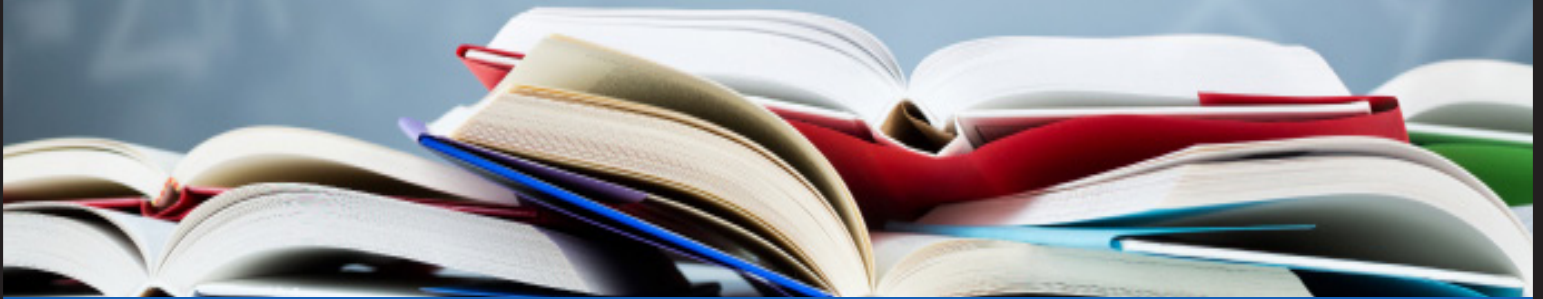


Ventura Unified School District

School Plan for

Student

Achievement



Buena High School

56 72652 5630793

Contact Information:

Audrey Asplund, Ed.D., Principal
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5670 Telegraph Road
Ventura, CA 93003
(805) 289-1826



This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Fiscal Year 2021-2022

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The School Plan for Student Achievement

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

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

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

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

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

Dr. Audrey Asplund, Ed.D., Principal
Buena High School
5670 Telegraph Road
Ventura, CA 93003
(805) 289-1826
audrey.asplund@venturausd.org

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

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2021-22 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Other or Classified Staff	Parent or Community Member	Student
Dr. Audrey Asplund	X				
Jennifer Trone			X		
Heather Arrambide		X			
Nettie Perez		X			
Shaun Strople		X			
Connie White				X	
Stefanie Ortiz				X	
Laura Jo Reyes				X	
Jayden Barrett					X
Dominique Netherey					X
Number of members in each category	1	43	1	3	2

English Learner Advisory Council Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Dr. Audrey Asplund	X				
Scott McNutt		X			
Carlos Sanchez			X		
Adriana Campos				X	
Carlos Mora				X	
Irlanda Lopez				X	
Number of members in each category	1	1	1	3	

Recommendations and Assurances

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

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

English Learner Advisory Committee

Steering Committee

Parent Teacher Student Organization

Signature of Authorized
Representative

Carlos Mora

Tiffany Dyer

Audrey Barton

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 10/12/21.

Attested:

Dr. Audrey Asplund, Principal

SSC Chairperson

11/10/21
Date

11/30/21
Date

District information

District Profile

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

During the 2020-21 school year, Ventura Unified School District served 15,871 students in grades TK-12 including 11.1% students with disabilities, 15.9% English learners, 54.4% socioeconomically disadvantaged, 0.4% migrant education, 2.7% homeless, and almost 0.5% identified as foster youth.

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District Logo

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

District Vision

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

District Mission

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

District Governing Principles

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

School Information

During the 2020-21 school year, Buena High School served 1,858 students in grades 9-12. Student enrollment included 12.8% Students with Disabilities, 9.7% English learners, 52% socioeconomically disadvantaged, 0.2% migrant, 2.9% homeless, and 0.6% foster youth.

