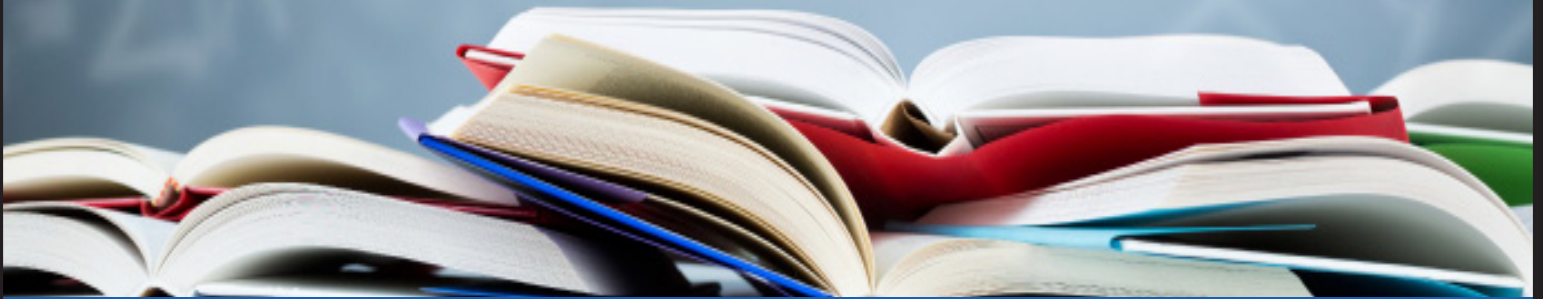


Ventura Unified School District School Plan for Student Achievement



Buena High School

56 72652 5630793

Contact Information:

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Ventura, CA 93003

(805) 289-1826



Fiscal Year 2022-2023

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The School Plan for Student Achievement

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

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

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

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

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

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

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

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2022-23 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Other or Classified Staff	Parent or Community Member	Student
Dr. Audrey Asplund	X				
Izzy De La Paz/Rikki Jiminez			X		
Heather Arrambide		X			
Nettie Perez		X			
Steven Perfect		X			
Aimee Sloan				X	
Stefanie Ortiz				X	
Laura Jo Reyes				X	
Kimberly Chavarria					X
Dominique Netherey					X
Number of members in each category	1	3	1	3	2

English Learner Advisory Council Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Dr. Audrey Asplund	X				
Scott McNutt		X			
Jacob Amaro			X		
Carlos Sanchez			X		
Jose Bernabe				X	
Carlos Mora				X	
Karina Fernandez				X	
Zenaido Salvador				X	
Germina Reyes				X	
Martin Schneider				X	
Regina Schneider				X	
Yerania Orozco				X	
Alejandro Orozco				X	
Maria Altamiro				X	
Julio Gomez Hernandez				X	
Mayra Gomez				X	
Number of members in each category	1	1	2	12	

Recommendations and Assurances

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

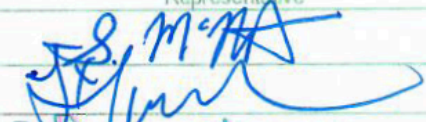

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student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

English Learner Advisory Committee

Steering Committee

Parent Teacher Student Organization

Signature of Authorized
Representative

- 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: Nov 8, '22

Attested:


Dr. Audrey Asplund, Principal


SSC Chairperson

11/28/22
Date

11/29/22
Date

District information

District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just over 15,000 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, 1 alternative high school, and 1 independent study school.

During the 2021-22 school year, Ventura Unified School District served 15,359 students in grades TK-12 including 11.9% students with disabilities, 16.5% English learners, 55.5% socioeconomically disadvantaged, 0.3% migrant education, 3.4% homeless, and almost 0.4% identified as foster youth.

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District Vision

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

District Mission

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

District Governing Principles

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

School Information

During the 2021-22 school year, Buena High School served 1,799 students in grades 9-12. Student enrollment included 15.9% Students with Disabilities, 10.5% English learners, 55.5% socioeconomically disadvantaged, 0.2% migrant, 3.6% homeless, and 0.8% foster youth.

