

2021-22 School Accountability Report Card

Published January 2023



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

DR. AUDREY ASPLUND, PRINCIPAL
GRADES 9-12

PRINCIPAL'S MESSAGE

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

At Buena, we offer a rigorous curriculum that will prepare our students to be college and career ready. We value our diverse population and welcome the contributions of all. We continue to enhance and build pathways that will complement the interests and talents of our students, such as classes in AVID, AP and Honors classes, Music, Foreign Language, Metals, Woodwork, Journalism, Art, and much more. Engagement in school activities delivers a sense of belonging by providing connectedness with other students, parents, and teachers. Ways for students to get involved include over 30 clubs, theater arts, services clubs, and athletics. For parents, joining the PTO offers many ways to

get involved that benefit the students and staff. Our School Site Council and English Learner Advisory Committee provides opportunities for parents to be participants.

This year, Buena's goals remain Multi-Tiered Systems of Support (MTSS) that will focus on the whole child, including Data Drive Instruction, and Social Emotional Learning (SEL). All of our teachers received training on Professional Learning Communities (PLCs) and Response to Intervention (RtI) and we are creating systems of support so all students can learn at high levels. Data Drive instruction with common assessments allows teachers to see where weaknesses occur, and then reteach or strengthen areas of concern. To meet our SEL goals, we focus on providing resources and tools through Restorative Justice (RJ), which allows students to be heard and allows them to make amends and restore relationships that were damaged. In addition, our SEL goals focus on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

We will continue with our uncompromising goal of providing students with a rigorous and meaningful education to prepare them for their future. Each of our teachers is committed to helping Buena students reach their full potential.

Our administrative team, counselors, teachers, and entire staff are here to

Board of Education

SABRENA RODRIGUEZ
DR. JERRY DANNENBERG
AMY (YAMAMOTO) CALLAHAN
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District Administration

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VENTURA UNIFIED SCHOOL DISTRICT

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serve. We look forward to serving the students at Buena. It is an honor and privilege to serve as the principal of Buena High School.

Sincerely,
Dr. Audrey Asplund

District Vision Statement

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

District Mission Statement

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,800 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

Buena High School

Buena High School serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2021-22 school year, 1,799 students were enrolled, including 15.9% in special education, 10.5% qualifying for English Language Learner support, 3.6% homeless, 0.8% foster youth, 0.2% migrant, and 55.5% qualifying for free or reduced price lunch.

| Student Enrollment by Student Group and Grade Level 2021-22 | | | |
|---|-----------------------|------------------|---------------|
| Student Group | % of Total Enrollment | Grade Level | # of Students |
| Female | 47.2% | Grade 9 | 441 |
| Male | 52.6% | Grade 10 | 469 |
| Non-Binary | 0.2% | Grade 11 | 469 |
| American Indian or Alaskan Native | 0.2% | Grade 12 | 420 |
| Asian | 3.2% | | |
| Black or African American | 1.0% | | |
| Filipino | 1.0% | | |
| Hispanic or Latino | 57.9% | | |
| Native Hawaiian or Pacific Islander | 0.2% | | |
| Two or More Races | 4.1% | | |
| White | 32.4% | | |
| English Learners | 10.5% | | |
| Foster Youth | 0.8% | | |
| Homeless | 3.6% | | |
| Migrant | 0.2% | | |
| Socioeconomically Disadvantaged | 55.5% | | |
| Students with Disabilities | 15.9% | Total Enrollment | 1,799 |

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative

Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering for or participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, school newsletters, social media (Facebook, Instagram & Athletic Department Facebook) the school website (bilingual), the school marquee, Parent

Connect, and phone calls. Contact the PTO coordinator at (805) 289-1826 for more information on how to become involved in your student's learning environment.

