

Ventura Unified School District

School Plan for

Student

Achievement



Ventura High School

56 72652 5637822

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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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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	Classified/ Other Staff	Parent or Community Member	Student
Carlos Cohen	X				
Gloria Alcalá			X		
Mera Clobes			X		
Jo Ann Young-Myers			X		
Sonja Frias		X			
Michael Gacha		X			
Kayla Hernandez		X			
Wendy Lawton		X			
Steve Strong		X			
Mark Tolkmitt		X			
Natalie Bruton				X	
Coco Fernandez				X	
Martha Lennox				X	
Rebecca Rocha				X	
Sabrina Rodriguez				X	
Logan Bobis					X
Maddie Huot					X
Frances Kayser					X
Charlotte Kuzela					X
Ryan Palmisano					X
Number of members in each category	1	6	3	5	5

English Learner Advisory Committee (ELAC) 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/ Other Staff	Parent or Community Member	Student
Carlos Cohen	X				
Francisco Castillo			X		
Helen Scovell			X		
Rigoberto Rivera			X		
Leticia Vaivao			X		
Jaime Luna			X		
Aldo Garcia-Campos			X		
Coco Fernandez				X	
Efigenia Renteria				X	
Silvia Cabeza				X	
Gwen Reynoso				X	
Oscar Reynoso				X	
Raymundo Morales				X	
Elisa Morales				X	
Maria Mendo				X	
Emma Berbabe				X	
Raul Perea				X	
Sherline Fonseca				X	
Adriana Miranda				X	
Rosalinda Ramirez				X	
Maria de Jesus Silva				X	
Rafael Cuevas				X	
Diego Dominguez Miranda				X	
Lorena Garcia				X	
Xochitl Bonilla				X	
Rosie Morales				X	
Edgar Morales				X	
Carolin Pareja				X	
Ana Maria Simon				X	

Carmen Mendiola				X	
Number of members in each category	1		6	23	

(If the members of a properly constituted English Language Advisory Council (ELAC) voted to give over their governance to the School Site Council (SSC), please list the names of those people who voted. Giving over governance needs to be re-voted every 2 years.)

- The ELAC has voted to give governance to the SSC on this date: _____
- The name of the parent ELAC representative to SSC is: _____

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
- Parent Teacher Student Association
- Ventura High School Staff
- Ventura High School Associated Student Body

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: 11-09-2020

Attested:

Carlos Cohen
Carlos Cohen, Principal

12/2/2020
Date

Made 7 Burt
SSC Chairperson

12/3/2020
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

School Profile

During the 2019-20 school year, Ventura High School served 2,074 students in grades 9-12. Student enrollment included 11% students with disabilities, 16.4% English learners, 60.1% socioeconomically disadvantaged, 0.6% migrant, 0.6% foster youth, and 0.6% homeless youth. Ventura High School is the older of two large comprehensive high schools within the Ventura Unified School District, located approximately 65 miles north of Los Angeles and 35 miles south of Santa Barbara. The city of Ventura has a population of more than 100,000 and is situated on two-miles along the Pacific coastline.

Ventura High School sits on approximately 37 acres of land surrounded by busy city streets. (Ventura Islands High School comprises two classrooms on the Ventura High School site.) The high school is over 50 years old and boasts a large number of facilities, many of which were modernized between 2001 and 2005. Construction of a new, two-story sixteen-classroom building was completed in October, 2004. The school has a 1,575 seat main auditorium and a smaller theatre that seats about 175 persons. The football stadium has also been modernized and recently decorated by VHS art grads. It includes a new all-weather playing surface and an all-weather track. All facilities are in great demand by a variety of community and private organizations within the district.

The old downtown area of Ventura is composed primarily of antique, vintage clothing, thrift stores, and specialty shops, several restaurants and coffeehouses, and a scattering of small hotels and bed and breakfast inns. The west end of Ventura was the site of extensive oil drilling at the turn of the century, and still has remnants of drilling rigs, some of which remain active.

VHS employs over 100 certificated staff members that include four administrators, 96 teachers, seven counselors and one librarian. We have two part time psychologists (totaling 1.4 FTE), and one school nurse that we share with a feeder middle school and two elementary schools. Our classified staff members include 17 office secretaries or clerks, 12 Special Education para-educators, two part-time bilingual para-educators, and one part-time Special Populations Liaison. We have two part-time employees working in our career center, one as a 2.5-hour job developer and the other as a 3-hour college career technician. Our campus is secured by five campus security officers (totaling 4.5 FTE). Our cafeteria has 10 workers and our custodial staff is comprised of one full-time day supervisor and seven evening workers (one is the night lead). We have one full-time grounds man who maintains the gardens and grooms the fields for athletic events.

The school has raised the expectations for all students to achieve by increasing the math graduation requirements to three years instead of two. At the same time, we have developed math and language intervention classes designed to help students pass their high school graduation requirements. Each year, for the past five years, nearly 40 seniors have had a combined grade point average above 4.0. In the fall semester we recognize approximately 800 students for their stellar grades from the previous semester (June grades) and include students who also raise their grades .3 in that semester. In the spring (April) we recognize about 50% more students (1200) for their academic accomplishments and improvement. The reason for the difference in numbers is because in the fall the seniors from the spring semester have left the school and ninth grade students have not qualified yet.

Our English classes are college prep and AP (Advanced Placement) so all are UC a-g approved. Students who struggle and are two years below grade level in English/Language Arts (ELA) (and used to be in our general level classes) will be provided with an ELA intervention class (double block) that is considered college prep providing more time, a new textbook differentiated instruction, front loading of vocabulary and concepts, and scaffolding as needed.

We have expanded our AVID program to six full sections serving nearly 200 students who would be the first in their family to attend college. College field trips, guest speakers, college tutors, focus and determination have made AVID a success at VHS.

Four-year plans are once again on the radar screen for counselors who now encourage students to become "college/work ready", completing the UC system's a-g requirements by the end of high school. We have approximately 100 students attending Ventura Community College each semester on a part time basis. It is

difficult to be more specific as students turn in their transcripts near the end of the year to get any necessary credits.

There are variety and diversity among program opportunities available to any student wishing to participate. We field over fifty highly competitive and league winning athletic teams and they are supported by an enthusiastic student body and community booster groups.

Our Visual and Performing Arts programs are exceptional. Our Art program annually qualifies many students with scores of three or better on AP Art Portfolio tests. Our drama department has increased the number of productions over previous years from three or four to six or seven. Music continues to be superior with wind, jazz, strings, concert band, mariachi, and choir classes performing quarterly locally, and traveling during the spring break to adjudications somewhere in the United States. We have dozens of clubs that include Fashion Fun, Breakfast Film, Habakkuk, Fencing, Le Cercle Francais, Hip Hop, GSA (Gay Straight Alliance), Anime, Mecha and Fellowship of Christian Athletes. Classes that are activity based and also meet outside the regular classroom include all music classes (Jazz, Wind, Choir, Concert and Strings), Digital Photography, German, Drama/Improvisation, ROP Culinary Arts, Yearbook and Journalism to name a few. The student agenda has a complete list of clubs.

Ventura High School is a wonderful school with terrific students and staff. We work hard to provide a high-quality instructional program for all students in a caring atmosphere. Included in this School Plan you will find evidence to support this.

School Vision

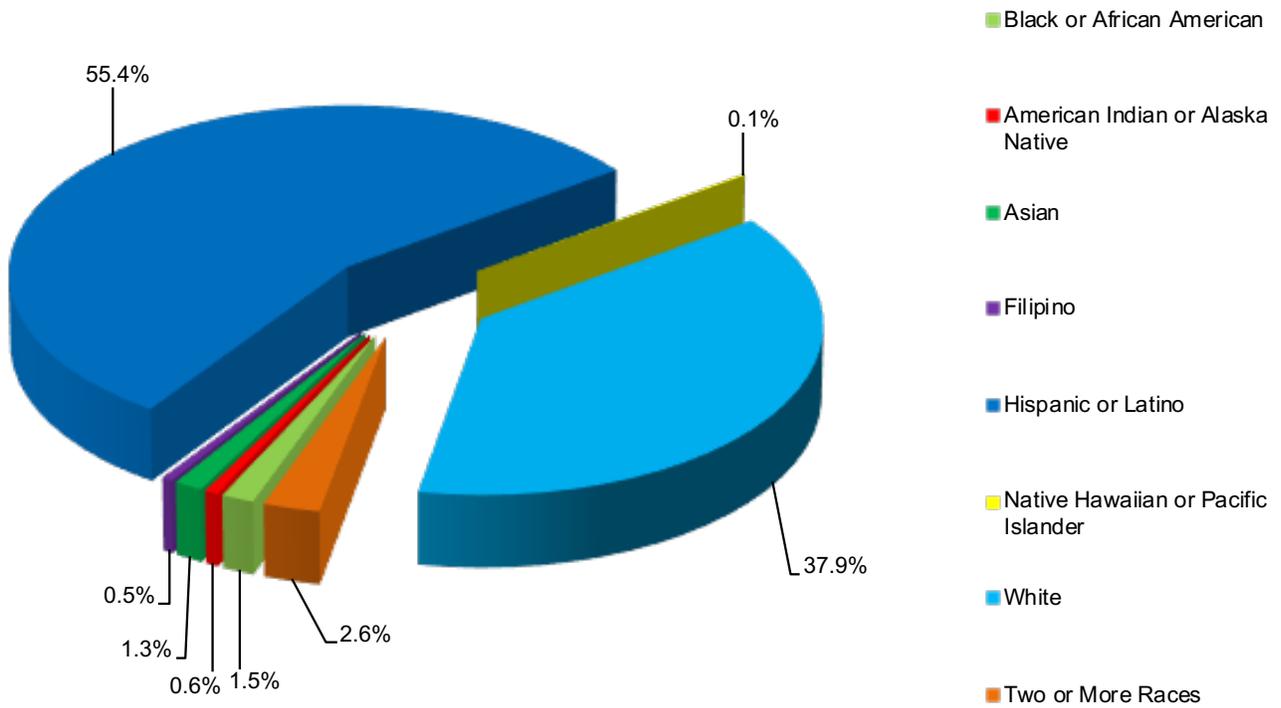
Ventura High School's vision is to prepare all students for full participation in and contribution to the larger society by delivery of high-quality programs and instruction to all students in a caring atmosphere.