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

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

School Vision

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

School Mission

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

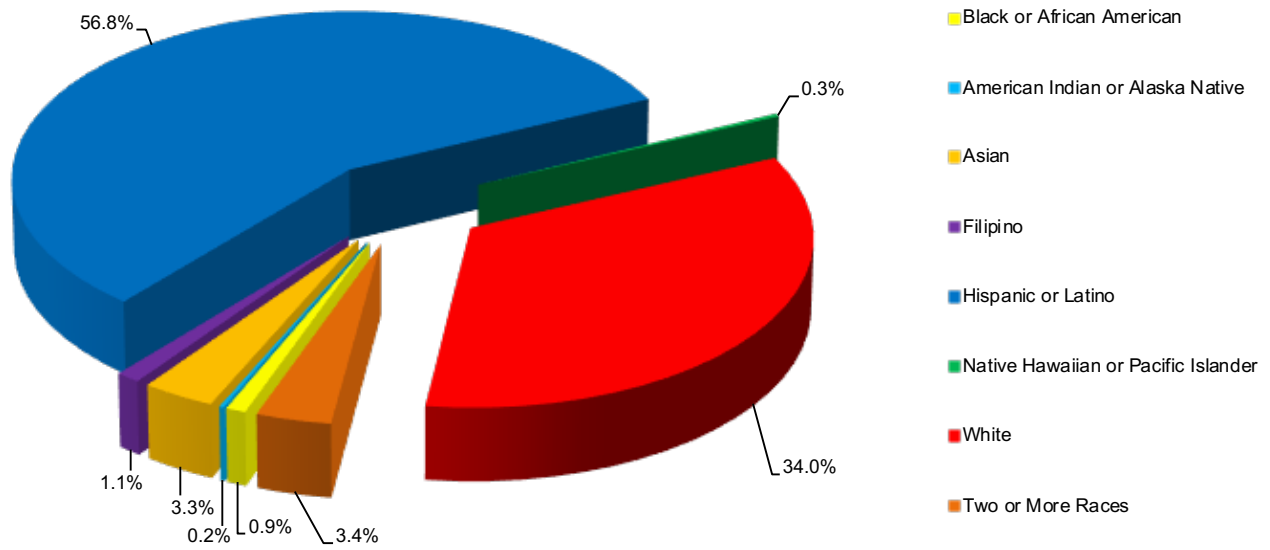
- Motivate learning through a challenging and engaging curriculum
- Stimulate intellectual curiosity and life-long learning
- Foster responsibility and personal growth
- Guide all students to successfully pursue their career paths
- Inspire creativity and artistic expression
- Establish a climate of respect for the unique qualities and diverse backgrounds of all students

BHS expected Student Learning Outcomes

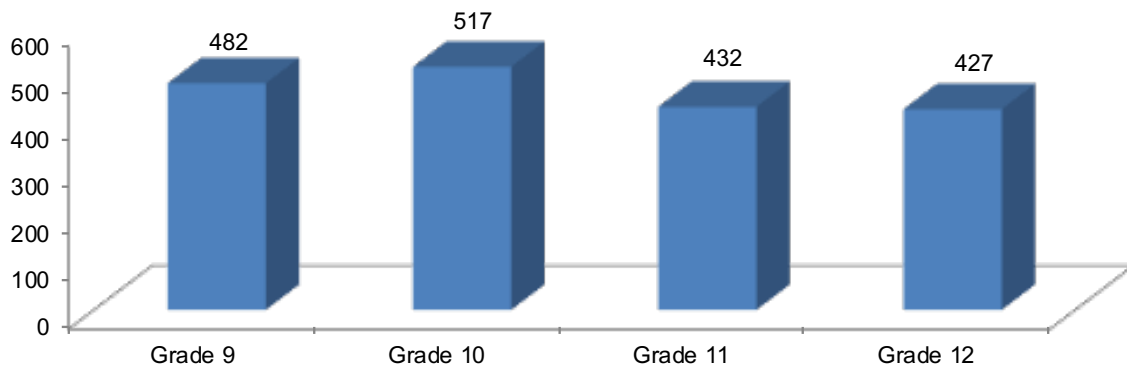
Our Students will be:

