

Ventura Unified School District School Plan for Student Achievement



Ventura High School

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This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 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:

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

School Site Council Membership

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

Name of Members	Principal	Certificated Staff	Classified/ Other Staff	Parent or Community Member	Student
Carlos Cohen	X				
Mera Clobes			X		
Gloria Alcala			X		
Erin Shean			X		
Susan Adamich		X			
Linda Bergfield		X			
Thomas Favero		X			
Lorilee Johnson		X			
Dan Larson		X			
Logan Norris		X			
Matt Alvarez				X	
David Armstrong				X	
Martha Lennox				X	
Logan Bobis					X
Sinthia Cardenas					X
Ariana Castandeda					X
Mateo Navarro					X
Carson Peterson					X
Jack Rose					X
Emily Sehati					X
Number of members in each category	1	6	3	3	7

English Learner Advisory Committee (ELAC) Membership

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

Name of Members	Principal	Certificated Staff	Classified/ Other Staff	Parent or Community Member	Student
Marissa Cervantes	X				
Elizabeth Botello-Lopez			X		
Francisco Castillo			X		
Leticia Vaivao			X		
Ena De La Cruz			X		
Mera Clobes			X		
Bertha Villa			X		
Rogelio Ramirez			X		
Carlos Sanchez			X		
Efigenia Renteria				X	
Rebecca Castro				X	
Coco Fernandez				X	
Adriana Miranda				X	
Juana Hernandez				X	
Cristina Nunez				X	
Margarita Nunez				X	
Hilda Santana				X	
Xochitl Bonilla				X	
Carolin Pareja				X	
Evangelina Patricio				X	
Mayra Benitez Tadillo				X	
Silvia Cabeza				X	

Eduardo Escobar				X	
Maria Silva				X	
Evan Hernandez				X	
Ariana Castaneda					X
Number of members in each category	1		8	16	z

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

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

Recommendations and Assurances

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

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

English Learner Advisory Committee

Parent Teacher Student Association

Ventura High School Staff

Ventura High School Associated Student Body

Signature of Authorized
Representative

Elegenia Renteria
Meghan Meher
Shirley
CP

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 11/15/21

Attested:

Marissa Cervantes

Marissa Cervantes, Principal

11/15/2021

Date

SSC Chairperson

SSC Chairperson

11/15/2021

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

School Profile

During the 2020-21 school year, Ventura High School served 2,124 students in grades 9-12. Student enrollment included 12.1% students with disabilities, 15.6% English learners, 56.6% socioeconomically disadvantaged, 0.4% migrant, 0.4% foster youth, and 1.6% homeless youth. Ventura High School is the older of two large comprehensive high schools within the Ventura Unified School District, located approximately 65 miles north of Los Angeles and 35 miles south of Santa Barbara. The city of Ventura has a population of more than 100,000 and is situated on two-miles along the Pacific coastline.

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

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

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

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

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

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

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

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

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

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

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

School Vision

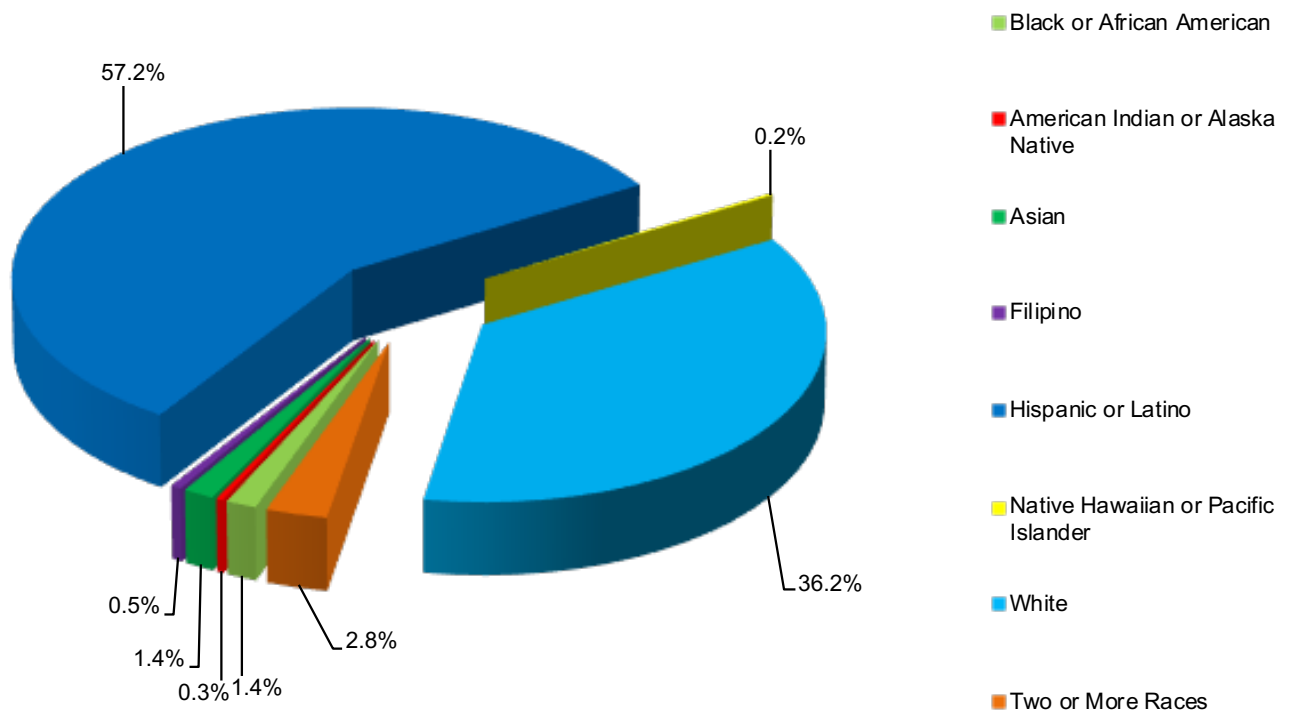
Ventura High School's vision is to prepare all students for full participation in and contribution to the larger society by delivery of high-quality programs and instruction to all students in a caring atmosphere.

