10/13/2020, 11/10/2020
Administrators	8/24/2020, 9/14/2020, 10/5/2020, Monthly

Resource Inequities

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

N/A

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Increase Student Achievement – Increase student achievement for all students while decreasing performance gaps.

Identified Need:

There is a need to increase student achievement for significant student groups in order for them to achieve performance levels equal to their peers as illustrated through the California Dashboard.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP Assessments	46% “Below Standard” or “Near Standard”	5% Growth in Met or Exceeding
District Assessments	ELA average 54% at Met or Exceeding Math average 32% at Met or Exceeding 78% EL students averaging Not Met or Nearly Met on ELA and Math assessments	5% Growth in Met or Exceeding
Grades	403 total Ds or Fs in ELA and Math S2 2019	5% decrease in number of Ds and Fs

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Continue to identify students that are underperforming, analyze grades and then place them in intervention courses such as English Support classes.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	None

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Continue with various math intervention settings including both Math 1 Readiness, BARK math classes, and before/after school math tutoring.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
FTEs for intervention classes	Site, District
\$10,000 2019/2020 & 2020/2021	Low Performing Students Block Grant

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students.

Strategy/Activity

Continue school-wide implementation of research-based instructional strategies (AVID, etc.) with an emphasis on SDAIE strategies for English Language Learners. EL para educators will support EL students in core classes.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$37,746	LCFF - Site Supplemental Account

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students.

Strategy/Activity

Continue to support ELL classes and SDAIE classes. EL monitoring periods.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
2 periods funded	LCFF - District Multilingual funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Provide after school Math tutoring.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,000 2019/2020 & 2020/2021	Low Performing Student Block Grant

Annual Review:

SPSA Year Reviewed: 2019-20

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

ANALYSIS:

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

We were not able to do a thorough analysis of assessment data due to school closure as a result of Covid-19.

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

We were not able to do a thorough analysis of assessment data due to school closure as a result of Covid-19.

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

We were not able to do a thorough analysis of assessment data due to school closure as a result of Covid-19.

Goal 2:

Student Connections to School - Provide a safe and secure environment for all staff and students.

Identified Need:

A healthy, safe, and supportive learning environment enables students, adults, and even the school as a system to learn in powerful ways. Such an environment promotes innovation, inquiry, and risk taking. Moreover, such an environment reinforces and enhances the leadership capacity in the school because competent, excellent, and dedicated educators want to work under such conditions.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Dataquest Student Surveys	Graduation Rate - 93.4% Suspension Rate - 4.4% Healthy Kids Survey - Feel Safe at School - 94% School Connectedness - 78%	Maintain less than 1% Drop Out Rate and Expulsion Rate Maintain Graduation Rate Maintain/Decrease Suspension Rate by at least .5% Increase the number of students who feel connected to and safe at school by 2% annually

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Support multitiered systems of support (MTSS).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	None

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Employ effective, positive school discipline that: (a) functions in concert with efforts to address school safety and climate; (b) is not simply punitive, but also restorative; (c) is clear, consistent, and equitable; and (d) reinforces positive behaviors.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
District Funds	Restorative Justice Training for Admin and counselors

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Continue access to school-based mental health supports (SAP Counselor) as well as supportive activities (Wellness Week, Project Kindness).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
100% SAP Counselor	District

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students / All Staff.

Strategy/Activity

Ongoing professional development for teachers and staff on crisis planning, MTSS, Restorative Justice, Classroom Management, and Social/Emotional Learning.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Variable	LCFF - Site Supplemental Account LCFF - Site Account

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Continued celebration of student achievement via Renaissance and assorted assemblies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	None

Annual Review:

SPSA Year Reviewed: 2019-20

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

ANALYSIS:

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

We were not able to do a thorough analysis of assessment data due to school closure as a result of Covid-19.

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

We were not able to do a thorough analysis of assessment data due to school closure as a result of Covid-19.

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

We were not able to do a thorough analysis of assessment data due to school closure as a result of Covid-19.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

The participation of parents (individually or by group) in regular, two-way and meaningful communication, involves a focus on students' academic learning and other school activities. Barriers or factors, which might inhibit meaningful interaction of family and community stakeholders, are identified and efforts are made to minimize the effect of these areas.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
WASC Self-Study	Improve parent involvement in school meetings/activity planning	7% growth in parent attendance at meetings/assemblies
Parent/Student Survey	80% student/12% parent completion	Increase survey completing by 5%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Stakeholders.