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

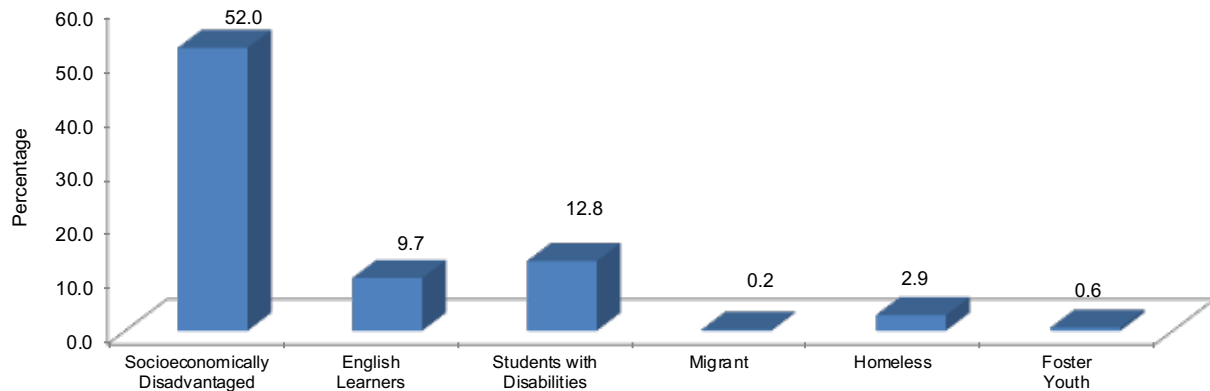
Student Enrollment by Ethnicity – 2020-21



Student Enrollment by Grade – 2020-21



Student Enrollment by Student Group – 2020-21



Comprehensive Needs Assessment

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

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

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

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

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

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

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

Community Resource Guide

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

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Buena High School	56726525630793	10/12/21	

Purpose and Description

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

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

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

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

Stakeholder Involvement

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

Personnel Involved:	Date:
Administrators	9/27/21, 10/11/21
School Site Council	10/12/21
Department Chairs and members	10/12/21, 9/3/21, 9/24/21
ELAC	10/19/21, 11/9/21

Involvement Process for the SPSA and Annual Review and Update

Resource Inequities

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

Goals, Strategies, Expenditures, and Annual Review**Goal 1:**

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

Identified Need:

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

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP Assessments	61% "Below Standard" or "Near Standard"	5% Growth in Met or Exceeding
District Assessments (data from 2019-20)	ELA average 54% at Met or Exceeding Math average 32% at Met or Exceeding 78% EL students averaging Not Met or Nearly Met on ELA and Math assessments	5% Growth in Met or Exceeding
Grades (Spring 2021)	28% Ds and Fs	5% decrease in number of Ds and Fs

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Continue to identify students that are underperforming, analyze grades and then place them in intervention or BARK

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	None

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Math after school tutoring	Site, District
\$10,000 2019/2020 & 2020/2021	Low Performing Students Block Grant, Site

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL Students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$35,000	LCFF - Site Supplemental Account

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL Students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Provide after school Math tutoring.

Proposed Expenditures for this Strategy/Activity

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

Annual Review:**SPSA Year Reviewed: 2020-21**

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

ANALYSIS:

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

THE CAASPP scores from 19-20 and 20-21 are very similar. Considering the loss of in-class instructional time, this is a positive reflection of student learning at Buena.

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

This year, rather than maintain current performance levels, our goal is to see a 5% gain.

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

This year we hope to have higher numbers of students taking the CAASPP with students back on campus.

Goal 2:

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

Identified Need:

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

Annual Measurable Outcomes:

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Support multi-tiered systems of support (MTSS) and document with Hatching Results

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
Hatching Results Training	District Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students / All Staff.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Continued celebration of student achievement via Renaissance and assorted assemblies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	None

Annual Review:**SPSA Year Reviewed: 2020-21**

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

ANALYSIS:

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

In 20-21 we had limited SES resources available to students because students were at home for most of the year.