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

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

School Vision

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

School Mission

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

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

BHS expected Student Learning Outcomes

Our Students will be:

Beneficial to the community

Understanding and respectful of diversity

Life-long learners

Leaders in their fields

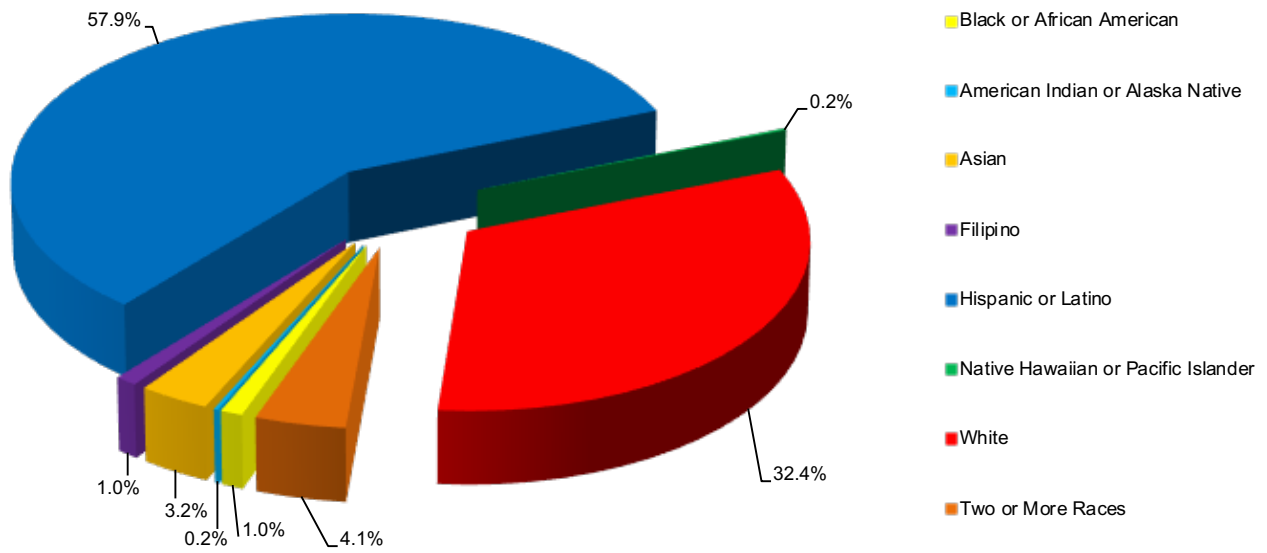
Decision-makers who display integrity

Occupation and technology-oriented

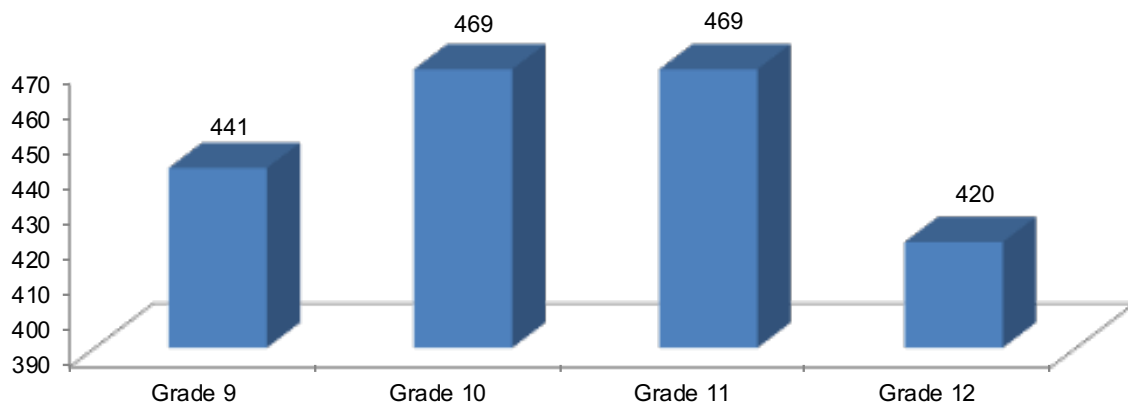
Guided by critical thinking

Skilled communicators

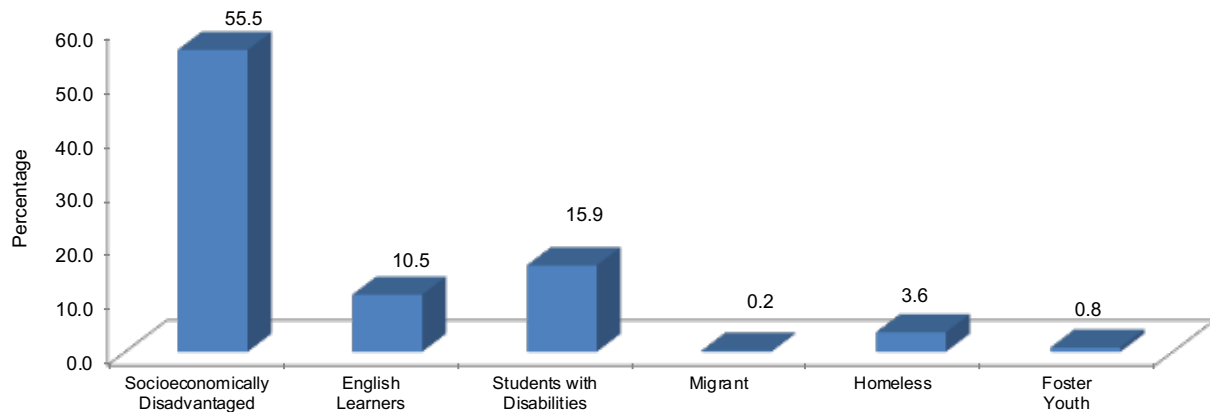
Student Enrollment by Ethnicity – 2021-22



Student Enrollment by Grade – 2021-22



Student Enrollment by Student Group – 2021-22



Comprehensive Needs Assessment

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

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

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

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

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

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

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

Community Resource Guide

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

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Buena High School	56726525630793	11/8/22	

Purpose and Description

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

The purpose of the School plan is to support:

School-wide support student achievement with quality instruction, PLC/RTI practices, MTSS and staff PD.

School-wide student connections to school and targeted support of students with specific SEL needs and behavioral intervention support

Support parent involvement by increasing attendance at ELAC, college center events and by providing a PIQE class on college readiness

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

Buena High School's SPSA was developed through a collaborative effort involving staff, students, and parents. It includes strategies to address recommendations from our WASC visiting team as well as strategies to address targeted areas of the Dashboard. It addresses ways to address learning loss from Covid-19 and online learning. It addresses the academic and social-emotional needs of all student groups, including English learners, socioeconomically disadvantaged students, students with disabilities, and foster youth. The goals of the SPSA are directly aligned with the district LCAP goals.

Stakeholder Involvement

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

Personnel Involved:	Date:
Administrators	10/27/22, 11/7/22
School Site Council	10/11/22 and 11/8/22
Department Chairs and members	11/08/22
ELAC	11/8/22