School Mission

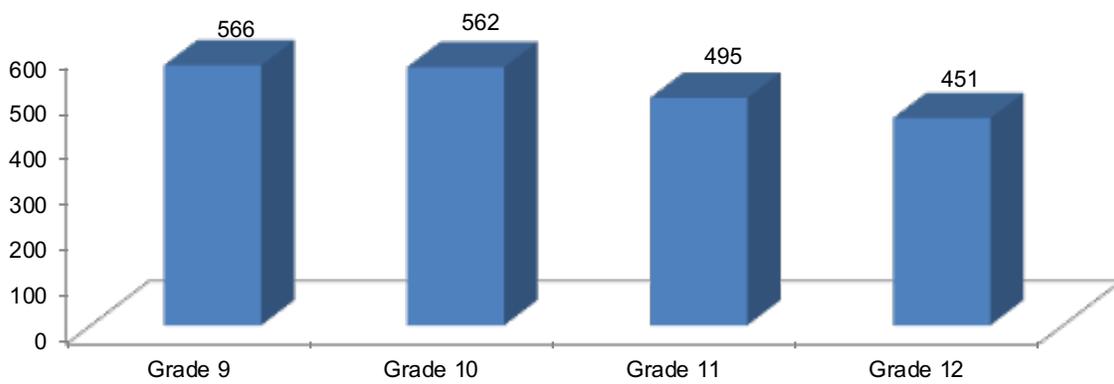
The mission of Ventura High School is to develop highly educated, well-rounded students who are excited about learning by:

- providing all students with quality educational opportunities
- engaging the aspirations and abilities of all students
- nurturing innovation and creativity
- creating productive community members developing lifelong learners

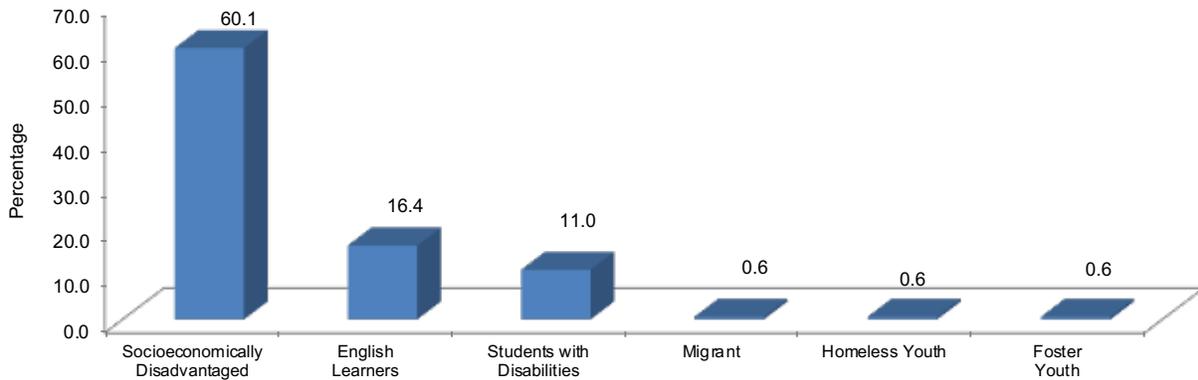
Student Enrollment by Ethnicity – 2019-20



Student Enrollment by Grade – 2019-20



Student Enrollment by Student Group – 2019-20



Comprehensive Needs Assessment

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

- ✓ Analysis of Student Performance Data:
 - ELPAC Reports
 - District Assessments
 - CAASPP Reports
 - AP Data
 - College Enrollment

Conclusions from the needs assessment conducted by the site 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.

Ventura High School’s behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Ventura 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. Ventura 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. During advisory period, students are engaged in activities targeting bully prevention strategies through classroom discussions and special presentations.

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
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Family Support
- Health Information
- 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
Ventura High School	56726525637822	11/9/20	

Purpose and Description

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

The purpose of this plan is to provide goals, strategies, and actions for the entire school-wide program as well as specific strategies to address the Additional Targeted Support and Improvement designation as it relates to our SAI program. Unlike previous SPSAs the number of goals and strategies (actions) will be more concise and relevant to working with our SAI students, EL’s and creating strategies to impact those groups positively. For the 2020- 2021 school year, VHS has also become a Title 1 Targeted Assistance School and is in the process of developing the communiques to constituents about Title 1 and the plan to provide services and assess effectiveness.

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.

Ventura High School works diligently to meet the ESSA requirements by aligning its programs, assessments, and finances with our District’s LCAP as well as to federal, state and local programs by regularly administering ELA and Math benchmarks, standardized exams, meeting program requirements for all student requirements for all student groups and meeting regularly with all stakeholders via our various representative groups- Leadership, Faculty, School Site Council, English Learners Advisory Committee and various district level groups. At leadership meetings we review areas of concern and address issues required to be discussed at department meetings. We also use that forum to develop new programs, policies or procedures. These initiatives are then shared with SSC, ELAC, and the faculty. Due to the COVID-19 pandemic, meetings, professional development and conferences have had to be done by Zoom starting in the Spring of 2020. As a district, we also developed a robust Distance Learning Committee to be able to carry on with student learning and assessing that learning.

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:
SSC	9/14, 10/12, 11/2, 11/9
Leadership Team/ Departments	9/1, 10/6, 11/3- 9/9, 10/7, 11/4
ELAC	10/15, 11/5

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)**

On the 2018 California Dashboard, Students with Disabilities show as red in English Language Arts, mathematics and the College and Career indicators, and as orange on the Graduation Rate Indicator. As a result, Ventura High School was identified as being an Additional Targeted Support and Improvement (ATSI) school (SWD). The District has provided the site extra funds for SAI to address the areas in the dashboard related to ELA/ Math CAASPP scores. Due to a concerted effort by VHS admin, SAI teachers, and the District SAI leadership, VHS was removed from ATSI in 2019 by meeting higher student performance scores on the CA Dashboard. However, we continue to focus on this student group as they are not where we need or want them to be yet. We are also increasing the amount and focus of clerical support we have been allocating.

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

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

Identified Need:

Increase academic achievement of all students, focusing on SWD (ATSI/SAI students) and English Learners (Math).

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Test scores	All 45% (17-18) to 62%(18-19) SAI 6.66% to 17.78% EL 1.67% to 14.29%	5% Increase
CAASPP Math test scores	All 25% (17-18) to 35% (18-19) SAI 6.6% (17-18) to 10.87% (18-19) EL 0% (17-18) to EL 0% (18-19)	5% Increase

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with a focus on English Learners in mathematics and Students with Disabilities (SWD)/SAI (ATSI)

Strategy/Activity

Increased use of technology based curriculum/support/interventions such as System 44, Read 180, Study Sync; Tier 2 and Tier 3 pull out interventions; tutoring with EL monitor, use of a bilingual Para Educator in EL courses, para-educators in SAI, additional support classes in ELA, Math readiness classes, parent education (PIQUE), Math tutors (teachers) at lunchtime and through ASSETS during distance learning in a virtual setting, and small group intervention during distance learning as allowed for EL, SAI, and struggling students.

Proposed Expenditures for this Strategy/Activity

\$7,000 (for professional development and materials)	SAI funds (For ATSI students)
\$3,000 + (Chromebooks)	Instructional materials
\$4,000	Supplemental Funds (Bilingual Paraeducator)
Stipends (small groups)	CARE funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, Students with Disabilities (SWD)/ SAI (ATSI)

Strategy/Activity

Reduce the percentage of F's and D's through identification, counseling, accommodations, parent education, skill building, teacher training/collaboration and credit recovery using APEX, Adult ed, or Summer School

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Funds not to exceed \$1,000	Supplemental Funds District trainings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

10th -12th grade students that have registered to take an Advanced Placement exam

Strategy/Activity

Advanced Placement small groups/academies and subsidizing AVID students, adding new AP courses (AP Statistics)
--

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Not to exceed \$2000 (approximately) from Supplemental funds	Supplemental and District CARE funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, based on need and availability, based on schedule

Strategy/Activity

ASSETS: APEX and adult education credit recovery and afterschool tutoring through ASSETS
--

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$17,000	Fully funded from ASSETS grant (This past year this was paid with Supplemental (for ASSETS director) funds.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

9th graders, Students with Disabilities, EL students
--

Strategy/Activity

Organizational and study skills/Binder Boot camp - Guided Study students (SAI) will learn how to structure their time and organize their work.
--

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500	Supplemental Funds

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development: Research and experience based teacher-created lessons and curriculum, as well as “teachers training teachers” workshops (Cougar Colleges/ Minimum day workshops), and “PD in 3” (teacher best practices vignettes of best practice strategies) shared with staff as well as offsite training (ERWC, AP, Technology, UDL) and technology purchases, to address teacher/student needs to impact SEL, academics, culture and climate, restorative justice training. During distance learning, we are implementing teacher Canvas Buddies, Canvas Cougar Colleges, Zoom session strategy Cougar Colleges and PD in 3(0) during faculty meetings where EL Strategies and new technologies are presented by teacher leaders and administrators.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$2,500(+) (purchase of binder materials)	Site based funds (Offsite PD)
\$10,000	Instructional materials

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Title 1 Targeted Assistance School (TAS) demographic

Strategy/Activity

Increase English Learner CAASPP, ELPAC, and Benchmark scores as well as UC- A-G completion and increased GPA’s and graduation rates. English Learner specialists/ consultants will evaluate our current EL programs, work on refining our English learner plan, and provide school wide professional development of teaching and learning strategies to faculty. Supplemental assistance programs will be created to support extended learning and enrichment opportunities for students and families.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
No more than \$140,000	Title 1 funds

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Math Readiness students

Strategy/Activity

Smaller class sizes to assist with mentoring and bringing students up to grade level in MATH 1 readiness. Students in this level of math will also have access to small group, ASSETS, or tutoring intervention.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
.20 FTE	Master Schedule/ General Fund

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.