Strategy/Activity

Continue to recruit stakeholders to participate in and attend ELAC, PTSA, and SSC.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	None

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Stakeholders.

Strategy/Activity

Create and maintain a social media presence where stakeholders can become informed on school happenings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	None

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Stakeholders.

Strategy/Activity

Continue to keep the school website up to date and easily navigable.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,500	LCFF - Site Based Funds Account

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Stakeholders.

Strategy/Activity

Continue to produce and publish the morning video announcement Buena Today for the school and community.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	None

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Stakeholders.

Strategy/Activity

Provide PIQE (Parent Institute for Quality Education) for our EL parents.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$10,000	LCFF - Site Supplemental Account

Annual Review:

SPSA Year Reviewed: 2019-20

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

ANALYSIS:

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

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

We were not able to do a thorough analysis of assessment data due to school closure as a result of Covid-19.

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

We were not able to do a thorough analysis of assessment data due to school closure as a result of Covid-19.

Budget

Other Federal, State and Local Funds

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

Federal Programs	Allocation (\$)
Title I 2019-20 Carryover	\$0.00
Title I 2020-21 Allocation	\$0.00
Title I 2020-21 Parent Involvement	\$0.00

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

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

State or Local Programs	Allocation (\$)
Site-Based Funds 2019-20 Carryover	\$15,254.00
Site-Based Funds 2020-21 Allocation	\$97,032.00
Supplemental Funds 2019-20 Carryover	\$11,718.00
Supplemental Funds 2020-21 Allocation	\$54,225.00

Subtotal of state or local funds included for this school: **\$0.00**

Total of federal, state, and/or local funds for this school: **\$178,229.00**

2020-21 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Assessment, Accountability, and Program Evaluation (AAPE) Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents. The Director and teacher specialists provide technical assistance for schools.

Multilingual/Multicultural Education

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

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

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

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

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

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

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

Curriculum & Instruction

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

Gifted and Talented Education

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

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support

and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

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

Elementary grade students (K-6) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

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

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

References

CAASPP – Grade 11 English Language Arts/Literacy 2018-19

	English Language Arts/Literacy						
	2018-19						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 11						
All Students Tested	392	381	381	23.88%	30.18%	25.20%	20.73%
Male	193	185	185	22.70%	23.24%	27.03%	27.03%
Female	199	196	196	25.00%	36.73%	23.47%	14.80%
African American	5	4	4	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	9	9	9	*	*	*	*
Filipino	8	*	*	*	*	*	*
Hispanic or Latino	203	199	199	15.58%	29.15%	30.15%	25.13%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	162	157	157	33.12%	29.94%	20.38%	16.56%
Two or More Races	10	10	10	*	*	*	*
Socioeconomically Disadvantaged	218	215	215	15.81%	31.63%	24.65%	27.91%
English Learners	32	31	31	3.23%	16.13%	35.48%	45.16%
Students with Disabilities	50	43	43	0.00%	13.95%	20.93%	65.12%
Migrant Education							
Homeless	34	33	33	9.09%	30.30%	21.21%	39.39%

CAASPP – Grade 11 Mathematics 2018-19

	Mathematics						
	2018-19						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11							
All Students Tested	392	382	381	12.07%	20.73%	23.88%	43.31%
Male	193	186	185	16.22%	15.68%	20.54%	47.57%
Female	199	196	196	8.16%	25.51%	27.04%	39.29%
African American	5	4	4	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	9	9	9	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	203	200	199	6.53%	15.58%	24.12%	53.77%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	162	157	157	16.56%	26.75%	24.84%	31.85%
Two or More Races	10	10	10	*	*	*	*
Socioeconomically Disadvantaged	218	216	215	6.98%	15.81%	21.86%	55.35%
English Learners	32	32	31	0.00%	9.68%	19.35%	70.97%
Students with Disabilities	50	44	43	0.00%	2.33%	6.98%	90.70%
Migrant Education							
Homeless	34	33	33	3.03%	12.12%	33.33%	51.52%