School Mission

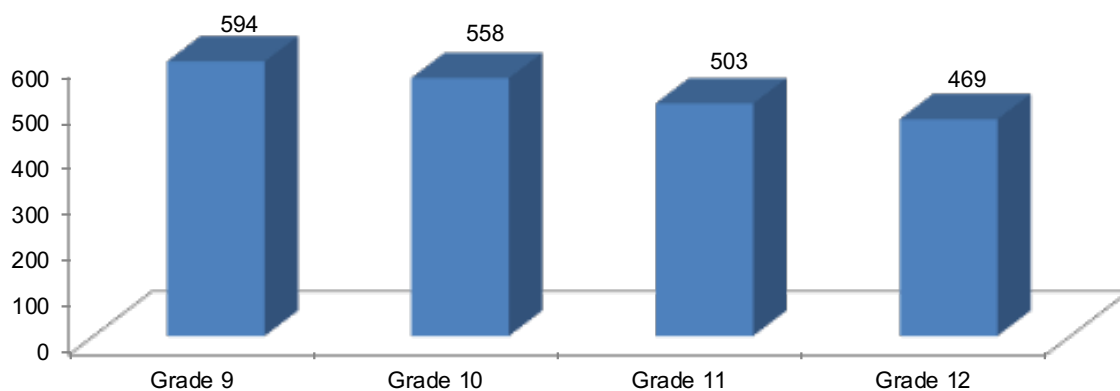
The mission of Ventura High School is to develop highly educated, well-rounded students who are excited about learning by:

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

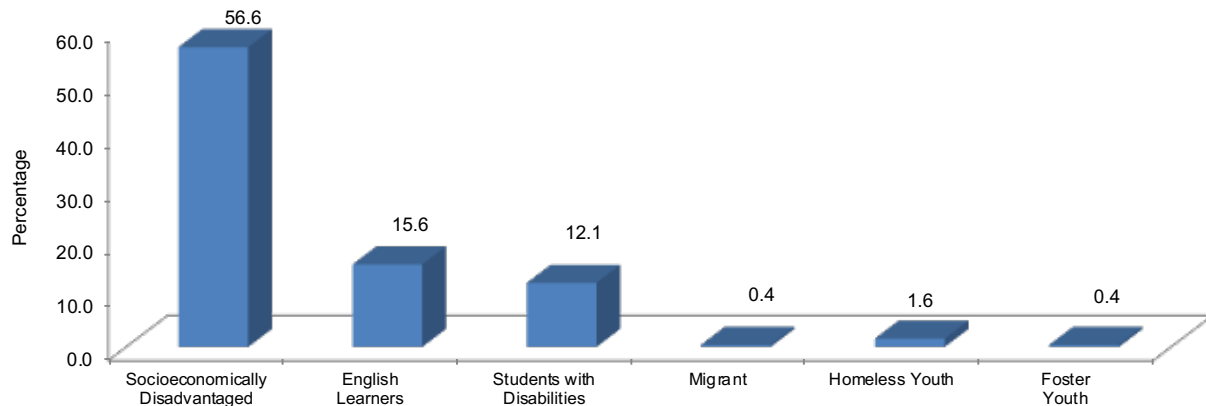
Student Enrollment by Ethnicity – 2020-21



Student Enrollment by Grade – 2020-21



Student Enrollment by Student Group – 2020-21



Comprehensive Needs Assessment

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

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

Conclusions from the needs assessment conducted by the site were used to identify SPSA goals and program support goals.

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

Ventura High School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Ventura High School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying suspension and expulsion, student expression, and the rights and responsibilities of students. School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Ventura High School's staff have adopted site-based goals to build a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. During advisory period, students are engaged in activities targeting bully prevention strategies through classroom discussions and special presentations.

Community Resource Guide

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

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Ventura High School	56726525637822	11/15/2021	

Purpose and Description

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

The purpose of this plan is to provide goals, strategies, and actions for the entire school-wide program as well as specific strategies to address the Additional Targeted Support and Improvement designation as it relates to our SAI program. Goals and strategies (actions) will be concise and relevant to working with our SAI students, EL's and creating strategies to impact those groups positively. VHS became a Title 1 Targeted Assistance School in 20-21 and is in the process of continuing to develop a strategic and effective Title 1 plan to provide services with program assessment.

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

Ventura High School works diligently to meet the ESSA requirements by aligning its programs, assessments, and finances with our District's LCAP as well as to federal, state and local programs by regularly administering ELA and Math benchmarks, standardized exams, meeting program requirements for all student requirements for all student groups and meeting regularly with all stakeholders via our various representative groups- Leadership, Faculty, School Site Council, English Learners Advisory Committee and various district level groups. At leadership meetings we review areas of concern and address issues required to be discussed at department meetings. We also use that forum to develop new programs, policies or procedures. These initiatives are then shared with SSC, ELAC, and the faculty. Due to the COVID-19 pandemic, meetings, professional development and conferences have had to be done primarily via Zoom meetings as of Spring 2020. As a district, the Distance Learning transitioned to in-person learning for the 21-22 school year and offers a variety of flexible learning opportunities as needed based on student individual needs.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
SSC	10/11, 11/15
Leadership Team/ Departments	8/19, 9/28, 10/5, 11/2
ELAC	9/7, 10/5, 11/2

Resource Inequities

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

N/A-VHS was removed as ATSI school in 2019.