Strategy 1, focused on providing targeted support for our English Learners (ELs) and Specialized Academic Instruction (SAI) students. Grade level CAASPP test preparation and strategies; increased use of technology based curriculum/support/interventions such as System 44, Read 180, Study Sync were used in the SAI courses. In regards to EL students, Rigoberto Rivera was made the EL Monitor and provided two sections from the Multilingual department in order to check students records, coordinate with teachers and parents, and Rosalyn Alvarez- bilingual para educator- was placed in the math and science classes. Tier 2 and Tier 3 pull out interventions and tutoring provided with EL monitor, use of a bilingual Para Educator in EL courses, para-educators in SAI, additional support classes in ELA, Math readiness classes, parent education, Math tutors (teachers) at lunch time.

Strategy 2, focused on reducing the percentage of F's and D's through identification, counseling, accommodations, parent education, skill building, teacher training/collaboration and credit recovery using APEX, Adult ed, or Summer School for all students. By using D and F grade reports given to VHS by Ed Services and working with our counselors to identify students that were lacking credits due to D's and F's, students were counseled to participate in the ASSETS after school program, credit recovery through adult ed., summer school, and alternative placement are programs such as Pacific High School. We also developed the FLEX program which allowed for a VHS alternate placement created to assist academically struggling students.

Strategy 3, allowed for the scheduling of school day and Saturday schools test preps. Both special education and EL's were guided to do structured test preps with the guidance of our district testing coordinator during the school day. AVID teachers specified time throughout the year for structured Saturday school test prep focusing on Advanced Placement test prep for AVID students.

Strategy 4, similar to strategy 1, utilized our ASSETS, APEX, adult education credit recovery FLEX and math tutoring to increase student achievement but especially our underrepresented students. Specifically, students were able to participate in ASSETS afterschool for tutoring and credit recovery. APEX was the credit recovery software VHS used to allow students to participate in credit recovery. To retain our students that were voluntarily transferring to Vista Charter Schools, we developed the FLEX program with the district to do on-line learning and credit recovery. Nine teachers participated in the FLEX program serving 31 students who completed classes for credit.

Strategy 5, To increase student academic success every 9th grader was required to enroll in college and career classes and within that class one of the activities was participation in a binder boot camp. Binder boot camp was an intervention to support student organizational skills. There still needs to be further work done on this in order to make it a common practice and be able to measure impact on a student's organization and ultimately performance Initial results for students in SAI as measured by grades and anecdotal reports from teachers and students is promising.

Strategy 6, Focused on Professional Development to impact student learning. We used research and experience based teacher-created lessons and curriculum (e.g. Study Synch, Read 180), as well as "teachers training teachers" workshops (Cougar Colleges/ Minimum day workshops), and PD in 3, as well as offsite training (ERWC, AP, Technology) and technology purchases, to address teacher/student needs to impact SEL, **academics, culture and climate, restorative justice training**. During faculty meetings teachers were requested to present PD in 3's. PD's in 3 are brief best teaching practice vignettes that teachers shared with colleagues during faculty meetings. A brief Q&A with the faculty followed and how it could be used within a designated subject area. The topics for the PD in 3s were supposed to come out of the Cougar Colleges. Cougar Colleges have been designed to focus on specific interventions, supports, and best practices for student learning. It has been difficult to maintain consistency with the CC's because of a need for more direction and accountability and several interruptions to the teaching schedule due to events outside of our

control (e.g. school closures due to Thomas Fire, mud slides, pandemic). However, examples of successful PD in 3's is Megan McKee's presentation on how to create and use an essential question to design lessons and guide students to achieve learning outcomes and Lani Schuck's Binder Bootcamp structure presented to the staff. College and Career teachers shared how they were implementing it in their classes.

Another factor that impacted CC time was minimum day workshops being used for the process of writing the WASC self-study document. Each staff member was committed to a focus group over a certain area: Curriculum, Assessment, Instruction, Culture, and Administration. Members researched and interviewed to answer all of the WASC prompts which were then included in the self-study. This process proved useful to set the future goals and find our critical learner needs that are the foundation of our Cougar Colleges and future PLC's.

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

The need for more time for WASC professional development altered the PD plan for our minimum days as it became clear that self-study focus groups would need more time to truly look carefully and thoughtfully at our curriculum, instruction, assessment, culture, and administration in order to set goals and find critical learner needs. Since the district provided time that could be used as the site determined, the six minimum day sessions were scheduled for conducting the self-study and writing the responses to the prompts in each section. This also allowed for the cross-checking and analysis of each section by different focus groups to check for continuity and accuracy. Critical learner needs fleshed out by this process were: improve the academic achievement of students who are English Learners and students with disabilities, to increase the percentage of all students who are college and career ready, to increase the achievement level of students in mathematics courses, to increase parent involvement, and to increase the rigor and effectiveness of school-wide and department-wide collaboration to improve the culture and climate of VHS.

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

The goal and strategies will not be removed since they were not fully implemented the whole year due to COVID forcing us into a distance learning situation. However, programs such as FLEX and APEX will continue and the funds used by School Site Council to support the ASSETS program will not be necessary this year as it will be funded fully by the ASSETS grant. In regards to the EL monitor position, it has been split in half between two teachers for the 2020 2021 school year in order to be able to support more students and create a team with the two teachers responsible for coordinating services for students. With the availability of Title 1 funds, more training for teachers and paras will be provided and a more detailed EL plan will be implemented. In regards to counselors working on reducing D's and Fs, that attempt will be changed the focus for that department will be on developing the ASCA model for counselors so they can push into classes and provide more preventative services instead of direct tier 2 and tier 3 services. The rationale is that if students have the resources and strategies, they will be able to get better grades. Our new Assistant Principal of Curriculum and Instruction will be working specifically in addressing the roles and duties of counselors to affect this change.

Goal 2:

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

Identified Need:

Students schoolwide are in need of more SEL resources, grade level programs, intervention and engagement programs, after school programs.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rates	96.81% (2018-2019)	Maintain or Increase by 1% or >
Suspension Rates	6 %(17-18) 7.4% (18-19)	Maintain or Decrease by 1% or >
Program participation (ASSETS)		Increase by 5%
Small group participation	3-7 groups w/ 14 students minimum	5-9 groups w/ 14+ students

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, but with a focus on students groups that are in the red through yellow dashboard categories, and are designated as an at opportunity group.

Strategy/Activity

ASSETS after school program- provides enrichment, tutoring, supervision, snacks, leadership training, and credit recovery opportunities. ASSETS also serves students in a virtual setting for this year.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$20,000	Fully grant funded in 2020 2021 (Formerly Supplemental Funds)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All grade levels - first generation college-bound students that meet program requirements. This may include SAI or EL students based on course work and application.

Strategy/Activity

AVID program - identified students receive focused support with course tutorial support, study skills, social emotional mentoring and AVID peer tutors, organization, college search/ application

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Tutors Field trips (if possible in the Spring of 2021)	Supplemental Site LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Open to all students but focused on students that are in need of academic, behavioral, or attendance intervention

Strategy/Activity

Small, stable groups formed to focus on students who have fallen behind in distance learning, who are English learners, or who are struggling to engage. Examples are Learning the Ropes, EL, SAI, homeless, foster.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Stipends commensurate with number of groups and days worked	District CARE funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All 9th grade students

Strategy/Activity

Den Mentor Program: all 9th grade students are mentored by an upperclassman volunteer who will check in throughout distance learning and once in person learning has resumed. Upperclassman will support 9th graders with social-emotional mentoring, encouragement to be an active participant in the school community, and tutoring when possible.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,000	Principal's Donation 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, AVID students, SWD and EL

Strategy/Activity

Post high school college and career search workshops and application preparation. (e.g. College and Career counselor, Agriculture CTE pathway teacher, AVID and ERWC teacher work on resumes, applications, etc.)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$1,500	Site based funds (For PD)
\$ Varies	AVID LCAP (Field Trips)
\$1,000	SAI

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.

Strategy 1, Despite the COVID pandemic,* we were successful in impacting student learning, grades, and student connection to school. Our ASSETS program addressed Strategy 1 by consistently providing exemplary after school enrichment, tutoring, supervision, snacks, leadership training, and credit recovery opportunities. When we transitioned to distance learning in the spring, our ASSETS coordinator was able to continue providing APEX credit recovery services to our students as well as tutoring.

Strategy 2, To impact our college going rates within our first generation college bound students, strategy 2 focused on our AVID program. Our AVID teachers, working with counselors, identified incoming 9th graders to place in the program. Continuing students, as well as new students, received focused support with course tutorial support, study skills, organization, college search and received additional assistance on select Saturday schools to have their college essays proofread and edited.

Strategy 3, Learning the Ropes- a collaborative effort between VHS administration and the Ventura Police Activities League- began in the Spring of 2019 to address the behavior, attendance and curricular challenges faced by our under-represented students. Identified by administrators, VHS students in the Learning the Ropes program met every other Thursday and on Saturday schools with mentors from the VPD Police Activities League, VHS administration, SAP counselor, and guest speakers to learn about developing self-regulation, SST, academic counseling, weekly grade checks, personal development, goal setting, and field trips. As a result of the focused intervention provided by the VHS admin, PAL and SAP counselors, 7 students that would have not been eligible to graduate on time were able to recover academic credits through APEX and Adult ed in order to graduate with their class on time. Several of the graduating LTR students were also able to gain employment during the winter as a result of the community connection made with the mentors that are local business owners and professionals. SAP counselor, Bobbie Richard provides social-emotional resources for all students which includes several small support students such as Grief group, Substance Abuse and ALATEEN, Mindful-Self Compassion, Reducing Anxiety, Stress Management and LGBTQ.

Strategy 4, For the 2019-2020 school year we implemented The Academy to serve 9th grade students that had demonstrated a need for extra academic, behavioral, social emotional, or attendance support during middle school. Three teachers served a cohort of 25 students in this intensive program. Lower class sizes allowed teachers to focus on improving students' academic achievement while addressing social emotional and behavioral needs. The master schedule was adjusted and classes locked in placed to allow for the cohort to have their classes balanced. Students in The Academy Cohort had the opportunity to be part of other general courses but had 4-5 students from their Academy Cohort with them for support. Monthly meetings with Academy parents allowed for additional support for the students and collaboration with Academy teachers. Since we had to go to distance learning during the spring we were not able to recruit incoming 9th graders for this intervention for 2020- 2021. The goal this year is to provide continued support for the students that moved onto the 10th grade by using the small group interventions. In the spring, we will recruit for a new Academy cohort since initial results demonstrated better attendance and GPAs for students.