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

The financial resources needed for this goal are minimal.

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

With students on campus this year, we hope to have our Renaissance assembly. Counselors will utilize new training on Hatching Results to document small groups/trainings with students.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

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

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
WASC Self-Study	Improve parent involvement in school meetings/activity planning	5% growth in parent attendance at meetings/assemblies
Parent/Student Survey	91 families completed survey	Increase survey results by 20%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Stakeholders.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	None

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Stakeholders.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	None

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Stakeholders.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Stakeholders.

Strategy/Activity

Continue to publish morning video announcements, Buena Today and the Buena Update for the school and community.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	None

Annual Review:**SPSA Year Reviewed: 2020-21**

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

ANALYSIS:

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

Last year all of our PTO members left Buena. We will need to start from the ground this year in requiring parents.

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

Financial resources in this area are minimal.

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

We will increase our social media presence to increase parent communication and involvement.

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

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

Federal Programs	Allocation (\$)
Title I 2020-21 Carryover	\$0.00
Title I 2021-22 Allocation	\$0.00
Title I 2021-22 Parent Involvement	\$0.00

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

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

State or Local Programs	Allocation (\$)
Site-Based Funds 2020-21 Carryover	\$14,555.00
Site-Based Funds 2021-22 Allocation	\$83,610.00
Supplemental Funds 2020-21 Carryover	\$8,134.00
Supplemental Funds 2020-21 Allocation	\$74,475.00

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

Total of federal, state, and/or local funds for this school: **\$180,774.00**

2021-22 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

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

Multilingual/Multicultural Education

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

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

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

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

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

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

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

Curriculum & Instruction

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

Gifted and Talented Education

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

Migrant Education

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

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

Indian Education

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

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

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

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

References

CAASPP – Grade 11 English Language Arts/Literacy 2020-21

	English Language Arts/Literacy						
	2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 11						
All Students Tested	408	238	236	30.93%	36.02%	19.92%	13.14%
Male	214	123	122	30.33%	32.79%	22.95%	13.93%
Female	194	115	114	31.58%	39.47%	16.67%	12.28%
African American	4	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	11	11	11	72.73%	27.27%	0.00%	0.00%
Filipino	4	4	4	*	*	*	*
Hispanic or Latino	103	49	48	29.17%	39.58%	16.67%	14.58%
Hawaiian or Pacific Islander							
White (not Hispanic)	113	66	66	37.88%	34.85%	15.15%	12.12%
Two or More Races	12	8	8	*	*	*	*
Socioeconomically Disadvantaged	161	97	96	18.75%	37.50%	28.13%	15.63%
English Learners	36	20	20	0.00%	20.00%	45.00%	35.00%
Students with Disabilities	44	15	14	7.14%	14.29%	28.57%	50.00%
Migrant Education							
Homeless							

CAASPP – Grade 11 Mathematics 2020-21

	Mathematics						
	2020-21						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 11						
All Students Tested	408	236	234	15.81%	22.65%	22.65%	38.89%
Male	214	122	121	14.05%	23.97%	24.79%	37.19%
Female	194	114	113	17.70%	21.24%	20.35%	40.71%
African American	4	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	11	10	10	*	*	*	*
Filipino	4	4	4	*	*	*	*
Hispanic or Latino	103	50	49	12.24%	22.45%	26.53%	38.78%
Hawaiian or Pacific Islander							
White (not Hispanic)	113	57	56	19.64%	28.57%	26.79%	25.00%
Two or More Races	12	9	9	*	*	*	*
Socioeconomically Disadvantaged	161	103	103	6.80%	19.42%	23.30%	50.49%
English Learners	36	18	18	0.00%	22.22%	16.67%	61.11%
Students with Disabilities	44	14	13	7.69%	0.00%	15.38%	76.92%
Migrant Education							
Homeless							