Opportunities to Volunteer

- Chaperone School Activities
- Help with PTO-sponsored Events

Committees

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

School Activities

- Back to School Night
- College Nights
- Parent Institute for Quality Education (PIQE)
- School Showcase
- Science Night
- Student Recognition Events
- Student Performances
- Sports Events

STUDENT ACHIEVEMENT

Physical Fitness

In the spring of each year, Buena High School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

| | Buena | | VUSD | | CA | |
|-----------------------------|-------|-------|-------|-------|-------|-------|
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| Science (Grades 5, 8, & 10) | 32.9 | 28.89 | 30.74 | 32.31 | 28.72 | 29.47 |

Note: For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

California Assessment of Student Performance and Progress

Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

Percentage of Students Meeting or Exceeding the State Standards

| | Buena | | VUSD | | CA | |
|--------------------------------|-------|-------|-------|-------|-------|-------|
| | 20-21 | 21-22 | 20-21 | 21-22 | 20-21 | 21-22 |
| English-Language Arts/Literacy | N/A | 56 | N/A | 47 | N/A | 47 |
| Mathematics | N/A | 22 | N/A | 35 | N/A | 33 |

Note: The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

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.

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAAA.

The "Percent Met and 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 CAA's divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

2021-22

| | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students Tested | 842 | 683 | 81.12 | 18.88 | 28.89 |
| Female | 414 | 333 | 80.43 | 19.57 | 28.61 |
| Male | 428 | 350 | 81.78 | 18.22 | 29.14 |
| American Indian or Alaskan Native | -- | -- | -- | -- | -- |
| Asian | 24 | 22 | 91.67 | 8.33 | 63.64 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 465 | 385 | 82.8 | 17.2 | 21.09 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 28 | 22 | 78.57 | 21.43 | 50 |
| White | 301 | 235 | 78.07 | 21.93 | 36.17 |
| English Learners | 55 | 45 | 81.82 | 18.18 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 16 | 15 | 93.75 | 6.25 | 53.33 |
| Socioeconomically Disadvantaged | 412 | 335 | 81.31 | 18.69 | 19.46 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 101 | 78 | 77.23 | 22.77 | 8.97 |

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)

2021-22

| | 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 | 435 | 359 | 82.53 | 17.47 | 55.99 | 436 | 356 | 81.65 | 18.35 | 21.63 |
| Female | 224 | 191 | 85.27 | 14.73 | 61.78 | 224 | 188 | 83.93 | 16.07 | 17.55 |
| Male | 211 | 168 | 79.62 | 20.38 | 49.4 | 212 | 168 | 79.25 | 20.75 | 26.19 |
| American Indian or Alaskan Native | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | 11 | 10 | 90.91 | 9.09 | -- | 12 | 10 | 83.33 | 16.67 | -- |
| Black or African American | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | 241 | 209 | 86.72 | 13.28 | 50.24 | 241 | 208 | 86.31 | 13.69 | 16.83 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Two or More Races | 15 | 12 | 80 | 20 | 100 | 15 | 12 | 80 | 20 | 33.33 |
| White | 158 | 120 | 75.95 | 24.05 | 60.83 | 158 | 118 | 74.68 | 25.32 | 29.66 |
| English Learners | 31 | 24 | 77.42 | 22.58 | 4.17 | 31 | 24 | 77.42 | 22.58 | 4.17 |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 221 | 186 | 84.16 | 15.84 | 48.92 | 221 | 185 | 83.71 | 16.29 | 17.84 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | 63 | 44 | 69.84 | 30.16 | 22.73 | 63 | 44 | 69.84 | 30.16 | 4.55 |

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| California Physical Fitness Test Results | | | | | |
|--|------------------|----------------------------------|---|-----------------------------------|-------------|
| 2021-22 | | | | | |
| % of Students Tested | | | | | |
| | Aerobic Capacity | Abdominal Strength and Endurance | Trunk Extensor and Strength and Flexibility | Upper Body Strength and Endurance | Flexibility |
| Grade Level | | | | | |
| Ninth | 58.0% | 58.0% | 58.0% | 58.0% | 58.0% |

Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.