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

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

Identified Need:

Increase academic achievement of all students, focusing on SWD (ATSI/SAI students) and English Learners (Math). Analysis of data has revealed that despite steady progress in most areas of different subgroups, there continues to be significant performance gaps with ELL and Students with Disabilities (SWD) achieving below target in-person and in distant learning. Distant learning instruction due to Covid-19 pandemic has affected learning support for these subgroups.

Annual Measurable Outcomes:

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, all grades.

Strategy/Activity**Professional Development**

1. Professional development to support staff and administration in strengthening knowledge, skills, and tools for effective instruction to support CCSS, ELD and SPED instruction.
2. Teacher release dates for curriculum alignment.
3. New Teacher Orientation Dates throughout the school year.

Proposed Expenditures for this Strategy/Activity

1. \$20,000 (increase of \$13,000)	Title 1
2. \$5,000 (new)	Title 1
3. \$5,000	Title 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, all grades.

Strategy/Activity

Academic/Behavior/Social Emotional/College/Career Support/Intervention (Reduce the percentage of F's and D's through identification, counseling, accommodations, skill building and credit recovery).

1. 2-Bilingual Paraeducator Support
2. Career/College Technician
3. Family Liaison
4. AP Computer Science Lead
5. Supplemental Education Services (Tutoring)
6. Certificated Lunch Supervision
7. EL Counselor (Additional)
8. SAP Part-time Counselor
9. Instructional Materials
10. AP Placement Small Groups/academies
11. SAI Bootcamp: Saturday Academies

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. \$35,000	Supplemental
2. \$15,000	Site-Based
3. \$70,000	Title 1
4. \$5,000	Supplemental
5. \$25,000	Title 1
6. \$18,000	Supplemental
7. \$45,000	Title 1
8. \$30,000	
9. \$20,000	Title 1
10. \$2,000	Title 1
11. \$1,000	Supplemental
	Supplemental

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

All students, all grades.

Strategy/Activity**Technology to Support Instruction**

1. Supplemental instructional programs/subscriptions as additional learning tools.
2. District Technicians/Teacher Library Support to ensure proper functioning of technology for instruction and student access.
3. 1:1 computers for students to supplement instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. \$ 2,500	Title 1
2. No Funding Required	N/A District Funded
3. No Funding Required	N/A District Funded

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 grades.

Strategy/Activity**Parental Involvement/Communication with all stakeholders**

1. ASB Coordinated Activities
2. Electronic Newsletter/Updates
3. School Led Parent Connectedness Workshops
4. Childcare for parents to attend workshops/conferences and/or district meetings.
5. Translation Services

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. No Funding Required	N/A District Funded
2. No Funding Required	N/A using Parent Square
3. \$ 2,500	Title 1
4. \$ 1,000	Title 1
5. \$ 2,500	Title 1

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 COVID-19 impacts and distant learning/hybrid educational programs strategies/activities were not implemented due to not having direct access to students under state/county/district guidance.

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 COVID-19 impacts and distant learning/hybrid educational programs strategies/activities were not all implemented due to not having direct access to students under state/county/district guidance.

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.

Changes made to this goal are as follows:

- Increased professional development in supporting teachers transition from distant/hybrid learning back to in-person. Loss in learning impacted student academic progress and social emotional health. PD will help all navigate through assessing student needs.
- Adding bilingual para support hours to support identified students meeting criteria for language support in academic classes.
- Removed job developer position as a result of staff retirement. Added hours to college/career technician who embedded job developer's duties.
- Increase in family liaison hours from 4 to 8 hours to support teachers, admin, and counselors in connecting students/families to services. Data has recorded an increase in the level of supports required.
- Additional course access for students.
- Tutoring support for academic areas.
- Certificated lunch supervision in re-connecting and building relationships with students. Teacher visibility/supervision is an asset to school community.

- Additional counselor partially funded by district Title 3 to work with EL students in helping close the achievement gap and work with parents.
- Part-time SAP counselor to support student social-emotional needs in removing barriers to academic access/progress.
- Increase in expenditures for instructional materials to support student learning with 1:1 technology and supplement instruction.
- AP Placement Small Groups/academies were not held due to COVID 19 impacts but will continue on SPSA for support this year during in-person.
- SAI boot camps provide students with additional access and attendance recovery.
- Removal of non-associated strategies/activities related to SSC budgets.

Goal 2:

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

Identified Need:

Establishing and maintaining a learning environment that is physically and emotionally safe with high expectations and appropriate support for all.

Annual Measurable Outcomes:

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity**Parental Involvement**

1. Increased Communication: Weekly updates, Parent Square, Q, social media and school website.
2. School Led Parent Workshops on different topics: Literacy, Q, AVID, PBIS, ELL, School Safety, Canvas, Counseling, etc.
3. Child care for parents to attend conferences, workshops, etc.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. No Funding Required	N/A
2. \$2,500 (Same Amt. embedded in Goal 1)	Title 1
3. \$1,000 (Same Amt. embedded in Goal 1)	Title 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, all grades.