Strategy 5, To increase access to all students, Strategy 5 of the 2019 2020 goal focused on planning and implementing post high school college search and application preparation workshops. Through the efforts of our College and Career counselor, presentations were coordinated that provided our students access to college recruiters, FAFSA counselors, military recruiters, industry leaders and business owners. The counselor was even able to do a simulcast with NASA astronauts and do a virtual swearing in future armed forces recruits.

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

The major changes to the strategies in this year's goal revolve around The Academy and the creation of small intervention groups that needed to be formed due to COVID 19. In both cases, Federal CARE funds will be used to compensate teachers to run the small groups. Furthermore, the small groups will target our EL, SAI, homeless, foster, and other under-represented groups. Where CARE funds will not cover certain projects, training or interventions, the new Title 1 funds will be used.

In regards to strategy 5, we will work closely with our Career Center Counselor to research other schools as well as how the ASCA models prescribes how to push into classrooms to do college and career presentations and workshops.

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.

There will be no major change to the goal but there will be a change to the strategies that deal with The Academy. The Academy for the 2020 2021 school year will be placed on hold, refined and re-started in 2021-2022. A small group for the students that transitioned to 10th grade is being encouraged to be formed. It will be replaced this year by focusing on the 9th grade Den Program which impacts the connection to school of all 9th graders. Since CAASPP data will be unavailable to use as an academic metric, we will use units earned vs. units attempted, We will also use GPA and attendance to monitor progress as well as intervention services provided. With a site and effort focused on developing an ASCA counseling model at VHS, we will also target all grade levels with push in presentations as well as family presentations.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

Provide parents and guardians workshops, presentations, and resources to support them. Provide their student(s) academic, behavioral, social emotional support and resources as well.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation numbers	(Sign in sheets from last year's forums, workshops)	10% increase from previous year's sign in sheets
Parent Survey (VUSD LCAP)	215 Parent surveys	10% increase
Parent Participation	Need to create baseline on website use and ParentSquare use	10% increase

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All families and students grades 9-12

Strategy/Activity

Parent School Culture and Climate Forums:

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$500 (for teacher counselor/facilitators)	Site funds Community Organizations

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

College and Career readiness presentations and workshops: grade level as well as workshops on getting into college, FAFSA, Dreamer, and how to use Naviance

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Not to exceed \$500	Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learner Families and Students

Strategy/Activity

English Learner Parent Education Nights: Informative presentations and workshops regarding educational requirements, school resources, school safety, college/ career readiness and resources. In off years when PIQE is not run, embedded in our existing ELAC structure. College Field trips (virtual in DL setting, in person when possible again). Saturday School presentations.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Not to exceed \$1,000	Supplemental
\$5,000	ASSETS and ESC Multilingual department/ LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Before school / After Hours Drop in with Counselors: Career Center and additional college representative visits.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
No Cost	Scheduling accommodation

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.

Strategy 1, enhanced and expanded its outreach to families by creating parent school culture and climate forums in addition to established parent groups. VHS invited parents and community stakeholders to quarterly school updates and safety procedures. These demonstrations provided resources, academic strategies and community resources. We focused on expanding our ELAC meeting participation by inviting outside experts to speak on relevant topics regarding behavior, academics, and college outreach. VHS invited and directed parents to district lead parent support groups and multiple parent events demonstrating and highlighting what we have to offer at VHS.

Strategy 2, To support the other key goals and strategies, we have provided College and Career readiness presentations and workshops, FAFSA, Dreamer, and how to use Naviance to families.

Families are also informed of our strong College and Career center and counselor that provides workshops that prepares students for college and career and every 9th grader is required to provide a 10-year plan as well as their 4 year plan. The college and career counselor invites students to weekly college presentations from presenters from around the country and hosts them at lunchtime on a weekly basis. In addition to the College and Career counselor, our counselors push into different grade levels in the classrooms to provide college and career awareness. Families are also encouraged to participate in our FAFSA evenings in which parents are assisted in filling out their student's FAFSA application.

Strategy 3, Embedded in our existing English Learner Advisory Committee (ELAC) meeting structure, the VHS admin team, EL Counselor and foreign language teacher, prepare informative presentations and workshops regarding educational requirements, school resources, school safety, college/ career readiness and resources to this decision-making body that represents English Learners. In off years when PIQE is not run. English Learner Parent Education Nights: College Field trips. Saturday School presentations add a convenient forum for families to increase their understanding of the educational system available to their children.

Strategy 4, Before school / After Hours Drop in with Counselors was established to provide access to counselors after the work day of parents. Every month counselors provide parents and students morning and after school hours to discuss class schedules, graduation requirements, etc. Counselors also provide after school forums for parents and students as well as after school workshops.

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

The major difference for this year will be the added focus on Title 1 families. Since two of our goals have specific strategies focusing on increasing the academic progress of our English Learners, more financial resources will be used to address this achievement gap. Though EL CASSPP scores have risen in ELA, a continued work still needs to be done to increase EL proficiency in the area of mathematics. By bringing in consultants to evaluate our current program, we will then be able to refine our English learner plan and provide more professional development on school wide universal learning strategies and supports for EL students.

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.

Since it is undecided at this time if the CAASPP test will be administered in the spring of 2021, we will have to rely on grades, course completion, ELPAC scores, reclassification, and graduation rates. It will also be important for the ELAC committee and other EL families to work closely with the SSC, Principal and Leadership team to ensure that the comprehensive EL plan developed to address this goal and strategies is adhered to. As a result, more education and training forums to assist parents in tracking their students' progress as well as knowing how to access available resources will be critical.

Goal 4:

Continue to improve campus wide use of collaboration time for student centered and teacher/ data driven analysis of student performance and professional development opportunities that drive instruction, policy, and serve students' academic and social emotional needs.

Identified Need:

A detailed professional development plan that outlines roles, expectations, metrics, outcomes, timelines and accountability

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWIFT- FIA	Scores from quarter FIA's	at least a .5% jump per quarter
Professional development plan	Previous year action plan	80% approval on plan
Surveys on staff participation and impact	35% participation	10% increase in staff participation/ satisfaction

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

Leadership team participates/takes the quarterly SWIFT- FIA and then identifies goals to improve areas where we scored low in. Results and actions are shared with departments and during faculty meetings. We discuss the impact on student learning and share our best practices. All teachers at quarter, by departments, review academic grade distribution by grade level and/or course and compare to their own individual grade distribution in order to reflect on grading practices and create lessons and assessments that measure student proficiency and/ or mastery. A professional development plan will be fully articulated to include training and stepwise implementation of Professional Learning Community collaboration on late start mornings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Free resource/ online	MTSS website

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All staff and teachers in order to impact the colleagues they work with and students they serve.

Strategy/Activity

Increased training in/ use of Canvas will be offered throughout the year through our Cougar Colleges. Cougar Colleges are educator teams that encourage and enable each other and are at the center of this collaboration. The team's purpose is to work together to study, discuss, learn, practice, apply, and integrate strategies that improve classroom teaching and learning and through district training with the goal of 100% teacher proficiency in Canvas. Additionally, other Cougar Colleges will be offered for those teachers who are already proficient in Canvas to extend training on other technologies to augment live instruction, such as Nearpod, Jamboard, Zoom advanced functions, etc.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Not to exceed \$3,000 for training specific to Title 1 areas	Title 1 funds
Not to exceed \$3,000	

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

A self-study of counseling will be conducted by the AP of Curriculum and Instruction throughout the 20-21 school year. Job descriptions, roles and duties and classified staff roles will be analyzed and compared with other VUSD school sites, Recognized ASCA Model Program (RAMP) schools will be visited to observe implemented American school Counselor (ASCA) models, and data from counselor collaboration will be used to determine our first steps in implementing the ASCA model at VHS.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
amount to be determined by Student Support Services	District LCAP
\$2,000	Site based funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional development planning and spending decisions by faculty and staff members at leadership team, admin team, department level meetings. Planning and spending to be done through the analysis of data that focuses time and funds to address areas of student and staff need. The use of SWIFT-FIA, surveys, benchmarks, quarter grades, CAASPP data will be used and cited in meeting agendas and minutes.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
No Costs	Contractual minutes

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.

Strategy 1, Much of our collaboration and professional development time was repurposed toward the work of writing the VHS self-study document for our WASC as our staff wrote the document themselves. Much of the data collection and goal setting was done in the context of preparing for WASC. Individual collaboration teaming by subject alike or department did not take place as intended and prescribed in Strategy 1. Additionally, the SWIFT-FIA did not take place in the Leadership team as intended. The WASC process was effective for data collection and goal setting and the VHS staff found out Critical Learner Needs and created an action plan.

Strategy 2, Cougar College Technology and IO training did continue and has been effective. Most teachers are able to use IO for testing and data analysis. During faculty and department meetings, however, technology was not given much space and time for practice. While it was discussed, WASC took priority. While the IO training was effective and teachers are able to access and use IO, we were not particularly effective at increasing the use of platforms like Google Classroom, etc.

Strategy 3, VHS was able to host a restorative practice professional development and team building activity with our Leadership team only. A restorative practice and Council session was also planned for the administration and counseling department, however, it was cancelled by the COVID shutdown. More work is needed in this strategy to be effective. Additionally, the ASCA model was investigated with the VHS counseling team. RAMP model ASCA schools were visited. This was effective in terms of providing a baseline goal for the 20-21 school year.

Strategy 4, the Leadership team was commissioned to create a PD plan. Time was cut short by the shut down, but some work was done by a team member to begin aligning our Cougar Colleges with more of a Professional Learning Community vision with hope that it will lead to a collaborative system that aligns with PLCs to fidelity within the next few years. Additionally, use of data did not occur as intended during Leadership to guide decisions, however the use of data was strong in the area of our self-study and WASC for guiding the 20-21 (and beyond) Leadership teams. As stated above the SWIFT-FIA did not take place as intended.

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

Our major focus of collaboration and data collection during the 19-20 school year became WASC. This was not the intended strategy, however, it was found that when the staff was tasked with the investigation, data collection, and writing of the self-study report rather than tasking an administrator to compile and write, time was the missing element. Most of our collaboration and PD time was spent on completing the self study. While this was not the intended strategy of PD as outlined, it did accomplish the data-driven goal setting that was needed.

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.