2020-21 Supplemental Funds Program Budget

VUSD BUDGET: 2020/2021			
PROGRAM: Supplemental Funds			
Site:	Buena	19/20 Carryover	11,718
		20/21 Allocation	54,225
Resource = 0100		Total	0
Object #	Classification		
Personnel Costs and Benefits		<i>Must reflect amounts on Staffing Charts</i>	
<i>Must reflect amounts on Staffing Charts</i>		Current	Revise
1101	Teacher, Contractual	0	
1103	Teacher, Hourly		
1106	Teacher, Sub		
1107	Stipend, Certificated		
<i>Complete Time Sheet Authorization Form</i>			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional	37,746	
2103	Paraed, Hourly		
2201	Parent Teacher Liaison	0	
2203	Health Tech- PTL, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
2401	Clerk, Positional		
2403	Clerk, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
2903	Other Classified, Hourly		
SUBTOTAL		37,746	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	20,697	
4300	Other Supplies		
4400	Equip Not Captlzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences	7,500	
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		28,197	0
Total:		65,943	0
Principals Signature for Adjustment: <i>[Signature]</i>			
Date: <i>10/13/2020</i>			
School Site Council Approval: (Chairman) <i>[Signature]</i>			
Date: <i>10.13.20</i>			
English Learner Advisory Committee Review <i>[Signature]</i>			
Date: <i>10/13/20</i>			
Director, Special Projects Approval: <i>[Signature]</i>			
Date: <i>12/9/2020</i>			

NR 10/22/20

2020-21 Site Funds Program Budget

VUSD BUDGET: 2020/2021		
PROGRAM: Site Based Funds		
Site: Buena	19/20 Carryover	15,254
	20/21 Allocation	97,032
		0
		0
Resource = 0000	Total	112,286
Object #	Classification	
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts
Must reflect amounts on Staffing Charts		
		Current
		Revise
1101	Teacher, Contractual	
1103	Teacher, Hourly	191
1106	Teacher, Sub	10,522
1107	Stipend, Certificated	4,880
Complete Time Sheet Authorization Form		
1201	Counselor, Contractual	
1301	Director	
1907	Admin Support	
2101	Paraed, Positional	0
2103	Paraed, Hourly	
2203	Health Tech, Hourly	
Complete Time Sheet Authorization Form		
2401	Clerk, Positional	41,421
2403	Clerk, Hourly	401
Complete Time Sheet Authorization Form		
2903	Other Classified, Hourly	
SUBTOTAL		57,415
		0
Discretionary Funds		
4100	Textbooks	
4200	Other Books	6,000
4300	Instructional Supplies	27,409
4300	Other Supplies	10,000
4400	Equip Not Captlzd(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	5,000
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, annual	
5710	Publications, District Office	
5717	Work Orders	6,462
5719	Transportation	
5800	Consultants/Other Svcs	
5900	Communications	
6200	Building Fixture	
7310	Indirect	
SUBTOTAL		54,871
		0
Total:		112,286
		0

Principal's Signature for Adjustment: *B. Powers*
 Date: *10/13/2020*
 School Site Council Approval: (Chairman) *Paul Ng*
 Date: *10/13/20*
 Director, Special Projects Approval: *Colleen*
 Date: *12/1/20*

MR 10/27/20

Professional Development Plan

Buena High School believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends and educational strategies aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. Buena High has created a Professional Development Team made up of Buena teachers. The PDT takes recommendations from staff members and develops and leads meaningful, relatable professional development sessions for our staff. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration.

During the 2020-21 school year, teachers at Buena High School will participate in the following trainings:

- Distance Learning Platforms
 - Canvas
 - Padlet
 - Nearpod

2019-20 School Accountability Report Card

Published January 2021



BUENA HIGH SCHOOL
5670 TELEGRAPH ROAD, VENTURA, CA 93003
(805) 289-1826

BOBBI POWERS, PRINCIPAL
GRADES 9-12

PRINCIPAL'S MESSAGE

Welcome to Buena High School, home of the Bulldogs. I feel privileged to serve as principal of one of the finest schools in our area. At Buena, our vision is to, "Empower all students to achieve their full potential in an academically-engaging environment. We inspire our students to be responsible and productive citizens in an evolving global society." This can be accomplished by working as a team: parents, staff, students, and community members. Together, we can train and inspire our students to become productive citizens with a desire for lifelong learning.