2021-22 Supplemental Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Supplemental Funds			
Site: Buena	Prior Year Carryover	8,134	
	Current Year Allocation	74,475	
Resource = 0100		0	
	Total	82,609	
Object #	Classification		
Personnel Costs and Benefits			
Must reflect amounts on Staffing Charts		Must reflect amounts on Staffing Charts	
		Current	Revise
1101	Teacher, Contractual		
1103	Teacher, Hourly	10,000	
1106	Teacher, Sub		
1107	Stipend, Certificated	1,300	
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional	34,000	
2103	Paraed, Hourly		
2201	Parent Teacher Liaison		
2203	Health Tech- PTL, Hourly		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
SUBTOTAL		45,300	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies		
4300	Other Supplies	33,309	
4400	Equip Not Captlzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences	4,000	
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		37,309	0
Total:		82,609	0
Principals Signature for Adjustment: <i>Audrey Apple</i>			
Date: <i>10/12/21</i>			
School Site Council Approval: (Chairman) <i>AM</i>			
Date: <i>11/30/21</i>			
English Learner Advisory Committee Review			
Date:			
Director, Special Projects Approval: <i>[Signature]</i>			
Date: <i>12/22</i>			

MC 12/27

2021-22 Site Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Site Based Funds			
Site: Buena		Prior Year Carryover	14,555
		Current Year Allocation	83,610
			0
			0
Resource = 0000		Total	98,165
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revise
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub	10,000	
1107	Stipend, Certificated	4,790	
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
1907	Admin Support		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2203	Health Tech, Hourly		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional	42,500	
2403	Clerk, Hourly	2,300	
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly	2,500	
SUBTOTAL		62,090	0
Discretionary Funds			
4100	Textbooks		
4200	Other Books	6,000	
4300	Instructional Supplies	15,575	
4300	Other Supplies	10,000	
4400	Equip Not Capitalized(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences	2,500	
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs	1,000	
5900	Communications	1,000	
6200	Building Fixture		
7310	Indirect		
SUBTOTAL		36,075	0
Total:		98,165	0
Principals Signature for Adjustment: <i>Andrew Aspel</i> Date: <i>10/12/21</i> School Site Council Approval: (Chairman) <i>[Signature]</i> Date: <i>11/30/21</i> Director, Special Projects Approval: <i>[Signature]</i> Date: <i>1-4-22</i>			

MUC 12/27

Professional Development Plan

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

During the 2021-22 school year, teachers at Buena High School will participate in the following trainings:

- Distance Learning Platforms
 - Classroom Management
 - Learning Targets
 - EL and Universal SDAIE Strategies
 - Engagement Strategies
 - Restorative Justice
 - Social-Emotional Learning (SEL)
 - Technology Training

2020-21 School Accountability Report Card

Published January 2021



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.

Most instruction during the 2020-2021 school year took place completely online due to the COVID-19 pandemic. Some students switched to in person learning in April, while some students remained at home and online. SBAC testing was administered in May, but due to the complexity of online and in person instruction, smaller numbers of students completed assessments. Scores from 2020-2021 revealed little change from the 2019-2020 school year. We recognize more work needs to go into helping our students improve in math. We will still use the detailed data results to drive our instruction in all areas of math, science, and English to help ensure higher scores over the years. For AP scores, there was a slightly lower than average pass rate from previous years but considering the circumstances, the scores were better than expected.

This year, Buena's goals remain Multi-Tiered Systems of Support (MTSS) that will focus on the whole child, including Data Drive Instruction, and Social Emotional Learning (SEL). 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,

Board of Education

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

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. ANTONIO CASTRO
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MR. BRETT TAYLOR
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

DR. REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100
VENTURA, CALIFORNIA 93001
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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 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 2020-21 school year, 1,858 students were enrolled, including 12.8% in special education, 9.7% qualifying for English Language Learner support, 2.9% homeless, 0.6% foster youth, 0.2% migrant, and 52% qualifying for free or reduced price lunch.

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.