This goal will remain the same overall. Our strategies will differ in certain areas. In Strategy 1, an articulated Professional Development Plan to include the implementation of collaborative PLC teams will be written and shared with the staff. Stage one of this plan will include training in the PLC method and in the use of common formative assessments and data-driven instructional team planning. This training may occur during the last part of the 20-21 school year if possible or over summer 2021 and will continue to develop over the 21-22 school year.

For Strategy 2, our technology training will focus on the use of CANVAS and full implementation of Canvas for every teacher. Since we are now a 1:1 technology school, CANVAS will be our platform of instruction. Teachers were given the 20-21 school year to become proficient in CANVAS and so training is key. We have pivoted to use our Cougar Colleges to provide PD topics on canvas and technology to augment live instruction such as Nearpod and other google apps like Jamboard.

Strategy 3 is now the goal of a self-study of our counseling department roles, duties and goals with the goal of beginning the implementation of the ASCA model of school counseling at VHS. Our Assistant Principal of Curriculum and Instruction will be spearheading the study and data analysis along with the Counseling staff.

Strategy 4 will remain the same.

Budget**Other Federal, State and Local Funds**

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

Federal Programs	Allocation (\$)
Title I 2019-20 Carryover	\$0.00
Title I 2020-21	\$168,140.00
Title I 2020-21 Parent Involvement	\$3,965.00

Subtotal of additional federal funds included for this school: **\$172,105.00**

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	\$10,392.00
Site-Based Funds 2020-21 Allocation	\$107,848.00
Supplemental Funds 2019-20 Carryover	\$16,485.00
Supplemental Funds 2020-21 Allocation	\$71,370.00

Subtotal of state or local funds included for this school: **\$206,095.00**

Total of federal, state, and/or local funds for this school: **\$378,200.00**

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	445	424	423	29.31%	32.86%	21.75%	16.08%
Male	243	231	230	27.39%	30.87%	23.48%	18.26%
Female	202	193	193	31.61%	35.23%	19.69%	13.47%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	7	7	7	*	*	*	*
Asian	11	11	11	45.45%	45.45%	9.09%	0.00%
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	229	213	213	16.90%	31.92%	29.11%	22.07%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	179	174	174	41.38%	34.48%	14.37%	9.77%
Two or More Races	11	11	11	63.64%	18.18%	0.00%	18.18%
Socioeconomically Disadvantaged	249	231	230	17.39%	32.61%	28.26%	21.74%
English Learners	47	42	42	0.00%	14.29%	23.81%	61.90%
Students with Disabilities	54	46	45	6.67%	11.11%	33.33%	48.89%
Migrant Education	5	5	5	*	*	*	*
Homeless	35	32	32	25.00%	37.50%	25.00%	12.50%

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	445	421	420	16.19%	19.52%	25.24%	39.05%
Male	243	229	228	18.42%	20.18%	23.25%	38.16%
Female	202	192	192	13.54%	18.75%	27.60%	40.10%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	7	7	7	*	*	*	*
Asian	11	10	10	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	229	213	213	7.51%	16.43%	25.35%	50.70%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	179	172	172	25.00%	23.26%	24.42%	27.33%
Two or More Races	11	11	11	27.27%	36.36%	9.09%	27.27%
Socioeconomically Disadvantaged	249	230	229	9.17%	13.54%	23.58%	53.71%
English Learners	47	42	42	0.00%	0.00%	11.90%	88.10%
Students with Disabilities	54	47	46	4.35%	6.52%	4.35%	84.78%
Migrant Education	5	5	5	*	*	*	*
Homeless	35	31	31	19.35%	12.90%	19.35%	48.39%

2020-21 Site Based Funds Program Budget

VUSD BUDGET: 2020/2021		
PROGRAM: Site Based Funds		
Site: Ventura	19/20 Carryover	10,392
	20/21 Allocation	107,848
		0
		0
Resource = 0000	Total	118,240
Object #	Classification	
Personnel Costs and Benefits		
<i>Must reflect amounts on Staffing Charts</i>		
		<i>Current</i>
		<i>Revise</i>
<i>Must reflect amounts on Staffing Charts</i>		
1101	Teacher, Contractual	
1103	Teacher, Hourly	
1106	Teacher, Sub	8,608
1107	Stipend, Certificated	6,886
<i>Complete Time Sheet Authorization Form</i>		
1201	Counselor, Contractual	
1301	Director	
2101	Paraed, Positional	
2103	Paraed, Hourly	
2201	College Career Tech/Job Dev	19,890
<i>Complete Time Sheet Authorization Form</i>		
2401	Clerk, Positional	73,876
2403	Clerk, Hourly	
<i>Complete Time Sheet Authorization Form</i>		
2903	Other Classified, Hourly	
SUBTOTAL		109,260
		0
Discretionary Funds		
4100	Textbooks	
4200	Other Books	
4300	Instructional Supplies	8,195
4300	Other Supplies	
4400	Equip Not Captlzd(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	
5300	Membership	385
5800	Contracts, Rents, Repairs	
5801	Contracts, annual	
5710	Publications, District Office	
5717	Work Orders	
5719	Transportation	
5800	Consultants/Other Svcs	400
5900	Communications	
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL		8,980
Total:		118,240
		0
Principals Signature for Adjustment: <i>Carlos V. Loken</i>		
Date: <i>12/1/20</i>		
School Site Council Approval: (Chairman) <i>Mark T. Burt</i>		
Date: <i>12-1-2020</i>		
Director, Special Projects Approval: <i>Ann Wooly</i>		
Date: <i>12/1/2020</i>		

2020-21 Supplemental Funds Program Budget

VUSD BUDGET: 2020/2021		
PROGRAM: Supplemental Funds		
Site: Ventura	19/20 Carryover	16,485
	20/21 Allocation	71,370
Resource = 0100	Total	0
		87,855
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	2,365
1106	Teacher, Sub	
1107	Stipend, Certificated	
Complete Time Sheet Authorization Form		
1201	Counselor, Contractual	
1301	Director	
2101	Paraed, Positional	31,584
2103	Paraed, Hourly	10,002
2106	Paraed, Sub	
2201	Parent Teacher Liaison	30,412
2203	Interpreter, Hourly	
Complete Time Sheet Authorization Form		
2401	Clerk, Positional	
2403	Clerk, Hourly	
Complete Time Sheet Authorization Form		
2903	Other Classified, Hourly	
SUBTOTAL		74,363
Discretionary Funds		0
4200	Other Books	
4300	Instructional Supplies	12,588
4300	Other Supplies	
4400	Equip Not Capitalized(\$500-5000)	
5201	Mileage stipend	
5202	Travel/Conferences	
5300	Membership	
5600	Contracts, Rents, Repairs	
5601	Contracts, annual	
5710	Publications, District Office	
5717	Work Orders	
5719	Transportation	
5800	Consultants/Other Svcs	
5806	Internet Publications/Software	904
5900	Communications	
6400	Equipment (over \$5,000)	
7310	Indirect	
SUBTOTAL		13,492
Total:		87,855
Total:		0
Principals Signature for Adjustment: <i>Paula Velez</i>		
Date: <i>12/1/2020</i>		
School Site Council Approval: (Chairman) <i>Paula Velez</i>		
Date: <i>12/1/2020</i>		
English Learner Advisory Committee Review <i>Stacy</i>		
Date: <i>12/16/2020</i>		
Director, Special Projects Approval:		
Date:		

2020-21 Title I Program Budget

VUSD BUDGET: 2020/2021			
PROGRAM: Title I			
Site:	Ventura	19/20 Carryover	0
		20/21 Parent Participation Allocati	3,965
		20/21 Allocation	168,140
			0
	Resource = 3010	Total	172,105
Object #	Classification	Must reflect amounts on Staffing Charts	
Personnel Costs and Benefits		Current	Revised
<i>Must reflect amounts on Staffing Charts</i>			
1101	Teacher, Contractual	11,316	
1103	Teacher, Hourly (Summer)	27,224	
1106	Teacher, Sub		
1107	Stipend, Certificated	5,089	
<i>Complete Time Sheet Authorization Form</i>			
1201	Counselor, Contractual	22,633	
1301	Director		
2101	Paraed, Positional	9,839	
2103	Paraed (Tutors), Hourly	14,738	
2106	Paraed, Sub		
2201	Family Liaison	5,989	
2203	Interpreter, 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		96,828	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	18,684	
4300	Other Supplies	3,965	
4400	Equip Not Captizd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences	10,000	
5300	Membership		
5800	Contracts, Rents, Repairs		
5801	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation	10,000	
5800	Consultants/Other Svcs	10,000	
5806	Software Renewal	22,626	
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		76,277	0
Total:		172,105	0
Principals Signature for Adjustment: <i>Carla Hahn</i>			
Date: <i>1/8/2020</i>			
School Site Council Approval: (Chairman) <i>Nancy Burt</i>			
Date: <i>1/8/2020 n13</i>			
English Learner Advisory Committee Review: <i>Jegevia Rauloza</i>			
Date: <i>1-9-2021</i>			
Director, Special Projects Approval: <i>Michael Hahn</i>			
Date: <i>1/21/21</i>			

School-Parent/Home Compact

Student Name: _____

Ventura High School
HOME-SCHOOL COMPACT
2020-2021

The goal of Ventura High School is to develop each student’s potential for the intellectual, physical, and emotional growth that will prepare him or her for success in college, career, and life.

Parent/Guardian Agreement:

I want to see my child succeed; therefore, I will do the following:

- Make sure that my child is at school and on time every day.
- Set high expectations for my child and discuss them regularly (high school graduation, college, vocational training ...)
- Hold my child accountable for his/her work and behavior.
- Provide time, place and materials for homework and review daily, including daily reading.
- Ensure that my child reads every day according to grade level
- Help my child make healthy choices

PARENTS/GUARDIANS SIGNATURES: _____ DATE: _____

Student Agreement:

It is important that I work to the best of my ability; therefore, I will strive to do the following:

- Come to school on time, every day, with my school supplies, ready to learn.
- Set high expectations for myself (good grades, graduate from high school, attend college, ...)
- Follow our campus and classroom rules as outlined in our Student Handbook
- Complete and return my homework assignments on time and complete.
- Read every night
- Be responsible with school property and learning materials.
- Make healthy choices
- I will ask for help when needed.