At Buena, we offer a rigorous curriculum based on Common Core State Standards that will prepare our students to be 21st century college and career ready. Additionally, we value our diverse population and celebrate the contributions of all. Because of this, we continue to enhance and build pathways that will complement the interests and talents of our students, such as classes in Career Technical Education, AVID, AP, Foreign Language, Metals, Woodwork, Journalism, Renaissance, Art, and so much more. Buena offers many opportunities for student and parent involvement, as well. Engagement in school delivers a sense of belonging by providing connectedness with the school and other students, parents, and teachers. Ways for students to get involved: over thirty clubs, sports, community involvement, targeted specialized classes, and many other opportunities. I encourage each and every student to participate in an extra-curricular activity which will help guarantee a feeling of community within Buena. Additionally, for parents, joining PTSA offers many ways to get involved; please consider contacting them for various opportunities that would not only benefit you, but will benefit the school and students as well. We also have our School Site Council and English Learner Advisory Committee that parents can be participants. Please consider joining one of these committees.

In the 2019-2020 school year, our in-person schooling was cut short due to a nationwide pandemic, COVID-19. Students switched to virtual learning using Edgenuity curriculum; as a result, the physical fitness testing and the Common Core SBAC testing in math, science, and language arts were cancelled. The previous year's data revealed that amongst the high schools in Ventura Unified School District, we did very well. We recognize more work needs to go into helping our students improve in math. Although we offered extra math tutoring at lunch, we were only able to offer it until March when the school closed to on campus learning. We will still use the detailed data results to drive our instruction in all areas of math, science, and English to help ensure higher scores over the years. For AP scores, there was a slightly lower than average pass rate from previous years, but considering the circumstances, the scores were better than expected.

This year, Buena's goals remain Multi-Tiered Systems of Support (MTSS) that will focus on the whole child. Within MTSS, our efforts will be based on Universal Design for Learning (UDL), Data Driven Instruction, and Social Emotional Learning (SEL). UDL gives teachers the opportunity and skills to create lessons that will benefit all students reaching them in ways that will help improve their academic scores. Data Driven Instruction allows teachers to see where weaknesses occur, and then reteach or strengthen areas of concern. Our SEL goal is being met in many ways, but with an emphasis on Restorative Justice (RJ). RJ allows students to be heard, and allows them to make amends and restore any relationships that were damaged. In addition, SEL is focusing on self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

Every new school year offers an opportunity for success, including when we are in a distance learning setting. Rest assured that we are a staff dedicated to giving students what they need, while working with families, as we guide students through successfully navigating high school and beyond. We will continue with our uncompromising goal of providing students with a rigorous and meaningful education. Each of our teachers is committed to helping Buena students become successful 21st century learners. Our

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



administrative team, counselors, teachers, and entire staff are here to serve. We look forward to overcoming the challenges that this new and different school year will bring and look forward to celebrating all of successes that occur.

Sincerely,
Bobbi Powers

District Vision Statement

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

District Mission Statement

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

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 16,800 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.

Buena High School

Buena High School serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2019-20 school year, 1,866 students were enrolled, including 12.2% in special education, 9.4% qualifying for English Language Learner support, 1.3% homeless, 0.5% foster youth, and 54.8% qualifying for free or reduced price lunch.

Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	1.1%	Grade 9	538
American Indian or Alaskan Native	0.3%	Grade 10	474
Asian	3.0%	Grade 11	459
Filipino	1.0%	Grade 12	395
Hawaiian or Pacific Islander	0.3%		
Hispanic or Latino	54.1%		
White	37.2%		
Two or More Races	2.9%		
Socioeconomically Disadvantaged	54.8%		
English Learners	9.4%		
Students with Disabilities	12.2%		
Homeless	1.3%		
Foster Youth	0.5%		
Total Enrollment			1,866

It is the mission of our school community to maintain a safe environment where students are prepared for life, college, and career endeavors through education. Buena High School's dedicated staff puts students first, striving to personally connect students to career and academic achievement.

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 appropriated 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 for or participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, school newsletters, the school website (bilingual), the school marquee, Parent Connect, and phone calls. Contact the PTO coordinator at (805)

289-1826 for more information on how to become involved in your student's learning environment.

- Opportunities to Volunteer
- Chaperone School Activities
 - Help with PTO-sponsored Events

- Committees
- School Site Council
 - English Learner Advisory Council
 - Parent Teacher Organization
 - Booster Clubs

- School Activities
- Art Night
 - Back to School Night
 - College Nights
 - Dia de los Muertos
 - Parent Institute for Quality Education (PIQE)
 - School Showcase
 - Science Night
 - Student Recognition Events
 - Student Performances
 - Student Orientation
 - Sports Events

STUDENT ACHIEVEMENT

Physical Fitness

In the spring of each year, Buena 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 five of the six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's web site www.cde.ca.gov/ta/tg/pt/f/.