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	48.0%	Grade 9	482
Male	52.0%	Grade 10	517
Non-Binary	0.0%	Grade 11	432
American Indian or Alaskan Native	0.2%	Grade 12	427
Asian	3.3%		
Black or African American	0.9%		
Pacific Islander	1.1%		
Hispanic or Latino	56.8%		
Native Hawaiian or Pacific Islander	0.3%		
Two or More Races	3.4%		
White	34.0%		
English Learners	9.7%		
Foster Youth	0.6%		
Homeless	2.9%		
Migrant	0.2%		
Socioeconomically Disadvantaged	52.0%		
Students with Disabilities	12.8%		
			Total Enrollment 1,858

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

Opportunities to Volunteer

- Chaperone School Activities
- Help with PTO-sponsored Events

Committees

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

School Activities

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

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	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	32.9	N/A	30.74	N/A	28.72

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

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	
	19-20	20-21	19-20	20-21	19-20	20-21
English Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

*Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

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.

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

2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	824	389	47.21	52.79	32.9
Female	403	200	49.63	50.37	30.81
Male	421	189	44.89	55.11	35.11
American Indian or Alaskan Native					
Asian	32	21	65.63	34.37	61.9
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	438	203	46.35	53.65	23.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	14	51.85	48.15	42.86
White	307	142	46.25	53.75	39.72
English Learners	69	32	46.38	53.62	3.23
Foster Youth	--	--	--	--	--
Homeless					
Military	19	13	68.42	31.58	61.54
Socioeconomically Disadvantaged	209	93	44.5	55.5	21.98
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	88	24	27.27	72.73	20.83

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School) 2020-21

	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	410	238	58.05	41.95	66.95	410	236	57.56	42.44	38.46
Female	194	115	59.28	40.72	71.05	194	114	58.76	41.24	38.94
Male	216	123	56.94	43.06	63.11	216	122	56.48	43.52	38.02
American Indian or Alaskan Native										
Asian	14	13	92.86	7.14	92.31	14	13	92.86	7.14	64.62
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	220	123	55.91	44.09	59.5	220	126	57.27	42.73	31.2
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	15	9	60	40	--	15	10	66.67	33.33	--
White	150	85	56.67	43.33	70.59	150	79	52.67	47.33	38.46
English Learners	38	20	55.56	44.44	20	38	18	50	50	22.22
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless										
Military	14	10	71.43	28.57	--	14	11	78.57	21.43	50
Socioeconomically Disadvantaged	109	61	55.96	44.04	51.67	109	66	60.55	39.45	27.27
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	46	15	32.61	67.39	21.43	46	14	30.43	69.57	7.69

Note: N/T values indicate this school did not test students using the CAASPP for ELA.

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.

STUDENT ACHIEVEMENT

Physical Fitness

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

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 Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date: October 18, 2021	Good	Fair	Poor
	Repair Needed and Action Taken or Planned		
Systems	✓		
Interior Surfaces		✓	
			Library - Ceiling tile missing in main room; Building A Boys RR - Two holes in the tile wall behind the toilets; Classroom 84 - VCT damaged at south wall; Classroom 85 - VCT tile damaged in the office and at main classroom door; Classroom 95 - Ceiling tile falling at the door; Classroom 106 - Ceiling tile falling at the east wall of the room; Classroom 113, Classroom 122, Classroom 124 - 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 wall in the northeast corner; Classroom 201 - Wall surface is peeling in multiple locations on the north and south walls; Classroom 202 - Broken/damaged/falling ceiling tiles in the office and by the door; Gym Lobby - Ceiling tiles missing; Weight Room - Ceiling tile falling; Cafeteria Main Dining - Ceiling tiles missing in multiple locations
Cleanliness	✓		
Electrical		✓	
			Classroom 44 - Multiple light bulbs out above teacher's desk and soffit
Restrooms/Fountains		✓	
			Health Office - Sink in the main office does not drain; Building A Boys RR - Second sink from the left is out of order; Building F Boys RR - Right and left sinks are out of order, faucet does not function, toilet paper holder is damaged at the ADA stall; Cafeteria Girls RR - Toilet is out of order; Cafeteria Exterior - The drinking fountain at the north elevation is falling off the wall
Safety		✓	
			Classroom 15 - A window mullion is rotted out and crumbling, possible structural damage; Dance Room 171, Cafeteria Main Dining - Fire extinguisher is out of service date 6/23/20)
Structural		✓	
			Building J Exterior - Ramp is loose at the asphalt transition at room 200
External		✓	
			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.