Strategy/Activity**Professional Development**

1. AVID program - identified students receive focused support with course tutorial support, study skills, social emotional mentoring and AVID peer tutors, organization, college search/ application.
2. Counselor Conferences (CASC, SEL, MTSS, Restorative Justice, etc.)
3. Counselor Collaboration at site, district, and county level.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. \$13,500	Supplemental (AVID)
2. \$2,500	Supplemental
3. \$2,500	Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, all grades.

Strategy/Activity**Support Services/Intervention and School Systems**

1. Additional Counselor for EL student subgroup.
2. Family Liaison support for parents/teachers
3. Transition Meetings/Articulation
4. Collaboration with School Resource Officer

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. \$ 45,000 (Same Amt. Embedded in Goal1	Title 1
2. \$ 75,000 (Same Amt. Embedded in Goal 1)	Title 1
3. No Funding Required	Title 1
4. No Funding Required	Title 1

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 grades.

Strategy/Activity**Safe Learning Environment**

1. Additional radios/Safety Equipment

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. \$10,000	Site-Based

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 COVID-19 impacts and distant learning/hybrid educational programs strategies/activities were not implemented due to not having direct access to students under state/county/district guidance.

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 COVID-19 impacts and distant learning/hybrid educational programs strategies/activities were not all implemented due to not having direct access to students under state/county/district guidance.

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.

Changes made to this goal are as follows:

- Avid Program Supports/Tutors continued for 21-22 school year.
- Counselor PD
- Counselor Collaboration/Articulation
- Radio/safety equipment to promote safe school practices.
- Increased hours for family liaison.
- Additional counselor partially funded by district Title 3.
- Removal of non-associated strategies/activities related to SSC budgets.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

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

Annual Measurable Outcomes:

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All families and students grades 9-12.

Strategy/Activity**Parent School Culture and Climate Forums**

1. Increased Communication: Weekly updates, Parent Square, Q, social media and school website
2. School Led Parent Workshops on different topics: Literacy, Q, AVID, PBIS, ELL, School Safety, Canvas, Counseling, etc.
3. Child care for parents to attend conferences, workshops, etc.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. No Funding Required	Site funds
2. \$2,500 (Same Amt. embedded in Goal 1)	Community Organizations
3. \$1,000 (Same Amt. embedded in Goal	Title 1

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 COVID-19 impacts and distant learning/hybrid educational programs strategies/activities were not implemented due to not having direct access to students under state/county/district guidance.

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 COVID-19 impacts and distant learning/hybrid educational programs strategies/activities were not implemented due to not having direct access to students under state/county/district guidance.

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.

Changes made to this goal are as follows:

- Continued strategies/activities to support parent awareness & informational nights.
- Removal of non-associated strategies/activities related to SSC budgets.

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

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

Federal Programs	Allocation (\$)
Title I 2020-21 Carryover	\$25,221.00
Title I 2021-22 Allocation	\$171,920.00
Title I 2021-22 Parent Involvement	Incl.

Subtotal of additional federal funds included for this school: **\$197,141.00**

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	\$8,129.00
Site-Based Funds 2021-22 Allocation	\$95,580.00
Supplemental Funds 2020-21 Carryover	\$10,706.00
Supplemental Funds 2021-22 Allocation	\$92,100.00

Subtotal of state or local funds included for this school: **\$206,515.00**

Total of federal, state, and/or local funds for this school: **\$403,656.00**

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


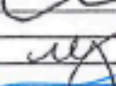
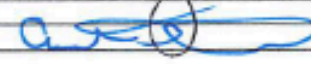
CAASPP – Grade 11 English Language Arts/Literacy – 2020-21

	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	462	146	146	32.19%	28.77%	18.49%	20.55%
Male	239	56	56	25.00%	26.79%	23.21%	25.00%
Female	223	90	90	36.67%	30.00%	15.56%	17.78%
African American	6	*	*	*	*	*	*
American Indian or Alaskan Native	*	0	0	N/A	N/A	N/A	N/A
Asian	9	5	5	*	*	*	*
Filipino	*	0	0	N/A	N/A	N/A	N/A
Hispanic or Latino	256	98	98	26.53%	35.71%	19.39%	18.37%
Hawaiian or Pacific Islander							
White (not Hispanic)	179	40	40	45.00%	17.50%	17.50%	20.00%
Two or More Races	9	*	8	8.00%	*	*	8.00%
Socioeconomically Disadvantaged	234	85	85	21.18%	31.76%	22.35%	24.71%
English Learners	71	24	24	0.00%	16.67%	41.67%	41.67%
Students with Disabilities	62	10	10	*	*	*	*
Migrant Education	*	*	*	*	*	*	*
Homeless	*	0	0	N/A	N/A	N/A	N/A

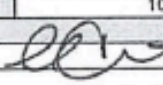
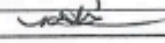
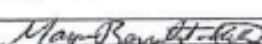
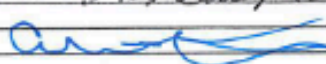
CAASPP – Grade 11 Mathematics – 2020-21