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/.

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. Buena High School's original facilities were built in 1961; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

2020-21 Planned Campus Improvements:

- Restroom repairs and upgrades
- Installation of perimeter fencing
- Installation of a pedestrian shelter

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, campus supervisors and administrators patrol the campus, entrance areas, and designated common areas. The resource officer, campus supervisors and administrators monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the resource officer, 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 cafeteria possess hand-held radios while on campus.

Buena High School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds. Unscheduled visitors are not allowed on campus.

California Assessment of Student Performance and Progress Test Results in Science All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	Buena		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
Science (Grades 5, 8, & 10)	36	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						
	Buena		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
English-Language Arts/Literacy	54	N/A	55	N/A	48	N/A
Mathematics	33	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.

Campus Description	
Year Built	1961
Acreage	43.6
Bldg. Square Footage	196815
	Quantity
# of Permanent Classrooms	75
# Portable Buildings	13
# of Restrooms (student use)	6 sets
Cafeteria	1
Career Center (with 40 computers)	1
Computer Lab	2
Gym	1
Library (39 computers)	1
Sports Stadium	1
Staff Work Room	1
Student Fitness Room	1
Swimming Pool	1
Teacher Work Room	1
Weight Room	1

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
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 Buena 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 and updated in October 2020. All school staff are provided a copy of the safety plan within seven days after it is approved by the School Site Council and was reviewed 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 Buena High School on an annual basis in accordance with Education Code §17592.72(c)(1). Buena 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 September 30, 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.

Every morning before school begins, the assistant principal and the lead day custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and six evening custodians are assigned to Buena High School. The day custodian is responsible for:

- Restrooms
- Cafeteria Setup/Cleanup
- General Cleaning & Custodial Functions

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

- Classrooms
- Restrooms
- Office Areas
- Library
- Cafeteria
- Locker Rooms
- Gyms
- Routine Maintenance

The assistant principal communicates with the lead day custodian 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: September 30, 2020												
Systems	✓											
Interior Surfaces		✓		Building A Boys RR - Two holes in the tile wall behind the toilets; Classroom 73 - Water damage at the soffit ceiling and interior windows in the northeast corner of the room, possible HVAC condensate leak; Classroom 84 - VCT damaged at south wall; Classroom 85 - VCT tile damaged in the office and at main classroom door; Classroom 88 - VCT tile is lifting and buckling in multiple locations by the door; Classroom 96 - Ceiling tile falling at the center of the room; Classroom 101 - Ceiling tile falling at the north wall of the room; Classroom 106 - Ceiling tile falling at the east wall of the room; Classroom 113, 122, 124, 143 - Ceiling tile falling at the smoke detector; Classroom 142 - VCT tile damaged and missing; Classroom 199, 200 - Water damage ceiling tiles in multiple locations; Classroom 200 - Ceiling tile falling along the west wall; Classroom 201 - Wall surface is peeling in multiple locations on the north and south walls; Gym Lobby, Music 164 - Ceiling tiles missing; Auditorium Music Corridor - Ceiling tile missing at west end of corridor; Music 164 - Ceiling tile trim is falling down, acoustical wall tile is missing at the north door								
Cleanliness	✓											
Electrical	✓			Classroom 41 - Light lens is broken at the HVAC soffit; Classroom 71 - Low voltage plug has pulled out of wire mold; Classroom 81 - Low voltage plug has pulled out of wire mold in three locations; Classroom 162 - Three light fixtures do not function in the main room, two light fixtures do not function in the storage room								
Restrooms/Fountains	✓			Classroom 72 A - Sink faucet does not function; Building F Boys RR - Right sink is out of order, faucet does not function, toilet paper holder is damaged at the ADA stall; Cafeteria Exterior - The drinking fountain at the north elevation is falling off the wall								
Safety	✓			Classroom 15 - A window mullion on is rotted out and crumbling, possible structural damage; Speech Room 55 - Fire extinguisher is missing at time of inspection; Classroom 103 - Fire extinguisher is missing the service tag at time of inspection; Woodshop 156 - Fire extinguisher is out of service date at the east door (7/25/19); Classroom 184, 185 - Fire extinguisher is out of service date (7/25/19); Main Auditorium - Fire extinguisher is out of service date at the northeast exit door (7/25/19)								
Structural	✓			Building J Exterior - Ramp is loose at the asphalt transition at room 200; Building L Exterior - Holes in ramp surface at room 185								
External	✓			Classroom 124 - Deficiency noted; Classroom 133 - Exterior doors stick in the door jams and are difficult to open without force; Quad - Contrasting stripe is missing from exterior stairs throughout campus								
Overall Summary of School Facility Good Repair Status												
<table border="1"> <thead> <tr> <th>Exemplary</th> <th>Good</th> <th>Fair</th> <th>Poor</th> </tr> </thead> <tbody> <tr> <td></td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table>					Exemplary	Good	Fair	Poor		✓		
Exemplary	Good	Fair	Poor									
	✓											