Involvement Process for the SPSA and Annual Review and Update

Resource Inequities

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

n/a

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

Increase Student Achievement – Increase Student Achievement while decreasing achievement gaps by providing targeted intervention for students impacted by learning loss to prepare students for college and/or career readiness

Identified Need:

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

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Assessments	<u>2021-2022:</u> ELA: 44% “Did Not Meet Standard” or “Nearly Met Standard” Math: 79% “Did Not Meet Standard” or “Nearly Met Standard”	5% Growth in Met or Exceeding
District Assessments (data from Illuminate)	<u>ELA Gr 11: 2021-2022</u> Q1: 57% at Met or Exceeding Standard in Writing 19% at Met or Exceeding Standard in Multiple Choice Q2: 60% at Met or Exceeding Standard in Writing 23% at Met or Exceeding Standard in Multiple Choice Q3: 11% at Met or Exceeding Standard in Multiple Choice <u>ELA Gr 9-11: 2021-2022</u> Q4: 77% at Met or Exceeding Standard in Oral Presentation	5% Growth in Met or Exceeding
Grades (Spring 2021)	28% Ds and Fs	5% decrease in number of Ds and Fs

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Continue to identify students that are underperforming, analyze grades, and data from common assessments and then place them in intervention, academic support classes or BARK

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	None

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Continue with math intervention settings including both Math 1 Readiness, and BARK math classes,

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	None

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

EL Students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL Students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Provide after school Math tutoring.

Proposed Expenditures for this Strategy/Activity

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

Annual Review:**SPSA Year Reviewed: 2021-22**

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.

Our 21-22 CAASPP data provides a baseline moving forward. The data demonstrates a decline in student learning due to learning loss from online and hybrid learning during COVID-19.

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

We have provided funding for after school tutoring, but teachers are not interested in tutoring after school at this time. This might be due to the later start time and later release time.

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

We are exploring an outside tutoring agency that provides online small group tutoring.

Goal 2:

Student Connections to School -Increase Student Connections to School by providing a positive school culture that supports students' personal and academic growth.