STUDENT SIGNATURE: _____ DATE: _____

Teacher Agreement:

It is important that students achieve; therefore, I will strive to do the following:

- Set high expectations to encourage student achievement and believe all students can learn.
- Promote an environment that recognizes student achievement and character development.
- Send home regular progress reports.
- Analyze data to drive my instruction and share results with students and parents.
- Provide necessary assistance to parents so they can help their children with schoolwork.
- Provide regular opportunities for communication with the family.
- Maintain a positive school environment for parent/families, students and staff.
- Participate in Professional Development opportunities to improve my practice and stay current with new research.

TEACHER SIGNATURE: _____ DATE: _____

Principal Agreement:

I want to see all students meet or exceed grade level standards and live successful lives; therefore, I will strive to do the following:

- Work to create a safe, clean, kind school so that all students can learn. (4 Key Words)
- Encourage all students to work hard, do their best, graduate from high school, and attend college.
- Promote an environment that recognizes student achievement and character development.
- Help students become responsible citizens of our school community and follow all school and classroom rules.
- Work to build home-school partnerships that improve student achievement.
- Provide opportunities for all stake holders (students, parents, teachers, school/district personnel, and community members) to be involved in the planning and implementation of the Single Plan for Student Achievement.
- Collaborate with the necessary personnel to secure services for students with attendance, behavior, and/or academic concerns.
- Communicate regularly with parents/guardians through ParentSquare, website, social media, and parent meetings.
- Work with parents and the school leadership team to develop a comprehensive parent education calendar.
- Participate in Professional Development opportunities to improve my practice and stay current with new research.

PRINCIPAL SIGNATURE: _____ DATE: _____

VUSD - Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

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

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

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318. (20 USC 6318)

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)

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

Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

Ventura High School - Parent Involvement Policy

Ventura High School Title I School Parental Involvement Policy

Title I School-Level Parental Involvement Policy Ventura High School

Ventura High School has developed a written Title I parental involvement policy with input from Title I parents. This document is sent to all student homes in order for parents to read it and give input at the School Site Council meeting. It details the policy to parents of Title I students. This document is sent via the Ventura High School Summer Mailer. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Ventura High School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
This is done right before our Back To School Night and presented in English and Spanish, with an interpreter present.
- The school offers a flexible timing of meetings for Title I parents, such as meetings in the evening as requested by parents.
The School Site Council conducts their meeting at 6:00 p.m. so that working parents can attend.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy that is jointly developed between parents, staff, and students.**
 1. At School Site Council, PTSA and ELAC meetings the Parent Involvement Policy is presented to parents for review and input. Materials presented are both in English and Spanish, and a translator is made available to parents, if needed.
 2. Parent Involvement Policy is revised to reflect the input of parents and is sent to all registered students in the summer mailer.
- The school provides parents of Title I students with timely information about Title I programs.
Title 1 pamphlets are distributed to parents during Back to School Night and Open House in both English and Spanish language.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
- During School Site Council meetings assessments of the different programs that are in place to help students succeed are shared with parents. Teachers also give input as to the progress of students that are using the different tools offered at the school.
- The school will educate staff, with the assistance of parents, in the value of parent communication and how to work with parents as equal partners.
- As requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
Parents have asked for a more convenient time for them to meet and parent meetings are now offered later in the evening instead of at the end of the school day.

School-Parent Compact

Ventura High School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students. Materials are presented to all in both English and Spanish language.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning

- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

Ventura High School presents the Home-School Compact to parents at a School Site Council meeting as well as to the Migrant and ELAC parent meetings in English and Spanish. The school asks for input from parents and staff, as well. All changes are considered and voted on. The Home-School Compact is distributed to all third period classes wherein the teachers sign the compact before distributing to each and every student in their second period class and then the students sign their Compact. All second period students then are instructed to take the Compact home for parents to read and provide a signature that they are in agreement of this compact. The student then returns the compact back to his / her second period class. Once the second period teacher has gathered all the compacts from their 3rd period class, they then return their students' signed Compacts to the Administration office.

Building Capacity for Involvement

Ventura High School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- ELPAC assessment results and reclassifications are shared with parents at meetings.
- SBAC assessment results are shared during parent meetings.
- Evening Attendance callers share daily absences with parents.
- During Back To School Nite and Open House parents are invited to participate in a training on Q Parent Connect where they have access to their student's academic information.
- A Parent Center is set up for parents / students to be able to have access to technology.
- Help is provided to parents / students that visit the Parent Center and are shown how to access Parent Vue / Student Vue and set up the Parent Square application for communication.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- During each parent meeting trainings are conducted in different content areas.
- Our College and Career Outreach counselor provides trainings and information on the transition process from High School to Higher Education.
- Financial Aide Workshops are done throughout the school year, as well as FAFSA assistance.
- Counselors have parent meetings regarding A-G requirements.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- Parents are invited to participate in School Site Council, PTSA, Meetings/ Forums with the Principal, Migrant Education Program and ELAC. Parent workshops are set up throughout the year on Financial Aide, Career and Job Fairs, Attendance, the WASC accreditation process, etc . . .
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- All parent communication, whether via phone calls home, flyers, or meetings, are done in both English and Spanish, and during parent meetings a Mixteco interpreter is provided when needed. Many of the VHS office staff, both classified and certificated speak Spanish. An interpreter is available in the office for non-speaking Spanish speaking staff.
- The school provides support for parental involvement activities requested by Title I parents.
- A parent facilitator is available at our school site.
- A Parent Center is provided where parents and students have the technology available to them to access Q Parent Connect.
- The school will address the importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, class, and observation of classroom activities, and on-going communication through Parent Square. Distribution of the Parent Involvement Policy and Home-School Compact will be included in the Summer Mailer.

Accessibility

Ventura High School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- . Accommodations are made for non-English speaking parents by utilizing an interpreter during parent meetings.
- . Meetings are conducted in the Library Media Center or Career Center that are close to the parking lot for easy access.

Parent Involvement Calendar

*Will continue virtually or by social distance protocol #Will be postponed or TBD while in distance learning

<p>July</p> <p>*Football Booster</p>	<p>January</p> <p>*PTSA Meeting *ELAC Meeting *School Site Council Meeting *District School Information Night School of Choice Window Collection for Cougar Closet and Pantry Senior Class 2021 Apparel Cap and Gowns purchase #Faculty Improve #Informal School Dance Performance #Orchestra Winter Concert #Boys Basketball #Football #Boys and Girls Volleyball #Boys and Girls Water polo #Senior Ball</p>
<p>August</p> <p>#Football Tailgate Party #Freshman Orientation #Football Home Game #Music Leadership Training #ASB Leadership Camp</p>	<p>February</p> <p>*PTSA Meeting *ELAC Meeting *School Site Council Meeting Collection for Cougar Closet and Pantry Senior Class 2021 Apparel #Girls Tennis #Boys and Girls Volleyball #Boys and Girls Water Polo #Football #Winter Theatre Showcase #Chamber Performance</p>
<p>September</p> <p>*Back to School Night *School Site Council Meeting *PQUET #Football Home Game #Neon Dance</p>	<p>March</p> <p>*PTSA Meeting *ELAC Meeting *School Site Council Meeting Safety Forum Collection for Cougar Closet and Pantry #Football #Wrestling #Boys and Girls Water Polo #Improve Show #Softball #Boys Tennis #Sadie Hawkens Dance #Festival of Talent #Science Fair</p>
<p>October</p> <p>*PTSA Meeting *School Site Council Meeting</p>	<p>April</p> <p>*PTSA Meeting *ELAC Meeting</p>

<ul style="list-style-type: none"> *ELAC Meeting *School Picture Day Virtual ASB Fall Spirit Week Virtual Pumpkin Carving Contest Collection for Cougar Closet and Pantry #Football Home Game #Cabaret Choir #Benefit Concert #Homecoming Dance 	<ul style="list-style-type: none"> Collection for Cougar Closet and Pantry #Prom #Softball #Car Show #Talent Show #Sprint Musical #Senior Night
<p>November</p> <ul style="list-style-type: none"> *PTSA Meeting *ELAC Meeting *School Site Council Meeting *Virtual Talent Show Boys Soccer Fundraiser School Picture Day Virtual Talent Show Collection for Cougar Closet and Pantry #Cheers for Children Food Drive #Improve Show #Fall Wind Ensemble 	<p>May</p> <ul style="list-style-type: none"> *PTSA Meeting *School Site Council Meeting *Staff Appreciation Week Collection for Cougar Closet and Pantry #Softball #Prom #Spring Theatre Showcase #Orchestra Concert #Dance Concert #Choir Concert
<p>December</p> <ul style="list-style-type: none"> *PTSA Meeting *ELAC Meeting *School Site Council Meeting Music Dept. Wreaths Boys Soccer Scarfs Fundraiser Girls Basketball Firewood Fundraiser Collection for Cougar Closet and Pantry Senior Class 2021 Apparel Cap and Gown purchase *Cheers for Children Food Drive #Fall Play #Orchestra Concert #Choir Concert #Pancake Breakfast #Boys Volleyball #Girls Volleyball 	<p>June</p> <ul style="list-style-type: none"> *PTSA Meeting *Graduation #Drama Awards #Choir Concert #Senior Awards

Professional Development Plan

Professional development at Ventura High School has been structured around the needs of the students and teachers and carried out via district and site in-service days, onsite/offsite trainings, and teacher-teaching-teacher workshops within our *Cougar Colleges*. Because we are focused on our WASC visit this year we have shifted our structured PD times to faculty meetings, late start mornings and in-service days. This, our *Cougar Colleges*, is part of a larger PD movement that we embarked upon that is looking at a more site based model for professional learning. It is also taking into account the cognitive mapping and brain research to maximize critical thinking and learning we have been trained in recently. In this approach to professional development the focus is on building off of an individual's/organization's assets through dialogues and reflection. This is accomplished by asking a series of guided questions, that includes analyzing DATA and sharing anecdotal experiences. After which the staff, as individuals and as a group, reflect on their process and state what is working well to impact student learning, what can be improved on and how, and what practices no longer serve us. Another important shift in our PD plan has been the push to build in more professional development time during the staff's working day. This was made possible by analyzing and maximizing the efficient use of the instructional minutes we have and creating four PD minimum days. That shift, coupled with the push that we started last year to direct SSC and LCAP monies to teacher training, has made it possible for more teachers and counselors to attend more training off campus. As a result we have seen an increase in teachers asking for and participating in advanced training resulting in an increase in pathway options, course offerings and a bump in last year's CAASSP scores. Our professional development is not only aligned with the goals in our SPSA, but also with our school and district LACP goals. The following is a narrative of our focus areas and how our professional development plan is being carried out across campus.