Percentage Description Rating:

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

Dropouts & Graduation Rates

Buena 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 monitoring credit completion rates, Naviance, BARK, APEX Adult Education, afterschool tutoring, peer tutoring, parent conferences, SAP counselor, independent study, concurrent enrollment in adult school, Student Success Teams, full-time after school tutoring, 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 Buena High School. Alternative methods of acquiring a diploma are available through the continuation school, college and career readiness (incoming 9th graders), 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 Buena 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)			
	Buena		
	16-17	17-18	18-19
Dropout Rate (%)	3	2.1	2.9
Graduation Rate (%)	95.5	97.3	93.4
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/acs/>.

Suspensions and Expulsions									
	Buena			VUSD			CA		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Suspensions (%)	4.80%	4.70%	2.52%	3.00%	2.70%	2.53%	3.50%	3.60%	
Expulsions (%)	0.15%	0.10%	0.00%	0.15%	0.05%	0.10%	0.06%	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.

Discipline & Climate for Learning

Buena High School's discipline policies are based upon a schoolwide positive behavior management plan, which is used as a guide 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. Administrators lead assemblies and visit classrooms to reinforce the importance of following school rules and making responsible, respectful behavior choices. Buena High School follows the Restorative Justice guidelines for success which are posted in each classroom and are based on CHAMPS. 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.

During the 2019-20 school year, Buena High School's staff were trained through the Ventura County Office of Education on the Restorative Justice program, and began the work of implementing the program schoolwide.

Class Size

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

Average Class Size and Class Size Distribution				
2017-18				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	25	27	5	44
Math	28	13	18	24
Science	28	11	15	23
Social Science	27	13	14	23
2018-19				
English	26	27	14	33
Math	27	17	15	27
Science	27	14	14	21
Social Science	26	14	11	24
2019-20				
English	28	21	13	38
Math	28	13	16	30
Science	27	11	16	22
Social Science	29	11	14	25

*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.

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 Buena 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

Professional Development Days Three-Year Trend		
2018-19	2019-20	2020-21
2	2	3

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, Buena High School's staff development activities concentrated on:

- Classroom Management
- Google Suite
- Mindfulness
- Restorative Justice
- Social Emotional Learning (SEL)
- Technology Training
- Universal Design for Learning (UDL)

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

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

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

Instructional Materials

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

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 PREPARATIONS & CAREER READINESS

Advanced Placement

Buena High School offers 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	5	N/A
Social Science	5	N/A
Totals	23	18.4%