Identified Need:

Student SEL needs can have a positive impact and students' academic engagement and success. A safe and supportive learning environment enables students, adults to learn in impactful ways. Such an environment promotes innovation, inquiry, and risk taking. Moreover, such an environment reinforces and enhances the leadership capacity in the school because competent and dedicated educators want to work under such conditions.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Dataquest Site Student Survey	Graduation Rate - 90.4% (20-21) Suspension Rate - 5.2% (21-22) Feel Safe at School - 88.4% (21-22) Involved in Co-Curricular Groups - 56% (21-22) At Least One Adult at School Knows Me and Cares - 89.5% (21-22)	Maintain less than 1% Drop Out Rate and Expulsion Rate Maintain Graduation Rate Maintain/Decrease Suspension Rate by at least .5% Increase the number of students who feel connected to and safe at school by 2% annually

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
In-School Restorative Sessions	none

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
100% SAP Counselor	District Funds
EL/Intervention Counselor	District Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students / All Staff.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Continued celebration of student achievement via Renaissance and assorted assemblies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	None

Annual Review:**SPSA Year Reviewed: 2021-22**

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.

Administration and the counseling team (SAP, Wellness counselor, EL counselor) work to support students with alternatives to suspension such as In-School Restorative sessions with education, motivation, coping strategies, contracts and restorative practices.

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 wellness center grant continues to be funded with the wellness grant. The district has provided an EL/intervention counselor who supports with EL students, low performing students and students in In-School Restorative Sessions.

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

The number of students who visit the wellness center, meet with the EL counselor and/or participate in In-School Restorative sessions will continue to be monitored.

Goal 3:

Family Involvement - Increase family Involvement to increase student success and college and/or career readiness

Identified Need:

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

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
WASC Self-Study	Improve parent involvement in school meetings/activity planning/extra curriculars	5% growth in parent attendance at meetings/assemblies
Parent/Student Survey	91 families completed survey	Increase survey results by 20%
Parent attendance at PIQE	initial meetings had 1-2 parents, year ended with 6-8	increase by 50%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Stakeholders.

Strategy/Activity

Continue to recruit stakeholders to participate in and attend ELAC, PTO, SSC, college info nights and parent boosters (band, football, etc).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	None

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Stakeholders.

Strategy/Activity

Create and maintain a social media presence and bi-monthly parent newsletters where stakeholders can become informed on school happenings.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
None	None

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Stakeholders.

Strategy/Activity

Continue to keep the school website up to date and easily navigable. Continue to publish morning video announcements, Buena Today and the Buena Update for the school and community.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Stakeholders.

Strategy/Activity

PIQE parent information class on College Readiness

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$6,000	District LCAP funding

Annual Review:**SPSA Year Reviewed: 2021-22**

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.

This year will have add a new PIQE education class on College and Career readiness for parents. Parent participation increased at ELAC meetings with student recognition awards. We will continue to recognize success at ELAC meetings to increase parent engagement.

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 PIQE classes is funded by the district's LCAP.

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.

Attendance rosters are used to monitor attendance at ELAC, which grew this past year.

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

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

Federal Programs	Allocation (\$)
Title I 2022-23 Pre-Allocation	\$0.00
Title I 2022-23 Allocation	\$0.00

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

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

State or Local Programs	Allocation (\$)
Site-Based Funds 2021-22 Carryover	\$0.00
Site-Based Funds 2022-23 Allocation	\$138,523.00
Supplemental Funds 2021-22 Carryover	\$0.00
Supplemental Funds 2022-23 Allocation	\$80,800

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

Total of federal, state, and/or local funds for this school: **\$219,323.00**

2022-23 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Educational Services 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.

Multilingual/Multicultural Education

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

Program models offered for Multilingual 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.

The VUSD Multilingual and Multicultural Education Department also supports programs and curriculum TK-12 that honor the diverse identities and community cultural wealth all our students bring. The goal is for all students in VUSD to feel safe, valued, nurtured and loved.

Curriculum & Instruction

The Curriculum & Instruction Department serving TK-12 students, under the direction of Educational Services, 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-5) 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 2021-22

	English Language Arts/Literacy						
	2021-22						
	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	427	352	352	22.73%	33.81%	24.43%	19.03%
Male	205	163	163	18.40%	31.90%	25.77%	23.93%
Female	222	189	189	26.46%	35.45%	23.28%	14.81%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	0	0	N/A	N/A	N/A	N/A
Asian	10	9	9	*	*	*	*
Filipino	5	5	5	*	*	*	*
Hispanic or Latino	240	208	208	15.87%	34.62%	29.81%	19.71%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	152	115	115	33.91%	27.83%	17.39%	20.87%
Two or More Races	15	12	12	41.67%	58.33%	0.00%	0.00%
Socioeconomically Disadvantaged	213	179	179	15.64%	34.64%	29.05%	20.67%
English Learners	31	24	24	0.00%	4.17%	45.83%	50.00%
Students with Disabilities	55	37	37	2.70%	18.92%	21.62%	56.76%
Migrant Education	*	*	*	*	*	*	*
Homeless	10	8	8	*	*	*	*

CAASPP – Grade 11 Mathematics 2021-22

	Mathematics						
	2021-22						
	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	428	349	349	6.59%	15.47%	24.64%	53.30%
Male	206	163	163	9.20%	17.79%	22.09%	50.92%
Female	222	186	186	4.30%	13.44%	26.88%	55.38%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	0	0	N/A	N/A	N/A	N/A
Asian	11	9	9	*	*	*	*
Filipino	5	5	5	*	*	*	*
Hispanic or Latino	240	207	207	4.35%	12.56%	22.71%	60.39%
Hawaiian or Pacific Islander	*	*	*	*	*	*	*
White (not Hispanic)	152	113	113	11.50%	19.47%	29.20%	39.82%
Two or More Races	15	12	12	8.33%	25.00%	41.67%	25.00%
Socioeconomically Disadvantaged	213	178	178	4.49%	14.04%	17.42%	64.04%
English Learners	31	24	24	0.00%	4.17%	4.17%	91.67%
Students with Disabilities	55	37	37	5.41%	0.00%	10.81%	83.78%
Migrant Education	*	*	*	*	*	*	*
Homeless	10	8	8	*	*	*	*

2022-23 Supplemental Funds Program Budget

2022-23 BUDGET

School Site:

Buena High School

Program:

Supplemental

2021-22 Carryover	
2022-23 Allocation	\$ 80,800.00
Total Available Funding:	\$ 80,800.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours (Saatjian Detention)	\$ 2,800.00
	Teachers, Sub	\$ 10,000.00
	Other	\$ -
2000s - Classified Salaries		
	Paraed - Laura Sandoval	\$ 18,739.31
	Clerical, Extra hours	
	Other	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 2,964.00
	35.63% for Classified	\$ 6,677.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ 7,219.69
	Materials and Supplies	
	Equipment not Capitalized	
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ 5,000.00
	Guest Speaker - Professional Services	\$ 10,400.00
	Music Coach	\$ 17,000.00
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 80,800.00
Budget Balance		\$ -

MK 11/18

Principals Signature:	<i>Audrey Aspd</i>
Date:	<i>Nov 8, 2022</i>
School Site Council Approval: (Chair)	<i>[Signature]</i>
Date:	<i>11-8-22</i>

2022-23 Site Funds Program Budget

2022-23 BUDGET

School Site:

Buena High School

Program:

Site Based Fund

2021-22 Carryover	
2022-23 Allocation	\$ 138,523.00
Total Available Funding:	\$ 138,523.00

		Budget
Expenditures:		
1000s - Certificated Salaries		
	Teachers, Extra hours (Downey, Coates, Pinkstaff, Malloy, Adair)	\$ 10,200.00
	Teachers, Sub	\$ -
	Teachers, Hourly-(In Service Days Training	\$ 2,500.00
2000s - Classified Salaries		
	School Support Secretary (VanNoy)	\$ 33,773.00
	Clerical, Extra hours (Clerical, Campus Supervisor	\$ 1,500.00
		\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 2,941.00
	35.63% for Classified	\$ 12,568.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ 4,000.00
	Materials and Supplies	\$ 22,291.00
5000s - Services & Other Operating Expenses		
	Helmet Reconditioning	\$ 7,500.00
	Graphics	\$ 24,000.00
	Graduation Supplies	\$ 3,050.00
	Communications & Mailings	\$ 7,000.00
	Repairs	\$ 4,500.00
	Buena Speaks	\$ 2,700.00
		\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
Total		\$ 138,523.00
Budget Balance		
		\$ -

Mk 11/18

Principals Signature:	<i>Audrey Apple</i>
Date:	<i>Nov 8, 2022</i>
School Site Council Approval: (Chair)	<i>[Signature]</i>
Date:	<i>11-9-22</i>
Director, Special Projects Approval:	<i>[Signature]</i>
Date:	<i>11/12/22</i>

Professional Development Plan

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

During the 2022-23 school year, teachers at Buena High School will participate in the following trainings:

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

2021-22 School Accountability Report Card

Published January 2023



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

DR. AUDREY ASPLUND, PRINCIPAL
GRADES 9-12

PRINCIPAL'S MESSAGE

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

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

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

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

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

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

Board of Education

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

District Administration

DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

AHSAN MIRZA
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

VENTURA UNIFIED SCHOOL DISTRICT

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



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

Sincerely,
Dr. Audrey Asplund

District Vision Statement

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

District Mission Statement

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

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

Buena High School

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

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

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

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

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

- Opportunities to Volunteer
- Chaperone School Activities
 - Help with PTO-sponsored Events

Committees

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

School Activities

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

STUDENT ACHIEVEMENT

Physical Fitness

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

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

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

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

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

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

Percentage of Students Meeting or Exceeding the State Standards

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

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

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

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

The "Percent Met and Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e. achieved Level 3 - Alternate) on the CAAA divided by the total number of students who participated in both assessments.

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

2021-22

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

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

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

2021-22

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	435	359	82.53	17.47	55.99	436	356	81.65	18.35	21.63
Female	224	191	85.27	14.73	61.78	224	188	83.93	16.07	17.55
Male	211	168	79.62	20.38	49.4	212	168	79.25	20.75	26.19
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	11	10	90.91	9.09	--	12	10	83.33	16.67	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	241	209	86.72	13.28	50.24	241	208	86.31	13.69	16.83
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	15	12	80	20	100	15	12	80	20	33.33
White	158	120	75.95	24.05	60.83	158	118	74.68	25.32	29.66
English Learners	31	24	77.42	22.58	4.17	31	24	77.42	22.58	4.17
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	221	186	84.16	15.84	48.92	221	185	83.71	16.29	17.64
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	63	44	69.84	30.16	22.73	63	44	69.84	30.16	4.55

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

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

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

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

Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date: September 19, 2022	Good	Fair	Poor
Systems	✓		
Interior Surfaces		✓	
Cleanliness	✓		
Electrical	✓		
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		
External	✓		
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary		✓	

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

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

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

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

SCHOOL FACILITIES & MAINTENANCE

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

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

Campus Supervision

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

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

School Site Safety Plan

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

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: September 19, 2022	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems	✓			Classroom 96 - Damaged HVAC vent below thermostat; Classroom 106, 107 - Air conditioning does not function; Classroom 149 - Carpet at the HVAC closet is wet, possible condensate leak
Interior Surfaces		✓		Library - Ceiling tile missing in main room; Building A Boy's RR - Holes in the wall tile behind the toilets; Classroom 72 - Ceiling tiles missing and water damaged at the center of the room; Classroom 84 - VCT damaged at south wall; Classroom 85 - VCT tile damaged in the office and at main classroom door; Classroom 95 - Ceiling tiles falling at the door; Classroom 106 - Ceiling tile falling at the east wall of the room; Classroom 107, Weight Room - Ceiling tiles falling; Classroom 113, 122, 124, 132 - Ceiling tile falling at the smoke detector; Classroom 142 - VCT tile damaged and missing; Classroom 143 - Ceiling tile falling down next to the east smoke detector; Activity 152 - Cove base peeling from the wall in the northeast corner of the large room; Classroom 201 - Wall surface is peeling in multiple locations on the north and south walls; Gym Lobby - Ceiling tiles missing; Cafeteria Main Dining - Ceiling tiles missing in multiple locations
Cleanliness	✓			Classroom 89B, 89C - Ants present at sink at time of inspection
Electrical	✓			Classroom 22 - Electrical outlet in the wire mold on the west wall is missing the cover plate; Classroom 52 - Wire mold end cap is missing; Classroom 72 - Wire mold end cap is missing at the east wall, outlet cover plate is missing on the east wall; Classroom 74 - Damaged outlet in the wire mold on the east wall; Classroom 112 - Electrical outlet in the wire mold on the west wall is missing the cover plate; Classroom 125 - Wire mold above the countertop is damaged by the east door
Restrooms/Fountains	✓			Classroom 89B, 89C - Drinking fountain does not function; Classroom 89C - Sink faucet is loose and needs to be secured; Cafeteria Main Dining - Drinking fountain next to the girl's restroom does not function; Cafeteria Boy's RR - Left sink is out of order; Cafeteria Exterior - The drinking fountain at the north elevation is falling off the wall
Safety	✓			Classroom 15 - A window mullion on is rotted out and crumbling, possible structural damage; Classroom 96 - Fire extinguisher is out of service date (5/24/21)
Structural	✓			Building I Exterior - Excessive rust at room 89B roof beams at the modular joint line possible structural damage; Building J Exterior - Excessive rust on the south roof beams on rooms 198, 199, 200 and on the north modular line of room 199
External	✓			Classroom 149 - East door is broken, the door will not open from the inside if the door is closed; Woodshop 156 - Window glazing is missing from the operable windows along the west wall; Music 164 - The center mullion of the south double doors is not secured to the ground; Quad - Contrasting stripe is missing from exterior stairs throughout campus
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating

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

designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Facilities Inspections

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

Facilities Maintenance

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

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

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

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

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

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

CLASSROOM ENVIRONMENT

Dropouts & Graduation Rates

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

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

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

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

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

The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

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

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

Chronic Absenteeism

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

Class Size

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

Suspensions & Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	3.61%	0.05%
Female	2.91%	0.00%
Male	4.26%	0.10%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	5.00%	0.00%
Asian	0.00%	0.00%
Black or African American	11.11%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	4.30%	0.09%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	6.49%	0.00%
White	1.81%	0.00%
English Learners	6.90%	0.52%
Foster Youth	15.79%	0.00%
Homeless	10.39%	0.00%
Socioeconomically Disadvantaged	5.37%	0.10%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	7.17%	0.00%

Average Class Size and Class Size Distribution				
2019-20				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	28	21	13	98
Math	28	13	16	30
Science	27	11	16	22
Social Science	29	11	14	25
2020-21				
English	24	31	15	35
Math	26	19	19	27
Science	26	16	9	24
Social Science	26	19	10	29
2021-22				
English	22	41	17	32
Math	23	31	16	24
Science	23	25	13	21
Social Science	22	30	13	25

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

Discipline & Climate for Learning

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

CURRICULUM & INSTRUCTION

Instructional Materials

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

On October 11, 2022, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #22-40 which

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

certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to

the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2022-23 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Staff Development

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

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

2020-21 Trainings:

- Behavior Team's Role during Distance Learning (Special Education)
- Canvas Basics & Gradebook
- Canvas Course Management 101 – By Site-Based Canvas Leads
- Discovery Education Earth Science
- Distance Learning Plans
- ELA Course Build Peer Review and Support
- English Learner Support and Review and ELPAC
- Facilitated Canvas Course Customization Support (Special Education)

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

2021-22 Trainings:

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

2022-23 Trainings:

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

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

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2021-22 school year, Buena High School's staff development activities concentrated on:

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

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

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

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

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

COLLEGE PREPARATIONS & CAREER READINESS

Advanced Placement

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

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

College Preparation Courses

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

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

*Most current data available.

Admission Requirements for California Public Universities

University of California

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

California State University

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

Workforce Preparation

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

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

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

Career Pathway Sequences

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

On-Campus Career Education Center Courses

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

On-Campus Career Technical Courses

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PROFESSIONAL STAFF

Counseling & Support Staff

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

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

Teacher Preparation and Credentials

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

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

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

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

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

SARC DATA

DataQuest

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

California School Dashboard

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

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in December 2022.

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries

2020-21

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

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

Expenditures Per Student

For the 2020-21 school year, Ventura Unified School District spent an average of \$12,634 of total general funds to educate each student (based on 2020-21 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries

2020-21

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

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2020-21 school year, the district received categorical, special education, and support programs funds for:

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

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

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

ARTICLE II - Purpose

The purpose of this council shall be to:

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

ARTICLE III - Membership

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

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

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

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

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

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

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

ARTICLE IV - Officers

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

ARTICLE V - Meeting and Quorum

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

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

ARTICLE VI - Amendment

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

ARTICLE VII - Duties of Officers

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

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

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

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

ARTICLE VIII - Duties of Council Members

It shall be the duty of all council members to:

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

ARTICLE IX - Election of Officers

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

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

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

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

ARTICLE X - Committees

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

ARTICLE XI - Amendments

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

ADDENDUM - November 14, 1988

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