Professional Development Best Practices Minimum Days (Currently being used for WASC collaboration)

- Maximized instructional minutes to provide four minimum days for focused professional development
- Students begin school at 7:36am and break for lunch 11:45 and are officially dismissed at 12:15pm.
- On each minimum day teachers have two conference style/ workshop sessions in the afternoon after students have left.
 - o One session is geared to work on a department goal(s): Sharing of best practices, Development/refining of teacher designed assessments and rubrics, aligning curriculum, training on district programs, analyzing data and certification qualifications, collaborating on integrated lessons.
 - o The second session is focused in an area that is of particular relevance to the teacher and addresses the area a teacher would like to work on to enhance their professional practice and student learning. These sessions are facilitated by either our own resident teacher experts in the area being taught or by an outside expert such as a Teacher on Special Assignment (TOSA). Sessions focus on addressing student academic and socio-emotional needs, training on the integration of technology into lesson planning (flipping a classroom, landing pages, Google Classroom, etc), student Career Technical Education

Technology

- **Google Classroom:** For teachers that feel comfortable using the Google Suite of applications we have begun Google Classroom training. Google classroom is a fully on line resource where teachers, colleagues, students, and parents can engage in a virtual classroom. Lessons, class resources, assessments and more can be posted, uploaded/downloaded, discussed, and graded. Linked to a teacher's landing page this is the next level of 21st century learning and providing a flipped classroom to students anywhere and at anytime. Training for this will be provided during the scheduled PD minimum days, collaboration times, as well as by district technology specialists at the district office.
- **Landing Pages:** A continued push at VHS, we continue to make progress for teachers making their landing pages. The teacher landing page is linked to our website and it is a place where a parent or student can access information regarding the class they are taking. The goal is to improve communication among stakeholders thus improving student success. Training, and built in time for developing the landing pages continues during collaboration times as well as during our newly scheduled PD minimum days.

- **Study Sync, Read 180 and System 44:** Our English teachers continue to supplement their grade level curriculum, or use as a primary, one of the three digital systems. Teachers can choose the various Lexile levels of books being read in class, articles, create exams, check SRI scores or use the expansive novel and lesson plan database. Training and support is provided by our district TOSA's
- **Digital citizenry:** Our English teachers have taken on the responsibility for VHS to ensure that every student on campus has been provided grade level mini lessons on appropriate digital citizenry. Teachers were provided instruction by the district Information Technology TOSA's on how to use the online resources and to tie them into the appropriate grade level curriculum.

DATA analysis: We begin the year by creating a baseline of data that included anecdotal examples of student/teacher success while simultaneously collecting empirical data such as CAASSP testing results, California Healthy Kids Survey, and College Board Results. This information was shared at faculty and leadership meetings. On the November 30th faculty meeting as well as subsequent faculty, leadership, School Site Council, ELAC, PTSA and department meetings, we will be sharing the final compiled data from all those areas and applying the Appreciative Inquiry Model to create a dialogue that will inform us to what we need to put in place and work on the rest of this year as well as set the stage for . The areas we will have to focus on will be student achievement for SAI, EL and Lower SES students.

Critical reading and writing: In collaboration with our district and English TOSA's, we are piloting the Read 180 program designed to increase students' reading proficiency by using the latest in neuroscience research in student learning strategies and online learning. Teachers have received training, and will have follow up training, by the district so they can integrate Read 180 into their current curriculum as well as how to use the teacher resources provided by the program. This program has been rolled out in our English Department. Use of the program may continue after the pilot duration within our English Learner student classes. Also within our English department, more teachers have been trained, and will continue to be trained, in the Expository Reading and Writing Course (ERWC) model used by the California State Universities to prepare 12th graders for entering college as freshman writers. The department is also making strides in unpacking that curriculum so it can be used in grades 9-11 as well. SSC funds have been used to send two teachers for training this year and all other English teachers will also have collaboration, department and PD minimum day time to continue sharing best practices.

Mathematics 1, 2, and 3 training: Our math teachers continue to meet at math level meetings and trainings with district math TOSA's to develop, align and review curriculum and assessments. This year's focus continues to be on Math 1 curricular development but a new area of focus, transition from Math 3 to Information Data Science or calculus has come clearly into view. Like their English colleagues, they are also using collaboration time, department meetings and our PD minimum days to carry on their work.

Counseling and Career training: Our counselors have been trained and use the College and career program named NAVIANCE as well as learning more about the new "ASCA Mindsets & Behaviors for Student Success: College- and Career-Readiness Standards for Every Student."

- **NAVIANCE:** In regards to NAVIANCE, the counselors continue to collaborate and receive training on this on line resource that allows students, teachers, counselors and parents to keep track of students' progress, take personal inventory assessments, suggest possible career and college choices based on those assessments, GPA's and test scores and send out notices for college recruiter visits. Our counselor in charge of training colleagues on this new program has also begun to show students how to use it.
- **"ASCA Mindsets & Behaviors for Student Success: College- and Career-Readiness Standards for Every Student":** Two of our counselors have taken a leadership role in sharing these new standards with the district as well as with our own counselors at various district and school meetings. What is significant in training on the new standards is that they cluster the 35 standards into three domains- academic, career and socio/emotional development. Designed to assist students, teachers and parents in addressing the needs of students they will also align with the PD occurring on NAVIANCE. In the spring and fall of 2017 more training will be scheduled/ provided for teachers at faculty meetings and PD minimum days.

Career and Technical Education Pathway Certification and Training: Starting in the 2015-2016 school year, we continue to grow in the number of new CTE and VC Innovates pathways being offered at VHS. AP Computer Science, Environmental Studies, Performing Arts, and Patient Care are just a few that are taking off for our students. This has required that the teachers involved in these pathways be trained and certified so they can teach the niche classes being offered in the pathways. We are currently moving towards a more district driven model for supporting our pathways and providing training to our CTE teachers.

2019-20 School Accountability Report Card

Published January 2021



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

CARLOS V. COHEN, PRINCIPAL
GRADES 9-12

PRINCIPAL'S MESSAGE

Dear Families, Staff Members and Community,

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

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

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

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

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

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

Sincerely,
Carlos Cohen

District Vision Statement

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

Board of Education

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

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. GREG BAYLESS
DIRECTOR OF SECONDARY EDUCATION
GINA WOLOWICZ
DIRECTOR OF ELEMENTARY EDUCATION

DR. JEFF DAVIS
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

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

VENTURA UNIFIED SCHOOL DISTRICT

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



District Mission Statement

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

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

Ventura High School

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

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

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

Committees

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

School Activities

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

STUDENT ACHIEVEMENT

Physical Fitness

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

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

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

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

California Assessment of Student Performance and Progress (CAASPP)

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

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

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

SCHOOL FACILITIES & MAINTENANCE

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

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

Campus Supervision

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School Site Safety Plan

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

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

Facilities Inspections

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

Facilities Maintenance

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

- Installation vape sensing monitors in two restrooms

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

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

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

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

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

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

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

CLASSROOM ENVIRONMENT

Discipline & Climate for Learning

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

Suspensions and Expulsions									
	Ventura High			VUSD			CA		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Suspensions (%)	5.20%	4.50%	2.31%	3.00%	2.70%	2.53%	3.50%	3.60%	
Expulsions (%)	0.04%	0.05%	0.10%	0.15%	0.05%	0.10%	0.06%	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.

Class Size

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

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

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

Dropouts & Graduation Rates

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

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

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

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

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

CURRICULUM & INSTRUCTION

Staff Development

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

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

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

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

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

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

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

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

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

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

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

Instructional Materials

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

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

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

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

COLLEGE PREPARATION & CAREER READINESS

College Preparation Courses

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

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2015	*	McGraw Hill: <i>StudySync</i>	0%
2016	*	Houghton Mifflin Harcourt: <i>Read 180/System 44</i>	0%
Math			
2014	*	Triumph Learning: <i>Common Core Coach Mathematics 1</i>	0%
2016	*	Mathematics Vision Project (MVP)	0%
2003	*	W. H. Freeman: <i>The Practice of Statistics</i>	0%
2003	*	John Wiley & Sons: <i>Calculus A New Horizon</i>	0%
2009	*	McDougal Littell: <i>Precalculus with Limits: A Graphing Approach</i>	0%
2008	*	Brooks/Cole: <i>Calculus: Early Transcendental</i>	0%
2007	*	McGraw Hill: <i>Mathematics with Business Applications</i>	0%
Science			
2006	*	Glencoe: <i>BSCS Biology - A Molecular Approach</i>	0%
2008	*	Pearson Prentice Hall: <i>Biology</i>	0%
2009	*	Glencoe McGraw Hill: <i>Biology</i>	0%
2008	*	Pearson Prentice Hall: <i>Chemistry</i>	0%
2007	*	Pearson Prentice Hall: <i>Essentials of Human Anatomy and Physiology</i>	0%
2015	*	Freeman: <i>Environmental Science for AP</i>	0%
2006	*	W. H. Freeman & Co.: <i>Chemistry</i>	0%
2007	*	Houghton Mifflin: <i>Chemistry</i>	0%
2005	*	Glencoe McGraw Hill: <i>Earth Science</i>	0%
2009	*	McGraw-Hill: <i>Marine Biology</i>	0%
2005	*	Pearson Prentice Hall: <i>Physics</i>	0%
2007	*	Pearson Benjamin Cummings: <i>Human Anatomy and Physiology</i>	0%
Social Science			
2019	*	McGraw-Hill: <i>World History, Culture & Geography</i>	0%
2019	*	Cengage Learning: <i>Western Civilization</i>	0%
2015	*	Houghton Mifflin: <i>The American Pageant</i>	0%
2019	*	Houghton Mifflin Harcourt: <i>American History: Reconstruction to the Present</i>	0%
2019	*	McGraw-Hill: <i>Principles of American Democracy</i>	0%
2018	*	Houghton Mifflin Harcourt: <i>Economics</i>	0%
2019	*	BF/Worth: <i>Krugman's Economics for AP</i>	0%
2018	*	Prentice Hall: <i>Government in America, AP Edition</i>	0%
2000	*	Hartan Davidson Inc.: <i>The Golden State</i>	0%
2000	*	National Textbook Company: <i>Psychology and You</i>	0%
2000	*	Constitutional Rights Foundation: <i>Criminal Justice in America</i>	0%
2007	*	Oxford University Press: <i>American Popular Music</i>	0%
2008	*	Houghton Mifflin: <i>Psychology</i>	0%
2013	*	Academic Innovations: <i>Career Choices and Changes</i>	0%
Foreign Language			
2003	*	McDougal Littell: <i>Discovering French Bleu, Blanc, Rouge</i>	0%
2008	*	McGraw Hill: <i>Prego, An Invitation to Italian</i>	0%
1988	*	Houghton Mifflin: <i>Oggi in Italia</i>	0%
1989	*	McDougal Littell: <i>En Espanol 1, 2, 3</i>	0%
1988	*	Heath: <i>Spanish for Mastery 3</i>	0%
2001	*	Vista Higher Learning: <i>Imagina</i>	0%
1983	*	Longman: <i>Una Vez Mas</i>	0%
2003	*	McDougal Littell: <i>Abriendo Puertas Tomo 1 & Tomo 2</i>	0%
1985	*	Heinle & Heinle: <i>Sendas Literarias 1 & 2</i>	0%
2008	*	Pearson: <i>Espanol Escrito</i>	0%
2015	*	McGraw Hill Glencoe: <i>Tesoro Literario</i>	0%
Health			
2009	*	Holt, Rinehart & Winston: <i>Lifetime Health</i>	0%