Percentages are not calculated and double dashes (--) appear in the table 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.

| School Facility Good Repair Status | | | | |
|---|---------------|------|------|---|
| Item Inspected | Repair Status | | | |
| Inspection Date: September 19, 2022 | Good | Fair | Poor | Repair Needed and Action Taken or Planned |
| Systems | ✓ | | | Classroom 96 - Damaged HVAC vent below thermostat; Classroom 106, 107 - Air conditioning does not function; Classroom 149 - Carpet at the HVAC closet is wet, possible condensate leak |
| Interior Surfaces | | ✓ | | Library - Ceiling tile missing in main room; Building A Boy's RR - Holes in the wall tile behind the toilets; Classroom 72 - Ceiling tiles missing and water damaged at the center of the room; Classroom 84 - VCT damaged at south wall; Classroom 85 - VCT tile damaged in the office and at main classroom door; Classroom 95 - Ceiling tiles falling at the door; Classroom 106 - Ceiling tile falling at the east wall of the room; Classroom 107, Weight Room - Ceiling tiles falling; Classroom 113, 122, 124, 132 - Ceiling tile falling at the smoke detector; Classroom 142 - VCT tile damaged and missing; Classroom 143 - Ceiling tile falling down next to the east smoke detector; Activity 152 - Cove base peeling from the wall in the northeast corner of the large room; Classroom 201 - Wall surface is peeling in multiple locations on the north and south walls; Gym Lobby - Ceiling tiles missing; Cafeteria Main Dining - Ceiling tiles missing in multiple locations |
| Cleanliness | ✓ | | | Classroom 89B, 89C - Ants present at sink at time of inspection |
| Electrical | ✓ | | | Classroom 22 - Electrical outlet in the wiremold on the west wall is missing the cover plate; Classroom 52 - Wiremold end cap is missing; Classroom 72 - Wiremold end cap is missing at the east wall, outlet cover plate is missing on the east wall; Classroom 74 - Damaged outlet in the wiremold on the east wall; Classroom 112 - Electrical outlet in the wiremold on the west wall is missing the cover plate; Classroom 125 - Wiremold above the countertop is damaged by the east door |
| Restrooms/Fountains | ✓ | | | Classroom 89B, 89C - Drinking fountain does not function; Classroom 89C - Sink faucet is loose and needs to be secured; Cafeteria Main Dining - Drinking fountain next to the girl's restroom does not function; Cafeteria Boy's RR - Left sink is out of order; Cafeteria Exterior - The drinking fountain at the north elevation is falling off the wall |
| Safety | ✓ | | | Classroom 15 - A window mullion on is rotted out and crumbling, possible structural damage; Classroom 96 - Fire extinguisher is out of service date (6/24/21) |
| Structural | ✓ | | | Building I Exterior - Excessive rust at room 89B roof beams at the modular joint line possible structural damage; Building J Exterior - Excessive rust on the south roof beams on rooms 198, 199, 200 and on the north modular line of room 199 |
| External | ✓ | | | Classroom 149 - East door is broken, the door will not open from the inside if the door is closed; Woodshop 156 - Window glazing is missing from the operable windows along the west wall; Music 164 - The center mullion of the south double doors is not secured to the ground; Quad - Contrasting stripe is missing from exterior stairs throughout campus |
| Overall Summary of School Facility Good Repair Status | | | | |
| | Exemplary | Good | Fair | Poor |
| Overall Summary | | ✓ | | |

Percentage Description Rating:

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

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the

California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how

well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Buena High School's original facilities were built in 1961; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, campus supervisors and administrators patrol the campus, entrance areas, and designated common areas. The resource officer, campus supervisors and administrators monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the resource officer, campus supervisors and administrators monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner. To enhance two-way routine communication and facilitate an immediate response to urgent situations, campus supervisors, administrators, nurse's office, school office, guidance office, attendance office, and cafeteria possess hand-held radios while on campus.

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Buena High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated and shared with school staff in November 2022.

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

| School Facility Good Repair Status | | | | |
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| | Good | Fair | Poor | |
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designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Facilities Inspections

The district's maintenance department inspects Buena High School on an annual basis in accordance with Education Code §17592.72(c)(1). Buena High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 19, 2022. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

Facilities Maintenance

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

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

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

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

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

The assistant principal communicates with the lead day custodian daily concerning maintenance and school safety issues.

