

# 2021-22 School Accountability Report Card

Published January 2023



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

MARISSA CERVANTES, PRINCIPAL  
GRADES 9-12

## PRINCIPAL'S MESSAGE

Dear Parents/Guardians and Students:

It is with great honor that I welcome you to the 2022-2023 school year. I am looking forward to an amazing year that will build on the excellence and success established. This new school year will include opportunities and new experiences for our Cougars that will enhance their high school career. We will connect and engage our students to Cougar Country, Ventura High School is committed to providing and delivering academic and social emotional supports in helping our students reach their potential and meet their individual goals.

Ventura Unified School District is committed to safe, healthy and high performing schools. Ventura High School will continue to value our instructional programs for ALL students, celebrate academic achievement, prioritize school safety, maintain clean welcoming facilities and cherish our amazing staff. VUSD's promise is to help children in our schools find their passion-academically and believing that each child has a brilliant future; thus, we work diligently to make this vision a reality at VHS. We set

high expectations for ourselves as educators, our students, and each other by creating a culture that promotes growth in a safe environment rich with resources.

VHS will strive to provide equitable and accessible student experiences shaped around individual student dreams and goals, while thriving to achieve and celebrate all victories. Our goal is to eliminate barriers and create opportunities that will contribute to future-ready, responsible and caring citizens.

I look forward to meeting you, building relationships and positively interacting with all VHS connected individuals as we work towards model programs that honor and celebrate achievements.

Go Cougars!!!

Respectfully,  
Marissa Cervantes, Principal

### 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

SABRENA RODRIGUEZ  
DR. JERRY DANNENBERG  
AMY (YAMAMOTO) CALLAHAN  
JAMES FORSYTHE  
CALVIN PETERSON

## District Administration

DR. ANTONIO CASTRO  
SUPERINTENDENT

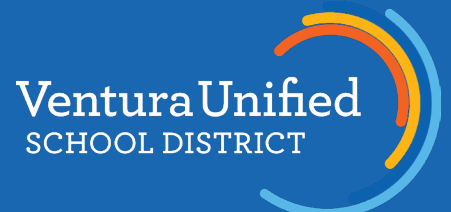
DR. GREG BAYLESS  
ASSISTANT SUPERINTENDENT  
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

AHSAN MIRZA  
ASSISTANT SUPERINTENDENT  
BUSINESS SERVICES

## VENTURA UNIFIED SCHOOL DISTRICT

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



## District Mission Statement

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

## DISTRICT & SCHOOL DESCRIPTION

### Ventura Unified School District

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

### Ventura High School

Ventura High School serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2021-22 school year, 2,165 students were enrolled, including 13.3% in special education, 16.9% qualifying for English Language Learner support, 0.6% foster youth, 2.6% homeless, 0.6% migrant, and 57.9% qualifying for free or reduced price lunch.

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 and provided with a rigorous 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.

Student Enrollment by Student Group and Grade Level 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.2%	Grade 9	584
Male	49.5%	Grade 10	570
Non-Binary	0.3%	Grade 11	549
American Indian or Alaskan Native	0.4%	Grade 12	462
Asian	1.5%		
Black or African American	1.5%		
Filipino	0.6%		
Hispanic or Latino	55.7%		
Native Hawaiian or Pacific Islander	0.2%		
Two or More Races	3.0%		
White	37.2%		
English Learners	16.9%		
Foster Youth	0.6%		
Homeless	2.6%		
Migrant	0.6%		
Socioeconomically Disadvantaged	57.9%		
Students with Disabilities	13.3%		
		Total Enrollment	2,165

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight

and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

## PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. School-to-Home communication is provided in English and Spanish. Parents stay informed on upcoming events and school activities through the school newsletters, the school website, the school marquee, the Summer Packet, PTSA website, ParentSquare and social media (Instagram and Twitter). 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/Participate in School Events
- 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, music/band)
- Special Education District Advisory Committee (SEDAC)

#### School Activities

- Back to School Night
- PIQE (Parent Institute for Quality Education)
- Student Performances
- Sports Events
- Art Shows
- Science Clubs
- Stonefest
- Chalk Festival
- Readers Faire
- Dances
- Family Forums
- Cougar Mentors
- Student Forum

### 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	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (Grades 5, 8, & 10)	31.1	26.66	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.

### 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	960	640	66.67	33.33	26.66
Female	473	309	65.33	34.67	26.8
Male	485	331	68.25	31.75	26.52
American Indian or Alaskan Native	--	--	--	--	--
Asian	16	11	68.75	31.25	45.45
Black or African American	13	8	61.54	38.46	--
Filipino	--	--	--	--	--
Hispanic or Latino	518	384	74.13	25.87	19.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	16	64	36	43.75
White	377	213	56.5	43.5	36.49
English Learners	111	86	77.48	22.52	1.19
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	542	390	71.96	28.04	17.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	123	70	56.91	43.09	1.49

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.

### 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

	Ventura High		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy	N/A	52	N/A	47	N/A	47
Mathematics	N/A	30	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 CAAA divided by the total number of students who participated in both assessments.

### 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	503	396	78.73	21.27	52.04	503	366	72.76	27.24	29.64
Female	260	201	77.31	22.69	61.31	260	182	70	30	31.84
Male	241	195	80.91	19.09	42.49	241	184	76.35	23.65	27.47
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	264	214	81.06	18.94	41.51	264	198	75	25	18.37
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	16	13	81.25	18.75	61.54	16	11	68.75	31.25	50
White	201	152	75.62	24.38	65.33	201	141	70.15	29.85	42.45
English Learners	59	44	74.58	25.42	9.52	59	41	69.49	30.51	0
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	277	222	80.14	19.86	39.09	277	202	72.92	27.08	16.58
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	62	35	56.45	43.55	15.15	62	20	32.26	67.74	5

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	54.0%	56.0%	57.0%	56.0%	55.0%

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.

## STUDENT ACHIEVEMENT

### Physical Fitness

In the spring of each year, Buena High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test (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/pfl/](http://www.cde.ca.gov/ta/tg/pfl/).

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

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in

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

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

## SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision.

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

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 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.

### 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 December 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



School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date: September 15, 2022	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems	✓		
Interior Surfaces		✓	
Cleanliness	✓		
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		
External	✓		
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
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.

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 September 15, 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. Campus repair and/or improvement projects for the 2021-22 school year include the following:

- Addition of new concrete area in student lunch area
- Upgrade to auditorium sound system
- Upgrades to art and music rooms (planned for 2022-23)
- Upgrades to softball field (planned for 2022-23)

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.

# CLASSROOM ENVIRONMENT

## 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, ASSETS program for tutoring support, the FLEX program, part-time credit recovery teachers, flexible learning programs, independent study, evaluation of credit completion rates, transcript reviews, "Get Focused/Stay Focused" thru Naviance, 9th grade Cougar Mentor project to connect 9th graders with juniors and seniors to mentor with teacher advisors for peer mentoring and grade checks, online independent study thru adult education, 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.

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		
	19-20	20-21	21-22
Dropout Rate (%)	7.2	9.8	9.5
Graduation Rate (%)	91	86.3	87.2
	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	462	403	87.2
Female	219	195	89
Male	242	207	85.5
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	259	217	83.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	174	160	92
English Learners	89	66	74.2
Foster Youth	--	--	--
Homeless	39	26	66.7
Socioeconomically Disadvantaged	317	265	83.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	64	47	73.4

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									
	Ventura High			VUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	2.31%	0.14%	4.43%	2.53%	0.17%	2.74%	0.00%	0.20%	3.17%
Expulsions	0.10%	0.00%	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.

## 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. Discipline policies are outlined in the student agenda; a copy of the agenda is provided to every student and is available on the school website.

Ventura High School employs Restorative Justice and other means of correction. The SAP counselor and Resource Officer are available to those students who have received referrals for suspension, and students who are having trouble with behavior issues in school.

Suspensions & Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.14%	0.00%
Female	0.19%	0.00%
Male	0.09%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.16%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.67%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	6.25%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.16%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	1.09%	0.00%

Chronic Absenteeism by Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2235	2203	477	21.7
Female	1114	1100	222	20.2
Male	1111	1093	252	23.1
American Indian or Alaska Native	8	8	4	50
Asian	33	33	7	21.2
Black or African American	34	33	6	18.2
Filipino	12	12	1	8.3
Hispanic or Latino	1255	1235	287	23.2
Native Hawaiian or Pacific Islander	5	5	2	40
Two or More Races	67	67	15	22.4
White	821	810	155	19.1
English Learners	389	382	94	24.6
Foster Youth	18	14	7	50
Homeless	64	62	27	43.5
Socioeconomically Disadvantaged	1312	1290	321	24.9
Students Receiving Migrant Education Services	13	13	2	15.4
Students with Disabilities	317	308	131	42.5

## 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				
2019-20				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	26	32	12	45
Math	27	22	14	36
Science	26	16	17	16
Social Science	30	12	9	37
2020-21				
English	22	44	23	34
Math	26	22	27	27
Science	25	22	11	25
Social Science	22	32	15	27
2021-22				
English	23	45	17	40
Math	24	31	20	33
Science	24	25	7	29
Social Science	28	24	6	39

\*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.

## Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Ventura 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."

## 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 2020-21, 2021-22, and 2022-23 school years, the teachers at Ventura 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

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

- Critical Reading and Writing
- CTE Pathway Certification & Training
- Data Analysis
- Mathematics 1, 2 & 3 Training
- Technology Training (Google Classroom, Landing Pages, Study Sync, Read 180, System 44, Digital Citizenry)
- WASC Collaboration

The district also offers supplemental professional development to follow up and support year-round and ongoing programs centered around reading, writing, and math and tied to either specific strategies to improve student learning or district-adopted curriculum materials. Supplemental professional

development is offered throughout the school year on early student release days, after school, on designated staff development days, and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

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

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

### Instructional Materials

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

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 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

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			
2018	*	Mathematics Vision Project (MVP): Secondary Math 1, 2 & 3 (Honors)	0%
2018	*	Mathematics Vision Project (MVP): Secondary Math 1, 2 & 3	0%
2021	*	Bedford, Freeman & Worth: <i>Calculus for the AP Course</i>	0%
2018	*	McGraw-Hill: <i>Integrated Math 1</i>	0%
Science			
2008	*	Pearson Prentice Hall: <i>Biology</i>	0%
2008	*	Glencoe McGraw Hill: <i>Biology</i>	0%
2008	*	Pearson Prentice Hall: <i>Chemistry</i>	0%
2021	*	Discovery Education: <i>Earth &amp; 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 &amp; Geography</i>	0%
2018	*	Cengage Learning: <i>Western Civilization</i>	0%
2015	*	Academic Innovations: <i>Get Focused, Stay Focused</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%
2019	*	Houghton Mifflin Harcourt: <i>Economics</i>	0%
2019	*	BFW/Worth: <i>Krugman's Economics for AP</i>	0%
2018	*	Pearson Prentice Hall: <i>Government in America, AP Edition</i>	0%
2021	*	Cengage: <i>The American Pageant, AP Edition</i>	0%
2018	*	Various Sources: <i>Ethnic &amp; Social Justice Studies</i>	0%
2015	*	Academic Innovations: <i>Career Choices and Changes</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 &amp; Responsibility</i>	0%

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 SARC 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.

## 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).

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2021-22 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	94.6
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	31.94

\*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 University of California website at [www.universityofcalifornia.edu/admissions/general.html](http://www.universityofcalifornia.edu/admissions/general.html).

#### California State University

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

### Advanced Placement

In 2021-22, 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	
2021-22	
	No. of AP Courses Offered*
Art	2
English	3
Foreign Language	1
Math	3
Science	5
Social Science	14
Totals	28

### 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:

- 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  
Software System Development

#### On-campus ROP Courses:

Auto Service  
Computer Repair & Maintenance  
Culinary Arts I, II  
Floral Design  
Honors Robotics  
Landscaping  
Medical Technology  
Practical Compute Literacy  
Robotics

#### On-campus CTE Courses:

Agricultural Biology  
Automotive Technology Concentrator & Capstone  
Computer Science (A and Principles)  
Construction Concentrator & Capstone  
Culinary and Hospitality Concentrator & Capstone  
Environmental Field Study  
Ornamental Horticulture (Landscaping)  
Patient Care  
Professional Theatre/Play Production  
Robotics  
Set Design and Construction

## Weldings & Fabrication Concentrator & Capstone

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

Career ambassadors program gives leadership opportunities for students in the area of career readiness. For more information, students should contact the counselor.

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

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

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

Career Technical Education Program Participation	
2021-22	
Total Number of Students Participating in CTE Programs	1,223
Percentage of Students Completing a CTE Program and Earning a High School Diploma	78.7%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

## PROFESSIONAL STAFF

### Teacher Preparation and Credentials

The charts below identify the number of teachers at Ventura 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 Ventura 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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	
Misassignments	4.5	
Vacant Positions	0	
Total Teachers Without Credentials and Misassignments	4.5	

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	0.6	
Local Assignment Options	12.4	
Total Out-of-Field Teachers	13	

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)	5.2	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.5	

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)	65.8	73.47	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	1.2	1.34	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("Ineffective" under ESSA)	4.5	5.09	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	13	14.55	65.1	10.03	12115.8	4.41
Unknown	4.9	5.52	29.7	4.57	18854.3	6.86
Total Teaching Positions	89.5	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.

Academic Counselors and Other Support Staff 2021-22		
	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

\*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 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/>.

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

## 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.

## 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: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

### Expenditures Per Student

For the 2019-20 school year, Ventura Unified School District spent an average of \$11,605 of total general funds to educate each student (based on 2019-20 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2020-21					
Dollars Spent Per Student					
Expenditures Per Pupil	Ventura High	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	339	N/A	N/A	N/A	N/A
Restricted (Supplemental)	179	N/A	N/A	N/A	N/A
Unrestricted (Basic)	160	157	102.3%	6,593	2.4%
Average Teacher Salary	81,079	77,987	N/A	88,358	N/A

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

## 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 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.

### 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.