SCHOOL FACILITIES & MAINTENANCE

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

2020-21 Campus Improvements:

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

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 October 2021.

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

Facilities Inspections

The district's maintenance department inspects Buena High School on an annual basis in accordance with Education Code §17592.72(c)(1). Buena High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on October 18, 2021. During fiscal year 2020-21, 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-

Graduation Rate by Student Group (Four-Year Cohort Rate) (2020-21)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	426	385	90.4
Female	215	200	93
Male	211	185	87.7
Non-Binary			
American Indian or Alaska Native	18	17	94.4
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	223	197	88.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	13	13	100
White	161	148	91.9
English Learners	44	35	79.5
Foster Youth	--	--	--
Homeless	30	24	80
Socioeconomically Disadvantaged	263	230	87.5
Students Receiving Migrant Education Services			
Students with Disabilities	46	28	60.9

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>.

routine maintenance requests. Emergency repairs are given the highest priority.

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

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

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

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

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

CLASSROOM ENVIRONMENT

Dropouts & Graduation Rates

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

In the Dropout & Graduation Rates tables in this report, 2019-20 data are most current information available since state certification/release dates for dropout data occur too late for

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

Dropout and Graduation Rates				
Buena				
	18-19	19-20	20-21	
Dropout Rate (%)	2.1	2.9	4.5	
Graduation Rate (%)	97.3	93.4	90.4	
VUSD				
Dropout Rate (%)	3.6	1.9	6.9	
Graduation Rate (%)	92.8	94.4	86.3	
CA				
Dropout Rate (%)	9.6	9	6.8	
Graduation Rate (%)	83.0	84.5	68.2	

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Buena High School for the 2020-21 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.

Average Class Size and Class Size Distribution				
2018-19				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	26	27	14	33
Math	27	17	15	27
Science	27	14	14	21
Social Science	28	14	11	24
2019-20				
English	28	21	13	38
Math	28	13	16	30
Science	27	11	16	22
Social Science	29	11	14	25
2020-21				
English	24	31	15	35
Math	26	19	19	27
Science	26	16	9	24
Social Science	26	19	10	29

*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 by Student Group (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1930	1882	224	11.9
Female	922	904	92	10.2
Male	1008	978	132	13.5
American Indian or Alaska Native	64	63	5	7.9
Asian	4	3	1	33.3
Black or African American	16	16	3	18.8
Filipino	22	22	0	0
Hispanic or Latino	1088	1065	144	13.5
Native Hawaiian or Pacific Islander	5	5	0	0
Two or More Races	67	66	1	1.5
White	664	642	70	10.9
English Learners	193	186	48	25.8
Foster Youth	15	13	3	23.1
Homeless	60	58	17	29.3
Socioeconomically Disadvantaged	1021	991	168	17
Students Receiving Migrant Education Services	3	3	0	0
Students with Disabilities	266	255	62	24.3

Suspensions and Expulsions									
	Buena			VUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	4.70%	2.52%	0.16%	2.70%	2.53%	0.17%	3.60%	0.00%	0.20%
Expulsions	0.10%	0.00%	0.05%	0.05%	0.10%	0.01%	0.09%	0.00%	0.00%

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

Buena High School's discipline policies are based upon a schoolwide positive behavior management plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Administrators lead assemblies and visit classrooms to reinforce the importance of following school rules and making responsible, respectful behavior choices. Buena High School follows the Restorative Justice guidelines for success which are posted in each classroom and are based on CHAMPS. CHAMPS is a positive behavior support program focused on improving classroom behavior, establishing clear behavior expectations, reducing misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching

students to behave respectfully and to value diversity.