	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	462	143	143	9.09%	16.78%	29.37%	44.76%
Male	239	64	64	9.38%	14.06%	31.25%	45.31%
Female	223	79	79	8.86%	18.99%	27.85%	44.30%
African American	6	*	*	*	*	*	*
American Indian or Alaskan Native	*	0	0	N/A	N/A	N/A	N/A
Asian	9	6	6	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	256	96	96	5.21%	13.54%	31.25%	50.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	179	38	38	21.05%	23.68%	23.68%	31.58%
Two or More Races	9	*	*	*	*	*	*
Socioeconomically Disadvantaged	234	90	90	4.44%	12.22%	28.89%	54.44%
English Learners	71	27	27	0.00%	3.70%	22.22%	74.07%
Students with Disabilities	62	15	15	0.00%	0.00%	0.00%	100.00%
Migrant Education	*	*	*	*	*	*	*
Homeless	*	0	0	N/A	N/A	N/A	N/A

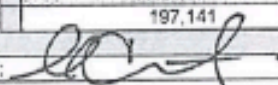
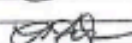
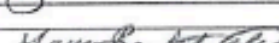

2021-22 Site Based Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Site Based Funds			
Site: Ventura		Prior Year Carryover	8,129
		Current Year Allocation	95,580
			0
			0
Resource = 0000		Total	103,709
Object #	Classification		
Personnel Costs and Benefits		Must reflect amounts on Staffing Charts	
Must reflect amounts on Staffing Charts		Current	Revised
1101	Teacher, Contractual		
1103	Teacher, Hourly		
1106	Teacher, Sub	8,000	
1107	Stipend, Certificated	6,000	
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional		
2103	Paraed, Hourly		
2201	College Career Tech/Job Dev	14,295	
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly	600	
SUBTOTAL		28,895	0
Discretionary Funds			
4100	Textbooks		
4200	Other Books		
4300	Instructional Supplies	58,429	
4300	Other Supplies		
4400	Equip Not Capltzd(\$500-5000)	5,000	
5201	Mileage stipend		
5202	Travel/Conferences	2,000	
5300	Membership	385	
5600	Contracts, Rents, Repairs	5,000	
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs	4,000	
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		74,814	0
Total:		103,709	0
Principal's Signature for Adjustment: 			
Date:			
School Site Council Approval: (Chairman) 			
Date:			
Director, Special Projects Approval: 			
Date:			

2021-22 Supplemental Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Supplemental Funds			
Site: Ventura		Prior Year Carryover	10,706
		Current Year Allocation	92,100
Resource = 0100			0
		Total	102,806
Object #	Classification		
Personnel Costs and Benefits		<i>Must reflect amounts on Staffing Charts</i>	
<i>Must reflect amounts on Staffing Charts</i>		<i>Current</i>	<i>Revise</i>
1101	Teacher, Contractual		
1103	Teacher, Hourly	17,144	
1106	Teacher, Sub		
1107	Stipend, Certificated		
<i>Complete Time Sheet Authorization Form</i>			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional	35,049	
2103	Paraed, Hourly		
2106	Paraed, Sub		
2201	Parent Teacher Liaison	39,977	
2203	Interpreter, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
2401	Clerk, Positional		
2403	Clerk, Hourly		
<i>Complete Time Sheet Authorization Form</i>			
2903	Other Classified, Hourly		
SUBTOTAL:		92,170	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	5,636	
4300	Other Supplies		
4400	Equip Not Capltzd(\$500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5806	Internet Publications/Software	5,000	
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL:		10,636	0
Total:		102,806	0
Principals Signature for Adjustment: 			
Date:			
School Site Council Approval: (Chairman) 			
Date:			
English Learner Advisory Committee Review 			
Date:			
Director, Special Projects Approval: 			
Date:			

2021-22 Title I Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Title I			
Site: Ventura	Resource = 3010	Prior Year Carryover	25,221
		Current Year Allocation	171,920
		Parent Participation	Incl in allocation
			0
		Total	197,141
Object #	Classification	Must reflect amounts on Staffing Charts	
Personnel Costs and Benefits		Current	Revise
Must reflect amounts on Staffing Charts			
1101	Teacher, Contractual		
1103	Teacher, Hourly	25,000	
1201	Counselor, Contractual	45,000	
1106	Teacher, Sub	5,000	
1107	Stipend, Certificated	6,000	
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional		
2103	Paraed (Tutors), Hourly	15,000	
2106	Paraed, Sub		
2201	Family Liaison		
2203	Interpreter, Hourly		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
SUBTOTAL:		96,000	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	42,176	
4300	Other Supplies	3,965	
4400	Equip Not Captizd(\$500-5000)	25,000	
5201	Mileage stipend		
5202	Travel/Conferences	10,000	
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs	10,000	
5806	Software Renewal	10,000	
5900	Communications		
6400	Equipment (over \$5,000)		
7310	Indirect		
SUBTOTAL		101,141	0
Total:		197,141	0
Principal's Signature for Adjustment: 			
Date: _____			
School Site Council Approval: (Chairman) 			
Date: _____			
English Learner Advisory Committee Review: 			
Date: _____			
Director, Special Projects Approval: 			
Date: _____			

School-Parent/Home Compact

Student Name: _____

Ventura High School
HOME-SCHOOL COMPACT
2021-2022

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

Parent/Guardian Agreement:

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

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

PARENTS/GUARDIANS SIGNATURES: _____ DATE: _____

Student Agreement:

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

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

STUDENT SIGNATURE: _____ DATE: _____

Teacher Agreement:

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

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

TEACHER SIGNATURE: _____ DATE: 11/29/21

Principal Agreement:

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

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

PRINCIPAL SIGNATURE: _____ DATE: 11/29/21

VUSD - Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

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

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

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

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

Support for programs that reach parents/guardians and family members at home, in the community, and at school

Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement

Any other activities and strategies that the district determines are appropriate and consistent with this policy. If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

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

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

Ventura High School - Parent Involvement Policy

Ventura High School Title I School Parental Involvement Policy

Title I School-Level Parental Involvement Policy Ventura High School

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

Involvement of Parents in the Title I Program

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

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

School-Parent Compact

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

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff;

opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

Ventura High School presents the Home-School Compact to parents at a School Site Council meeting as well as to the Migrant and ELAC parent meetings in English and Spanish. The school asks for input from parents and staff, as well. All changes are considered and voted on. In the 2020- 2021 School year, the Home-School Compact is distributed to all third period classes wherein the teachers sign the compact before distributing to each and every student in their third period class and then the students sign their Compact. All third period students then are instructed to have their parents read and provide a signature that they are in agreement of this compact. The student then returns the compact back to his / her third period class. Once the third period teacher has gathered all the compacts from their third period class, they then return their students' signed Compacts to the Administration office.

Building Capacity for Involvement

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

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

Accessibility

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

- Accommodations are made for non-English speaking parents by utilizing an interpreter during parent meetings.

Professional Development Plan

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

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

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

Technology

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

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

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

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

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

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

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

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

2020-21 School Accountability Report Card

Published January 2022



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

MARISSA CERVANTES, PRINCIPAL
GRADES 9-12

PRINCIPAL'S MESSAGE

Dear Parents/Guardians and Students:
It is with great honor that I welcome you to the 2021-2022 school year, that will be filled with excitement and positivity as we prepare for a "Come Back" year in Cougar Country. We have experienced challenging times during this pandemic year. We are committed to providing and delivering the love, nurturance, and support our students need.

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

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

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

Go Cougars!!!

Respectfully,
Marissa Cervantes, Principal

District Vision Statement

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

Board of Education

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 and 2020-21 school years due to the closure of school sites for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

VENTURA UNIFIED SCHOOL DISTRICT

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



District Mission Statement

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

DISTRICT & SCHOOL DESCRIPTION**Ventura Unified School District**

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

Ventura High School

Ventura High School serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2020-21 school year, 2,074 students were enrolled, including 11.1% in special education, 16.4% qualifying for English Language Learner support, 0.6% foster youth, 0.6% homeless, and 60.1% qualifying for free or reduced price lunch.

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

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	47.9%	Grade 9	594
Male	52.1%	Grade 10	558
Non-Binary	0.0%	Grade 11	503
American Indian or Alaskan Native	0.3%	Grade 12	469
Asian	1.4%		
Black or African American	1.4%		
Filipino	0.5%		
Hispanic or Latino	57.2%		
Native Hawaiian or Pacific Islander	0.2%		
Two or More Races	2.8%		
White	36.2%		
English Learners	15.8%		
Foster Youth	0.4%		
Homeless	1.6%		
Migrant	0.4%		
Socioeconomically Disadvantaged	56.6%		
Students with Disabilities	12.1%		
			Total Enrollment 2,124

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative

achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

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

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

Committees

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

School Activities

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

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	Ventura High		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	31.1	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 testing 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

	Ventura High		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	887	379	42.73	57.27	31.1
Female	415	183	44.1	55.9	28.49
Male	472	196	41.53	58.47	33.51
American Indian or Alaskan Native	--	--	--	--	--
Asian	11	8	72.73	27.27	--
Black or African American	13	4	30.77	69.23	--
Filipino	--	--	--	--	--
Hispanic or Latino	501	230	45.91	54.09	25.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	8	34.78	65.22	--
White	329	124	37.69	62.31	39.34
English Learners	128	56	43.75	56.25	5.36
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	318	135	42.45	57.55	20.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	108	37	34.26	65.74	2.94

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	467	147	31.48	68.52	60.54	467	143	30.62	69.38	25.87
Female	226	90	39.82	60.18	66.67	226	79	34.96	65.04	27.65
Male	241	57	23.65	76.35	50.88	241	64	26.56	73.44	23.44
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	260	96	37.69	62.31	62.24	260	96	36.92	63.08	19.75
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	180	41	22.78	77.22	60.98	180	38	21.11	78.89	44.74
English Learners	72	24	33.33	66.67	16.67	72	27	37.5	62.5	3.7
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	172	53	30.81	69.19	52.83	172	56	32.56	67.44	14.29
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	67	11	16.42	83.58	9.09	67	15	22.39	77.61	0

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 in this category is too small for statistical accuracy or to protect student privacy.

STUDENT ACHIEVEMENT

Physical Fitness

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

California Physical Fitness Test Results 2020-21			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Ninth	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

California Assessment of Student Performance and Progress (CAASPP)

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

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for

subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

SCHOOL FACILITIES & MAINTENANCE

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

Campus Description	
Year Built	1929
Acreage	42
Bldg. Square Footage	247938
	Quantity
# of Permanent Classrooms	76
# Portable Buildings	17
# of Restrooms (student use)	12
Cafeteria/Multipurpose Room	1
Computer Lab	5
Field House	1
Graphic Arts Work Room	1

Campus Supervision

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

To enhance two-way routine communication and facilitate an immediate response to urgent situations, campus supervisors, administrators, nurse's office, school office, guidance office, attendance office, and school resource officer possess hand-held radios while on campus. During school

hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Ventura High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and shared with school staff in December 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 Ventura High School on an annual basis in accordance with Education Code §17592.72(c)(1). Ventura High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on October 20, 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-