CLASSROOM ENVIRONMENT

Dropouts & Graduation Rates

Buena High School's teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring credit completion rates, Naviance, BARK, Edgenuity, EL/Intervention Counselor, Adult Education, afterschool tutoring, peer tutoring, parent conferences, SAP counselor, independent study, concurrent enrollment in adult school, Student Success Teams, full-time after school tutoring, and referral to a continuation high school. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

| Dropout and Graduation Rates (Four-Year Cohort Rate) | | | |
|---|-------|-------|-------|
| | Buena | | |
| | 19-20 | 20-21 | 21-22 |
| Dropout Rate (%) | 2.9 | 4.5 | 3.8 |
| Graduation Rate (%) | 93.4 | 90.4 | 95 |
| | VUSD | | |
| | 19-20 | 20-21 | 21-22 |
| Dropout Rate (%) | 3.6 | 1.9 | 5.8 |
| Graduation Rate (%) | 92.8 | 94.4 | 91.9 |
| | CA | | |
| | 19-20 | 20-21 | 21-22 |
| Dropout Rate (%) | 9 | 9.4 | 6.8 |
| Graduation Rate (%) | 84.5 | 83.6 | 68.2 |

| Graduation Rate by Student Group (Four-Year Cohort Rate) (2021-22) | | | |
|--|------------------------------|----------------------------|------------------------|
| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
| All Students | 421 | 400 | 95 |
| Female | 199 | 190 | 95.5 |
| Male | 222 | 210 | 94.6 |
| Non-Binary | | | |
| American Indian or Alaska Native | | | |
| Asian | 14 | 14 | 100 |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 226 | 216 | 95.6 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | 13 | 13 | 100 |
| White | 153 | 143 | 93.5 |
| English Learners | 40 | 37 | 92.5 |
| Foster Youth | -- | -- | -- |
| Homeless | 34 | 30 | 88.2 |
| Socioeconomically Disadvantaged | 247 | 229 | 92.7 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | 50 | 46 | 92 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

| Suspensions and Expulsions | | | | | | | | | |
|----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | Buena | | | VUSD | | | CA | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| Suspensions | 2.52% | 0.16% | 3.61% | 2.53% | 0.17% | 2.74% | 0.00% | 0.20% | 3.17% |
| Expulsions | 0.00% | 0.05% | 0.00% | 0.10% | 0.01% | 0.00% | 0.00% | 0.00% | 0.07% |

The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Detailed information about dropout rates and graduation rates can be found on the DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Buena High School for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Class Size

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

| Suspensions & Expulsions by Student Group (2021-22) | | |
|---|------------------|-----------------|
| Student Group | Suspensions Rate | Expulsions Rate |
| All Students | 3.61% | 0.05% |
| Female | 2.91% | 0.00% |
| Male | 4.26% | 0.10% |
| Non-Binary | 0.00% | 0.00% |
| American Indian or Alaska Native | 5.00% | 0.00% |
| Asian | 0.00% | 0.00% |
| Black or African American | 11.11% | 0.00% |
| Filipino | 0.00% | 0.00% |
| Hispanic or Latino | 4.30% | 0.09% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 6.49% | 0.00% |
| White | 1.81% | 0.00% |
| English Learners | 6.80% | 0.52% |
| Foster Youth | 15.79% | 0.00% |
| Homeless | 10.39% | 0.00% |
| Socioeconomically Disadvantaged | 5.37% | 0.10% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 7.17% | 0.00% |

Average Class Size and Class Size Distribution

| 2019-20 | | | | |
|----------------|--------------------|--------------------|-------|-----|
| Subject | Average Class Size | Number of Classes* | | |
| | | 1-22 | 23-32 | 33+ |
| English | 28 | 21 | 13 | 38 |
| Math | 28 | 13 | 16 | 30 |
| Science | 27 | 11 | 16 | 22 |
| Social Science | 29 | 11 | 14 | 25 |
| 2020-21 | | | | |
| English | 24 | 31 | 15 | 35 |
| Math | 26 | 19 | 19 | 27 |
| Science | 26 | 16 | 9 | 24 |
| Social Science | 26 | 19 | 10 | 29 |
| 2021-22 | | | | |
| English | 22 | 41 | 17 | 32 |
| Math | 23 | 31 | 16 | 24 |
| Science | 23 | 25 | 13 | 21 |
| Social Science | 22 | 30 | 13 | 25 |