Note: Cells with N/A values do not require data.
* Where there are student course enrollments of at least one student.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2015	*	McGraw Hill: <i>StudySync</i>	0%
2016	*	Houghton Mifflin Harcourt: <i>Read 180/System 44</i>	0%
1991	*	Prentice Hall: <i>Prose Style</i>	0%
1997	*	McGraw-Hill: <i>McGraw-Hill Reader</i>	0%
Math			
2005	*	O'Reilly: <i>Head First Java</i>	0%
2008	*	McDougal Little: <i>Precalculus with Limits: A Graphing Approach</i>	0%
2008	*	Brooks/Cole Calculus: <i>Early Transcendental</i>	0%
2000	*	Thomson Learning: <i>Century 21 Accounting</i>	0%
2007	*	Glencoe: <i>Mathematics with Business Applications</i>	0%
2015	*	W.H. Freeman & Company: <i>The Practice of Statistics for the AP Exam</i>	0%
2016	*	Mathematics Vision Project (MVP)	0%
2012	*	McGraw-Hill: <i>Integrated Math 1</i>	0%
Science			
2006	*	Glencoe: <i>BSCS Biology - A Molecular Approach</i>	0%
2006	*	Pearson Prentice Hall: <i>Earth Science</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%
2008	*	Pearson Prentice Hall: <i>AP Edition Biology</i>	0%
2007	*	Houghton Mifflin: <i>Chemistry</i>	0%
2004	*	Pearson Prentice Hall: <i>Engineering Our Digital Future</i>	0%
2008	*	McGraw-Hill: <i>Marine Biology</i>	0%
2002	*	Prentice Hall: <i>Conceptual Physics</i>	0%
2005	*	Pearson Prentice Hall: <i>Physics</i>	0%
2007	*	Pearson Benjamin Cummings: <i>Human Anatomy and Physiology</i>	0%
2015	*	W.H. Freeman & Company: <i>Environmental Science for AP</i>	0%
2017	*	Cengage Learning: <i>AP Chemistry</i>	0%
2006	*	W.H. Freeman & Company: <i>Chemistry in the Community</i>	0%
Social Science			
2019	*	McGraw-Hill: <i>World History, Culture and Geography</i>	0%
2019	*	Cengage Learning: <i>Western Civilization</i>	0%
2015	*	Cengage Learning: <i>The American Pageant</i>	0%
2019	*	McGraw-Hill: <i>Principles of American Democracy</i>	0%
2002	*	McGraw-Hill: <i>AP Economics Principles, Problems and Policy</i>	0%
2019	*	Houghton Mifflin Harcourt: <i>American History: Reconstruction to the Present</i>	0%
2018	*	Houghton Mifflin Harcourt: <i>Economics</i>	0%
2015	*	W. W. Norton & Company: <i>American Politics Today</i>	0%
2002	*	Thomson Learning: <i>Introduction to Criminal Justice</i>	0%
2000	*	National Textbook Company: <i>Psychology and You</i>	0%
2001	*	National Textbook Company: <i>Sociology and You</i>	0%
2013	*	Academic Innovations: <i>Career Choices and Changes</i>	0%
Foreign Language			
*		TPRA (Teaching Proficiency through Reading & Storytelling)	0%
Health			
2009	*	Holt, Rinehart & Winston: <i>Lifetime Health</i>	0%

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).

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 UC website at www.universityofcalifornia.edu/admissions/general.html.

California State University

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

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2019-20 Students Enrolled in UC/CSU Courses Required for UC/CSU Admission	94.53
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	84.46

* Data not available at the time of this report.

Workforce Preparation

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 Buena High School's technical and career education programs; the counselor meets at least twice 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. Buena High School offers many programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

- Work Experience
- Career Education Center (CEC)
- Workability
- Career Pathways
- Job Shadowing
- Career-related Field Trips

Career Pathway Sequences

- Cabinet Making & Wood Products
- Design Visual & Media Arts
- Film-Making
- Food/Hospitality
- Hospitality & Food Service
- Law Careers Pathway
- Marine Science
- Stagecraft
- Welding Technology
- Vehicle Maintenance Service & Repair

On-Campus Career Education Center Courses

- Autoshop
- Cabinet Making Technology
- Graphics
- Machine Tool Technology
- Web Design

On-Campus Career Technical Courses

- Auto Mechanics
- Fashion Textiles & Apparel
- Machine Tool Operations/Machine Shop
- Professional Theater/Play Production
- Set Design & Construction
- Three-dimensional Design
- Vehicle Maintenance Service & Repair
- Video Production
- Web Site Development
- Woodworking

Individual student assessment of work readiness skills takes place through end-of-course exams, completion of course-required projects, on-the-job observation, and classroom observation.

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. 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.

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.

The CTE table below shows the total number of students participating in the district's CTE courses and career education center programs and program completion rates. For more information on career technical programs, CEC, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at <http://www.cde.ca.gov/ci/ct/>.

Career Technical Education Program Participation 2019-20	
Total Number of Students Participating in CTE Programs	28.0%
Percentage of Students Completing a CTE Program and Earning a High School Diploma	6.0%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	40.0%

PROFESSIONAL STAFF

Teacher Assignment

During the 2019-20 school year, Buena High School had 77 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.

	Buena		
	18-19	19-20	20-21
Total Teachers	85	79	78
Teachers with Full Credential	79	77	73
Teachers without Full Credential	6	2	0
Teaching Outside Subject Area (with full credential)	15	12	11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	0	0	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.

Counseling & Support Staff

Buena 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 Buena 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
Health Technician/Psych Support	1	1.0
Occupational Therapist	1	0.2
Psychologist	2	1.9
School Nurse	1	0.8
School Resource Officer	1	1.0
Speech & Language Pathologist	3	1.5
Student Assistant Program Counselor	1	1.0
College & Career Counselor	1	1.0
Average Number of Students per Academic Counselor		311

*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.