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date: October 20, 2021	Good	Fair	Poor
Systems	✓		
Interior Surfaces	✓		
Cleanliness	✓		
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		
External	✓		
Overall Summary of School Facility Good Repair Status			
Overall Summary	Exemplary	Good	Fair
		✓	

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.

routine maintenance requests. Emergency repairs are given the highest priority. Campus repair and/or improvement projects for the 2020-21 school year include the following:

- New student desks in some classrooms

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

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

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

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

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

CLASSROOM ENVIRONMENT

Dropouts & Graduation Rates

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

In the following Dropout & Graduation Rates table, 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			
Ventura High			
	18-19	19-20	20-21
Dropout Rate (%)	5	7.2	9.8
Graduation Rate (%)	93.4	91	86.3
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

Discipline & Climate for Learning

Ventura High School's discipline policies are based upon a schoolwide discipline plan and the Response to Intervention behavior model, which are used as guides to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. To provide students an opportunity to discuss school rules and expectations with administration, we have developed a PowerPoint presentation to discuss the most common school rules and expectations in order for us to be successful as a school. Discipline policies are outlined in the school agenda; a copy of the agenda is provided to every student and is available on the school website.

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

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

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	439	379	86.3
Female	200	176	88
Male	239	203	84.9
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	252	213	84.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	14	13	92.9
White	156	138	88.5
English Learners	85	68	80
Foster Youth	--	--	--
Homeless	39	30	76.9
Socioeconomically Disadvantaged	310	255	82.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	56	41	73.2

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>.

Chronic Absenteeism by Student Group (2020-21)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2161	2133	367	17.2
Female	1039	1024	146	14.3
Male	1122	1109	221	19.9
American Indian or Alaska Native	31	31	1	3.2
Asian	9	8	1	12.5
Black or African American	29	28	4	14.3
Filipino	11	11	1	9.1
Hispanic or Latino	1234	1219	257	21.1
Native Hawaiian or Pacific Islander	6	6	1	16.7
Two or More Races	60	60	7	11.7
White	781	770	95	12.3
English Learners	344	339	103	30.4
Foster Youth	16	13	7	53.8
Homeless	45	40	17	42.5
Socioeconomically Disadvantaged	1244	1223	293	24
Students Receiving Migrant Education Services	9	9	2	22.2
Students with Disabilities	276	267	84	31.5

Suspensions and Expulsions

	Ventura High			VUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	4.50%	2.31%	0.14%	2.70%	2.53%	0.17%	3.60%	0.00%	0.20%
Expulsions	0.05%	0.10%	0.00%	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.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Ventura 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 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	28	19	40
Math	27	19	24	25
Science	25	13	17	17
Social Science	28	13	14	35
2019-20				
English	26	32	12	45
Math	27	22	14	36
Science	26	16	17	16
Social Science	30	12	9	37
2020-21				
English	22	44	23	34
Math	26	22	27	27
Science	25	22	11	25
Social Science	22	32	15	27

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

CURRICULUM & INSTRUCTION**Staff Development**

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

During the 2019-20, 2020-21, and 2021-22 school years, the teachers at Ventura 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, Ventura High School's staff development activities concentrated on:

- Google Classrooms
- Landing Pages
- Study Sync, Read 180 & System 44
- Data Analysis
- Critical Reading & Writing
- Mathematics 1, 2 & 3 Training
- Career & Technical Education Pathway Certification Training
- WASC Collaboration

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

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

and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

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

Instructional Materials

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

On 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

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2019	*	McGraw-Hill: <i>StudySync</i>	0%
2019	*	Houghton Mifflin Harcourt: <i>Read 180</i>	0%
2017	*	Houghton Mifflin Harcourt: <i>The Real Book</i>	0%
Math			
2018	*	Mathematics Vision Project (MVP): Secondary Math 1, 2 & 3 (Honors)	0%
2018	*	Mathematics Vision Project (MVP): Secondary Math 1, 2 & 3	0%
2021	*	Bedford, Freeman & Worth: <i>Calculus for the AP Course</i>	0%
2018	*	McGraw-Hill: <i>Integrated Math 1</i>	0%
Science			
2008	*	Pearson Prentice Hall: <i>Biology</i>	0%
2008	*	Glencoe McGraw Hill: <i>Biology</i>	0%
2008	*	Pearson Prentice Hall: <i>Chemistry</i>	0%
2021	*	Discovery Education: <i>Earth & 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 & Geography</i>	0%
2018	*	Cengage Learning: <i>Western Civilization</i>	0%
2015	*	Academic Innovations: <i>Get Focused, Stay Focused</i>	0%
2019	*	Houghton Mifflin Harcourt: <i>American History: Reconstruction to the Present</i>	0%
2019	*	McGraw-Hill: <i>Principles of American Democracy</i>	0%
2019	*	Houghton Mifflin Harcourt: <i>Economics</i>	0%
2019	*	BFW/Worth: <i>Krugman's Economics for AP</i>	0%
2018	*	Pearson Prentice Hall: <i>Government in America, AP Edition</i>	0%
2021	*	Cengage: <i>The American Pageant, AP Edition</i>	0%
2018	*	Various Sources: <i>Ethnic & Social Justice Studies</i>	0%
2015	*	Academic Innovations: <i>Career Choices and Changes</i>	0%
Foreign Language			
2020	*	Manzana Learning: <i>Manzana Learning World Language Curriculum</i>	0%
2020	*	American Eagle Co., Inc: <i>VOCES World Language Curriculum</i>	0%
Health			
2011	*	Holt, Rinehart & Winston: <i>Lifetime Health</i>	0%
2011	*	Holt, Rinehart & Winston: <i>Lifetime Health Sexuality & Responsibility</i>	0%

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.