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

Discipline & Climate for Learning

Buena High School's discipline policies are based upon a schoolwide positive behavior management plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Administrators lead assemblies and visit classrooms to reinforce the importance of following school rules and making responsible, respectful behavior choices. Buena High School follows the Restorative Practices. We also utilize alternatives to suspension and other means of correction.

CURRICULUM & INSTRUCTION

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.

On October 11, 2022, 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 #22-40 which

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 | | | |
| 2019 | * | McGraw Hill: <i>StudySync</i> | 0% |
| 2019 | * | Houghton Mifflin Harcourt: <i>Read 180</i> | 0% |
| 2017 | * | Houghton Mifflin Harcourt: <i>The Real Book</i> | 0% |
| Math | | | |
| 2021 | * | Bedford, Freeman & Worth: <i>Calculus for the AP Course</i> | 0% |
| 2018 | * | Mathematics Vision Project (MVP): <i>Secondary Math 1, 2 & 3 (Honors)</i> | 0% |
| 2018 | * | Mathematics Vision Project (MVP): <i>Secondary Math 1, 2 & 3</i> | 0% |
| 2018 | * | McGraw-Hill: <i>Integrated Math 1</i> | 0% |
| Science | | | |
| 2016 | * | W.H. Freeman & Company: <i>Environmental Science for AP</i> | 0% |
| 2008 | * | Pearson Prentice Hall: <i>Chemistry</i> | 0% |
| 2008 | * | Pearson Prentice Hall: <i>AP Edition Biology</i> | 0% |
| 2008 | * | Glencoe McGraw-Hill: <i>Marine Biology</i> | 0% |
| 2021 | * | Discovery Education: <i>Earth & Space Science Discovery</i> | 0% |
| 2021 | * | Discovery Research: <i>Model Based Biology</i> | 0% |
| 2021 | * | CPO Science: <i>Foundations of Physical Science</i> | 0% |
| 2021 | * | Houghton Mifflin Harcourt: <i>California Science Dimensions - Physics in the Universe</i> | 0% |
| Social Science | | | |
| 2019 | * | McGraw-Hill: <i>World History, Culture and Geography</i> | 0% |
| 2021 | * | Cengage Learning: <i>The American Pageant</i> , AP Edition | 0% |
| 2019 | * | McGraw-Hill: <i>Principles of American Democracy</i> | 0% |
| 2015 | * | Academic Innovations: <i>Career Choices and Changes</i> | 0% |
| 2019 | * | Houghton Mifflin Harcourt: <i>American History: Reconstruction to the Present</i> | 0% |
| 2019 | * | Houghton Mifflin Harcourt: <i>Economics</i> | 0% |
| 2015 | * | W. W. Norton & Company: <i>American Politics Today</i> | 0% |
| 2019 | * | BFW/Worth: <i>Krugman's Economics for AP</i> | 0% |
| 2015 | * | Academic Innovations: <i>Get Focused, Stay Focused</i> | 0% |
| 2018 | * | Pearson: <i>Government in America</i> | 0% |
| 2018 | * | Various Sources: <i>Ethnic & Social Justice Studies</i> | 0% |
| Foreign Language | | | |
| 2020 | * | Manzana Learning: <i>Manzana Learning World Language Curriculum</i> | 0% |
| 2020 | * | American Eagle Co., Inc: <i>VOCES World Language Curriculum</i> | 0% |
| Health | | | |
| 2011 | * | Holt, Rinehart & Winston: <i>Lifetime Health</i> | 0% |
| 2011 | * | Holt, Rinehart & Winston: <i>Lifetime Health Sexuality & Responsibility</i> | 0% |

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 2022-23 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.