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

* Data not available at the time of this report.

Admission Requirements for California Public Universities

University of California

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

California State University

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

Advanced Placement

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

Advanced Placement (AP) Courses		
2019-20		
	No. of AP Courses Offered*	% of Students in AP Courses
Art	2	N/A
English	4	N/A
Foreign Language	3	N/A
Math	5	N/A
Science	7	N/A
Social Science	13	N/A
Totals	34	24.4%

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

Career Readiness

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

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

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

On Campus Pathway Sequences:

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

CTE Student Organization:

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

On-campus ROP Courses:

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

On-campus CTE Courses:

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

Individual student assessment of work readiness skills takes place through:

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

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

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

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

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

Career Technical Education Program Participation 2019-20	
Total Number of Students Participating in CTE Programs	21.0%
Percentage of Students Completing a CTE Program and Earning a High School Diploma	5.0%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	33.0%

PROFESSIONAL STAFF

Counseling & Support Staff

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

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

Academic Counselors and Other Support Staff 2019-20		
	No. of Staff	FTE*
Academic Counselor	6	6.0
Campus Security Officers	5	4.5
Psychologist	2	1.4
Speech & Language Pathologist	1	0.4
School Nurse	1	0.3
Health Technician	1	1.0
School Resource Officer	1	1.0
Career Center Counselor	1	1.0
Student Assistant Program Counselor	1	1.0
Average Number of Students per Academic Counselor		296

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

Teacher Assignment

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

	Ventura High		
	18-19	19-20	20-21
Total Teachers	87	87	89
Teachers with Full Credential	65	83	85
Teachers without Full Credential	2	4	0
Teaching Outside Subject Area (with full credential)	22	22	23
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Teacher Vacancies	1	1	0

	VUSD		
	18-19	19-20	20-21
Total Teachers	721	713	694
Teachers with Full Credential	690	678	664
Teachers without Full Credential	31	35	0
Teaching Outside Subject Area (with full credential)	105	89	89
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	1	2	0
Teacher Vacancies	3	4	3

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

DISTRICT EXPENDITURES

Salary & Budget Comparison

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

Expenditures Per Student

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

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

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

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

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

**Teacher and Administrative Salaries
2018-19**

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

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

SARC DATA & INTERNET ACCESS

DataQuest

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

California School Dashboard

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

Disclosure

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

VENTURA HIGH SCHOOL SITE COUNCIL

BY-LAWS

ARTICLE I NAME

The name of this committee shall be the School Site Council of Ventura High School (VHS). (Herein after referred to as the SSC.)

ARTICLE II PURPOSE

The purpose of the SSC shall be to:

- A. Participate in developing the Single Plan for Student Achievement, monitor its implementation, and evaluate the plan for meeting its goals.
- B. Establish annual budgets based on the District allocation, implement the budgets through the Single Plan for Student Achievement, perform budget adjustments based on Leadership Team and/or administrative recommendations, and review the budget for effective implementation at the end of each school year.
- C. Enable parents and other community representatives, staff and students to be involved and share in a significant way the decision-making process at the local school level.
- D. The scope of all actions and activities of the SSC shall be consistent with Board Policy, Administrative Regulations, the Education Code and Title V of the California Administrative Code and guidelines established by the Ventura Unified School District's Master Plan.
- E. Take other actions as required by the Education Code, State Department of Education, School Board and/or District policy, including yearly review of the School Site Safety Plan.

ARTICLE III MEMBERSHIP

Section 1: The SSC shall be composed of twenty (20) members:

- A. Ten (10) members of the council will consist of the VHS principal, the VHS Assistant Principal of Curriculum and Instruction, seven (7) elected certificated staff (with teachers in the majority), and one (1) elected classified staff person.
 - 1. The certificated staff members will be elected by other certificated staff at VHS during the first staff meeting of each school year. There shall be one certificated representative from each of the following subject areas:

- English Language Arts (ELA)
- Math
- Science/PE/Health
- Social Science
- Special Education
- Foreign Language/Counseling
- Fine/Applied Arts

The certificated positions must be voted on by the entire certificated staff via ballot, or show of hands, at the first staff meeting of each year. Four positions will be elected in odd years (ELA, Social Science, Special Education, and Foreign Language/Counseling) and three positions elected in even years (Math, Science/PE/Health, Fine/Applied Arts).

2. The classified member of the SSC will be elected by the classified school personnel at VHS. The classified SSC member is elected for a two year term in the fall of even years. The classified staff must vote using balloting, or show of hands, at the first staff meeting of the school year in even years. This election must be held before the first SSC meeting of the school year.

B. The other ten (10) members of SSC will consist of an equal number of five (5) elected adults and five (5) elected VHS students. The adults must be parents of VHS students, but this group can also include 1 community representative.

1. Five (5) parents of students attending VHS, or four (4) parents and a community member, will be elected by parents of VHS students to the SSC. The parents or community member must not be an employee of VHS, but may be an employee of Ventura Unified School District (VUSD).

2. Advertising of the open SSC positions is incumbent upon the SSC leadership and balloting should be in written form.

3. Three (3) parents will be elected in odd years and two (2) parents will be elected in even years.

4. The five (5) student members will be comprised of officers elected to the Associated Student Body (ASB). Their role as an ASB elected member shall include a one year term requirement as a SSC member.

C. Interim vacancies will be filled through appointment by the SSC Co-Chairpersons by selecting a candidate from the appropriate constituency. A simple majority vote of SSC elects the candidate. The newly elected representative shall complete the vacated term.

ARTICLE IV DUTIES OF COUNCIL MEMBERS

Section 1: It shall be the general duty of all SSC members to attend all meetings or provide an alternate from the same constituency if they will be absent. Such alternates shall have full voting privileges for that meeting only.

Section 2: Members will represent and inform constituents, act as resource persons for the SSC, and accept delegated responsibility as given by the SSC.

Section 3: Members who miss three (3) consecutive meetings and do not provide an alternate will be subject to being relieved of their membership by a 2/3 vote of the members attending any regular meetings.

Section 4: The Principal will:

1. Establish, maintain, and regularly consult with the SSC. He/ She will involve the SSC in decisions in accordance with stated purposes and policies of the Single Plan for Student Achievement.
2. Facilitate the smooth operation of the SSC by serving as a basic resource person and being available for consultation with members of the SSC.
3. Delegate responsibility for initiating and implementing certain programs proposed by the SSC.

ARTICLE V OFFICERS

Section 1: There shall be Co-Chairpersons, one adult member and one student member, elected by the SSC members at the first meeting of each school year for the purpose of conducting the business of the SSC.

Section 2: A Parliamentarian shall be elected and serve to facilitate Robert's Rules of Order and manage the flow of the meeting in regards to time.

Section 3: The Secretary of Categorical Funds shall serve as ex-officio secretary and as such does not have voting rights.

ARTICLE VI ELECTION OF OFFICERS

Section 1: Officers shall be elected at the first SSC meeting of each school year after proper written notices of the election have been given.

Section 2: New Officers shall assume their duties immediately after being elected.

Section 3: No member shall hold the same office more than two years in succession, unless approved by a two-thirds vote of the SSC at the time of the election.

Section 4: Should an officer or committee chairperson resign; the Co-Chairpersons shall consult and appoint a member in good standing to assume the office until the next regular meeting when the vacancy could be filled. An electronic vote by the SSC Committee is also an alternative available to the Co-Chairperson.

ARTICLE VII DUTIES OF OFFICERS

Section 1: The Co-Chairpersons will alternate the duty of running the SSC meetings and communicate as necessary to provide consistent, coordinated leadership. Co-Chairpersons will work with the Principal, or the administrative designee, to prepare the agenda for each SSC meeting.

Section 2: Should both Co-Chairpersons be unavailable for a meeting, the SSC Secretary shall preside.

Section 3: The Secretary shall keep the minutes of all meetings, send out notices of meetings and/or agenda, attend to correspondence, post agenda for public viewing and send out publicity as directed. The secretary will list the length of term for each SSC member in the minutes of the first meeting of each school year.

ARTICLE VIII MEETING AND QUORUM

Section 1: Meetings shall be held at the discretion of the SSC with at least six meetings per year.

Section 2: Meetings shall be open to the public. The length of speaking time allotted to the public shall be 3 minutes. Voting will be restricted to SSC members or their alternates.

Section 3: A simple majority of the membership shall constitute a quorum.

Section 4: An electronic vote by the SSC members is available for use between scheduled meetings to facilitate SSC action on time sensitive issues. The electronic voting results will be maintained by the secretary and included in the minutes at the next scheduled SSC meeting for review.

ARTICLE IX COMMITTEES

Section 1: The Co-Chairpersons shall appoint committees as necessary, or as directed by a majority of the members present, at any time during the school year.