COLLEGE PREPARATION & CAREER READINESS

College Preparation Courses

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

Admission Requirements for California Public Universities

University of California

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

California State University

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

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2020-21 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	94.61
2019-20 Graduates Who Completed All Courses Required for UC/CSU Admission	37.38

*Most current data available.

Advanced Placement

In 2020-21, Ventura High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement (AP) Courses		
2020-21		
	No. of AP Courses Offered*	% of Students in AP Courses
Art	2	N/A
English	3	N/A
Foreign Language	1	N/A
Math	3	N/A
Science	5	N/A
Social Science	14	N/A
Totals	28	22.8%

Career Readiness

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

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

Program

- Discovery Program
- Segue Program

On Campus Pathway Sequences:

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

CTE Student Organization:

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

On-campus ROP Courses:

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

On-campus CTE Courses:

Agricultural Biology
Automotive Mechanics I, II
Computer Science
Environmental Field Study
Foods and Nutrition Science
Metal I, II
Ornamental Horticulture (Landscaping)
Professional Theatre/Play Production
Set Design and Construction
Woodworking I, II

Individual student assessment of work readiness skills takes place through:

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

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

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

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

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

Career Technical Education Program Participation 2020-21	
Total Number of Students Participating in CTE Programs	1,183
Percentage of Students Completing a CTE Program and Earning a High School Diploma	61.9%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	18

PROFESSIONAL STAFF

Teacher Preparation and Credentials

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

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

Counseling & Support Staff

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

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

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.

Academic Counselors and Other Support Staff 2020-21			Teacher and Administrative Salaries 2019-20			State Average of Districts in Same Category
	No. of Staff	FTE*		VUSD		
Academic Counselor	6	6.0	Beginning Teacher Salary	48,017	52,562	
Campus Security Officers	5	4.5	Mid-Range Teacher Salary	69,145	83,575	
Psychologist	2	1.4	Highest Teacher Salary	95,772	104,166	
Speech & Language Pathologist	1	0.4	Average Principal Salaries:			
School Nurse	1	0.3	Elementary School	117,712	131,875	
Health Technician	1	1.0	Middle School	122,293	137,852	
School Resource Officer	1	1.0	High School	139,903	150,626	
Career Center Counselor	1	1.0	Superintendent Salary	228,637	260,243	
Student Assistant Program Counselor	1	1.0	Percentage of Budget For:			
			Teacher Salaries	32	34	
			Administrative Salaries	5	5	

*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.

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

- 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

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/csl/. (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	Ventura High	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,495	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,039	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,457	6,041	106.9%	8,444	71.5%
Average Teacher Salary	56,614	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

SARC DATA

DataQuest

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

California School Dashboard

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

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section was acquired in October 2021 and the school facilities section was acquired in November 2021.

School Site Council Bylaws

VENTURA HIGH SCHOOL SITE COUNCILBY-LAWS**ARTICLE I NAME**

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

ARTICLE II PURPOSE

The purpose of the SSC shall be to:

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

ARTICLE III MEMBERSHIP

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

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

Approved 10/11/21

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

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

2. The classified member of the SSC will be elected by the classified school personnel at VHS. The classified SSC member is elected for a two year term in the fall of even years. The classified staff must vote using balloting, or show of hands, at the first staff meeting of the school year in even years. This election must be held before the first SSC meeting of the school year.
- B. The other ten (10) members of SSC will consist of an equal number of five (5) elected adults and five (5) elected VHS students. The adults must be parents of VHS students, but this group can also include 1 community representative.
1. Five (5) parents of students attending VHS, or four (4) parents and a community member, will be elected by parents of VHS students to the SSC. The parents or community member must not be an employee of VHS, but may be an employee of Ventura Unified School District (VUSD).
 2. Advertising of the open SSC positions is incumbent upon the SSC leadership and balloting should be in written form.
 3. Three (3) parents will be elected in odd years and two (2) parents will be elected in even years.
 4. The five (5) student members will be comprised of officers elected to the Associated Student Body (ASB). Their role as an ASB elected member shall include a one year term requirement as a SSC member.
- C. Interim vacancies will be filled through appointment by the SSC Co-Chairpersons by selecting a candidate from the appropriate constituency. A simple majority vote of SSC elects the candidate. The newly elected representative shall complete the vacated term.

ARTICLE IV**DUTIES OF COUNCIL MEMBERS**

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

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

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

Section 4: The Principal will:

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

ARTICLE V**OFFICERS**

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

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

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

ARTICLE VI**ELECTION OF OFFICERS**

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

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

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

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

ARTICLE VII

DUTIES OF OFFICERS

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

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

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

ARTICLE VIII

MEETING AND QUORUM

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

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

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

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

ARTICLE IX

COMMITTEES

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

Section 2: The purpose of the English Learner Advisory Committee (ELAC) is to advise the Principal, school staff and (SSC) on programs and services needed for students who are English Learners.

ARTICLE X LIMITATIONS OF AUTHORITY

Section 1: The SSC shall not become involved in the process or issues involved in developing a negotiated agreement with employee organizations, and shall not endorse candidates for public office.

ARTICLE XI AMENDMENT

These by-laws may be amended at any regular meeting by a two-thirds vote of the SSC membership after publicity of the proposed changes.