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 2020-21, 2021-22, and 2022-23 school years, the teachers at Buena High School had the opportunity to participate in districtwide staff development training focused on:

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

2021-22 Trainings:

- Model-Based Biology Curriculum Training
- Curriculum Refresher
- Intro Engage New York Training
- Intro MVP Training
- Intro McGraw-Hill Training
- ALEKS Online Math
- Canvas
- Implicit Bias

2022-23 Trainings:

- Active Assailant
- Ag in the Classroom
- Behavior Management Strategies
- Bully Prevention
- Co-Teaching Training
- CTE Professional Development
- Data Science Training
- Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
- Educating for Careers
- Ellevation Training
- Ethnic and Social Justice Studies
- Expanded Learning Training
- Gizmos
- Indian Ed Curriculum Training
- Integrate to Innovate - Deeper Dive into Secondary Digital Platforms
- Mandated Reporter
- Math 1 + Foundations Course Development
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Multi-tiered Systems of Support
- Nonviolent Crisis Intervention
- Promoting Positive Behavior in the Classroom
- Read 180
- Secondary Math Overview
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- Study Sync Refresher
- Supporting Multilingual Learners Across the Content Areas

- Trauma Informed Practices
- Suicide Prevention
- Virtual Job Shadow / Pathful Explore Career Exploration Program Training

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 2021-22 school year, Buena High School's staff development activities concentrated on:

- Google Suite
- Mindfulness
- Professional Learning Communities (PLCs)
- Response to Intervention (RtI)
- Restorative Justice
- Social Emotional Learning (SEL)
- Universal Design for Learning (UDL)

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

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

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the Ventura County

Superintendent of Schools as well as the Ventura Unified School District. Profession and subject specific offerings are consistent with the California Content Standards. Classified support staff may receive job-related training from district representatives; training activities and workshops are designed to enhance and extend job performance.

COLLEGE PREPARATIONS & CAREER READINESS

Advanced Placement

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

| Advanced Placement (AP) Courses | |
|---------------------------------|----------------------------|
| 2021-22 | |
| | No. of AP Courses Offered* |
| Art | 2 |
| English | 6 |
| Foreign Language | 4 |
| Math | 4 |
| Science | 4 |
| Social Science | 6 |
| Totals | 26 |

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).

| Enrollment in and Completion of UC/CSU-Required Courses | |
|---|-------|
| | % |
| 2021-22 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission | 94.48 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 49.87 |

*Most current data available.

Admission Requirements for California Public Universities

University of California

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

California State University

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

Workforce Preparation

Students in grades nine through twelve receive counseling from school personnel regarding career paths and courses of study. During their freshman year, students meet with the counselor to discuss their four-year academic plan and are introduced to Buena High School's technical and career education programs; the counselor meets at least twice a year with each student to follow up on their progress in meeting graduation requirements and career objectives. All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses.

Buena High School offers many programs that promote leadership, develop job-related skills, provide on-the-job experience, and increase interest in school:

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

Career Pathway Sequences

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

On-Campus Career Education Center Courses

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

On-Campus Career Technical Courses

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

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

Work experience students are partnered with local community organizations and local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. Workability provides work experience opportunities outside the

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

Career Education Center (CEC) Programs are offered in partnership with the Ventura County Office of Education. A variety of career technical education courses are available on and off campus to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education.

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

| Career Technical Education Program Participation | |
|---|-------|
| 2021-22 | |
| Total Number of Students Participating in CTE Programs | 960 |
| Percentage of Students Completing a CTE Program and Earning a High School Diploma | 60.0% |
| Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | -- |

| Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0 | |
| Misassignments | 2.5 | |
| Vacant Positions | 0 | |
| Total Teachers Without Credentials and Misassignments | 2.5 | |

| Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 3.3 | |
| Local Assignment Options | 4.9 | |
| Total Out-of-Field Teachers | 8.3 | |

| Class Assignments / Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 4.1 | |
| No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | |