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.)

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/td/cs/>.

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/td/ec/ and www.cde.ca.gov/ds/td/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.)

Expenditures Per Pupil and School Site Teachers Salaries 2018-19						
Dollars Spent Per Student						
Expenditures Per Pupil	Buena	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State	
Total Restricted and Unrestricted	8,210	N/A	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,566	N/A	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,644	6,501	102.2%	13,080	50.8%	
Average Teacher Salary	71,196	77,464	91.9%	81,939	86.9%	

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

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 Buena 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.

School Site Council Bylaws

Ventura Unified School District

**BUENA HIGH
SCHOOL SITE COUNCIL BYLAWS**

ARTICLE I - Name of Council

The name of this council shall be the Buena High School Site Council.

ARTICLE II - Purpose

The purpose of this council shall be to:

1. Develop and recommend the school improvement plan.
2. Have ongoing responsibility to review with the principal, teachers, other school personnel and pupils with the implementation of the school improvement program and to assess periodically the effectiveness of the program.
3. Annually review the school improvement plan, establish a new school improvement budget consistent with the Education Code, and, if necessary, make modifications in the plan to reflect the changing improvement needs and priorities.
4. Take other actions as required by the Education Code and consistent with the provisions of the School Improvement Program as stated in AB65.

ARTICLE III - Membership

Section I The council shall be composed of the principal, school improvement coordinator, school improvement teacher specialist and representatives of: teachers elected by teachers at Buena High School, other school personnel elected by other school personnel at the school, parents of pupils attending the school elected by such parents and pupils elected by pupils attending Buena High.

The council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) equal numbers of parents and pupils.

Classroom teachers shall comprise the majority of those persons representing school staff.

Council members representing parents, other community members or pupils who are employees of the school district may serve as members but not at the building sites where they are employed.

Section II The membership of this committee shall not exceed twenty.

Section III Resignations will be accepted only upon written notice to the chairperson.

Section IV Members shall serve for two years. For the current school year 2018-19 only, two (2) seniors will be allowed to serve on the council for one year. No member may serve for more than one term consecutively. The two-year limitation in this section shall not apply to the principal, school improvement coordinator, school improvement specialist, other non-teacher personnel or the recording secretary.

ARTICLE IV - Officers

Section I The officers of the school site council shall be a chairperson, a vice-chairperson, a recording secretary.

ARTICLE V - Meeting and Quorum

Section I Meeting times and dates will be set each year by School Site Council in September. A minimum of five meetings will be held each school year.

Section II A simple majority of the membership shall constitute a quorum.

ARTICLE VI - Amendment

These bylaws may be amended at any regular meeting by a two-third vote of the membership.

ARTICLE VII - Duties of Officers

Section I It shall be the duty of the chairperson to preside at all meetings.

Section II In the absence or disability of the chairperson, the vice-chairperson shall assume the duties of the chairperson.

Section III Should both senior officers be unavailable, the secretary shall preside.

Section IV The recording secretary shall keep the minutes of all meetings. The secretary shall send notices of meetings and agenda and send out publicity as directed.

ARTICLE VIII - Duties of Council Members

It shall be the duty of all council members to:

1. Attend all meetings or provide an alternate when it is impossible to attend in person. Such alternates shall have full voting privileges.
2. Accept positions as officers or subcommittee member when so appointed or elected unless unable to carry out the duties entailed.

ARTICLE IX - Election of Officers

Section I All officers shall be elected by ballot at the September meeting, written notices of the election having been given.

Section II New officers shall assume their duties at the close of the September meeting.

Section III No member shall hold the same office more than two years in succession.

Section IV Should an officer resign before new elections are held, the chairperson shall appoint a member in good standing to assume the office until the next regular meeting when the vacancy could be filled.

ARTICLE X - Committees

The chairperson shall appoint such committees as he or she considers necessary at any time, or as directed by a majority of the members present.

ARTICLE XI - Amendments

- A. These bylaws may be amended at any meeting, a quorum being present.
- B. The meetings will be governed by these bylaws, and any dispute will be settled by Robert's Rules of Order.
- C. At any regular meeting, a quorum being present; a motion will pass with a majority vote of the members present.

ADDENDUM - November 14, 1988

Projects under \$500.00 may be approved by the principal, vice principal and program specialist between School Site Council meetings.