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

Suspensions & Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	0.16%	0.05%
Female	0.00%	0.00%
Male	0.20%	0.10%
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	0.09%	0.09%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.30%	0.00%
English Learners	0.52%	0.52%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.10%	0.10%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.38%	0.00%

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 September 21, 2021, 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 #21-25 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 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.

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: Calculus for the AP Course	0%
2018	*	Mathematics Vision Project (MVP): Secondary Math 1, 2 & 3 (Honors)	0%
2018	*	Mathematics Vision Project (MVP): Secondary Math 1, 2 & 3	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	*	BFWWorth: <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%

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 2019-20, 2020-21, and 2021-22 school years, the teachers at Buena High School had the opportunity to participate in districtwide staff development training focused on:

2019-20 Trainings:

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

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Canvas Course Management 101 – By Site-Based Canvas Leads
- Discovery Education Earth Science
- Distance Learning Plans
- ELA Course Build Peer Review and Support
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)
- Google Basics
- History-Social Studies and Elective Course Build Peer Review and Support
- Math Course Build Peer Review and Support
- Positive Behavioral Interventions & Supports
- Science Course Build Peer Review and Support
- Screen Casting with Screencastify
- Video Conferencing

- What Works for Canvas Building 1 & 2
- Utilizing Behavioral Strategies from the Family Guide to Distance Learning
- Zoom and Google Meet Videoconferencing

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 2020-21 school year, Buena High School's staff development activities concentrated on:

- Distance Learning / Hybrid Learning
- Google Suite
- Mindfulness
- Restorative Justice
- Social Emotional Learning (SEL)
- Technology Training
- Universal Design for Learning (UDL)

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

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

coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

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

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

2020-21		
	No. of AP Courses Offered*	% of Students in AP Courses
Art	2	N/A
English	6	N/A
Foreign Language	4	N/A
Math	4	N/A
Science	4	N/A
Social Science	6	N/A
Totals	26	21.0%

College Preparation Courses

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

Admission Requirements for California Public Universities**University of California**

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

California State University

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

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2020-21 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	94.47
2019-20 Graduates Who Completed All Courses Required for UC/CSU Admission	41.32

*Most current data available.

Workforce Preparation

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

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

Career Pathway Sequences

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

On-Campus Career Education Center Courses

- Auto Shop
- Cabinet Making Technology
- Graphics
- Machine Tool Technology
- Web Design

On-Campus Career Technical Courses

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

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

Work experience students are partnered with local community organizations and local employers that provide on-the-job training and mentoring for students 16 years of age or older. Work experience students receive guidance and supervision designed to ensure maximum educational benefit from part-time job placement. Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

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

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

Career Technical Education Program Participation	
2020-21	
Total Number of Students Participating in CTE Programs	964
Percentage of Students Completing a CTE Program and Earning a High School Diploma	90.0%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	20

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.

Academic Counselors and Other Support Staff 2020-21		
	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.

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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
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.

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/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2019-20					
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	7,591	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,506	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,085	6,041	100.7%	8,444	71.5%
Average Teacher Salary	52,717	78,453	N/A	86,376	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 2019-20 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
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education

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 section was acquired in October 2021 and the school facilities section was acquired in November 2021.

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School Site Council Bylaws**Ventura Unified School District****BUENA HIGH
SCHOOL SITE COUNCIL BYLAWS****ARTICLE I - Name of Council**

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

ARTICLE II - Purpose

The purpose of this council shall be to:

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

ARTICLE III - Membership

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

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

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

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

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

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

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

ARTICLE IV - Officers

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

ARTICLE V - Meeting and Quorum

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

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

ARTICLE VI - Amendment

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

ARTICLE VII - Duties of Officers

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

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

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

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

ARTICLE VIII - Duties of Council Members

It shall be the duty of all council members to:

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

ARTICLE IX - Election of Officers

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

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

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

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

ARTICLE X - Committees

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

ARTICLE XI - Amendments

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

ADDENDUM - November 14, 1988

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