Note: For more information, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

| School Year 2020-21 | | | | | | |
|---|----------|----------|------------|------------|----------|---------|
| Teacher Preparation and Placement / Authorization/Assignment | School # | School % | District # | District % | State # | State % |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 62.9 | 80.48 | 526.1 | 80.91 | 228366.1 | 83.12 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 9 | 1.4 | 4205.9 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2.5 | 3.19 | 20.1 | 3.09 | 11216.7 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 8.3 | 10.72 | 65.1 | 10.03 | 12115.8 | 4.41 |
| Unknown | 4.3 | 5.6 | 29.7 | 4.57 | 18854.3 | 6.86 |
| Total Teaching Positions | 78.2 | 100 | 650.2 | 100 | 274759.1 | 100 |

| School Year 2021-22 | | | | | | |
|---|----------|----------|------------|------------|---------|---------|
| Teacher Preparation and Placement / Authorization/Assignment | School # | School % | District # | District % | State # | State % |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | | | | | | |
| Intern Credential Holders Properly Assigned | | | | | | |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | | | | | | |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | | | | | | |
| Unknown | | | | | | |
| Total Teaching Positions | | | | | | |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

PROFESSIONAL STAFF

Counseling & Support Staff

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

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

Teacher Preparation and Credentials

The charts below identify the number of teachers at Buena High School, Ventura Unified School District and the State who are 1) fully credentialed; 2) intern credential holders who are properly assigned; 3) teachers without credentials and misassignments; and 4) credentialed teachers who are assigned out-of-field under ESSA.

The charts also report Buena High School information related to 1) the number of teachers on permits and waivers; 2) the number misassigned; 3) the number of vacant positions; 4) the number of credentialed teachers authorized on a permit or waiver; 5) the number of local assignment options; 6) the percent of misassignments for English Learners; and 7) the percent with no credential, permit or authorization to teach.

Note: The 2021-22 teacher information will be updated once CDE releases the information for this school year.

| Academic Counselors and Other Support Staff 2021-22 | | |
|---|-----------------|------|
| | No. of Staff | FTE* |
| Academic Counselor | 6 | 6.0 |
| Campus Security Officers | 5 | 4.5 |
| Health Technician/Psych Support | 1 | 1.0 |
| Occupational Therapist | 1 | 0.2 |
| Psychologist | 2 | 1.9 |
| School Nurse | 1 | 0.8 |
| School Resource Officer | 1 | 1.0 |
| Speech & Language Pathologist | 3 | 1.5 |
| Student Assistant Program Counselor | 1 | 1.0 |
| College & Career Counselor | 1 | 1.0 |

**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.*

SARC DATA

DataQuest

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

California School Dashboard

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

Internet

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation and the ability to print documents.

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 sections and the school facilities section was acquired in December 2022.

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: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2020-21 school year, Ventura Unified School District spent an average of \$12,634 of total general funds to educate each student (based on 2020-21 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.)

| Teacher and Administrative Salaries 2020-21 | | |
|--|---------|---|
| | VUSD | State Average of Districts in Same Category |
| Beginning Teacher Salary | 48,017 | 54,370 |
| Mid-Range Teacher Salary | 69,145 | 82,680 |
| Highest Teacher Salary | 95,772 | 106,610 |
| Average Principal Salaries: | | |
| Elementary School | 117,729 | 135,282 |
| Middle School | 123,578 | 141,243 |
| High School | 132,064 | 152,955 |
| Superintendent Salary | 228,637 | 264,366 |
| Percentage of Budget For: | | |
| Teacher Salaries | 30.35 | 33.09 |
| Administrative Salaries | 4.93 | 5.03 |

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

Expenditures Per Pupil and School Site Teachers Salaries 2020-21

| Dollars Spent Per Student | | | | | |
|-----------------------------------|--------|--------|--|---|------------------------------------|
| Expenditures Per Pupil | Buena | VUSD | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 199 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 43 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 156 | 157 | 99.4% | 6,593 | 2.4% |
| Average Teacher Salary | 70,156 | 77,987 | N/A | 88,358 | N/A |

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 2020-21 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other State: Locally Defined
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV