

2022-23 School Accountability Report Card

Published January 2024



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

MARISSA CERVANTES, PRINCIPAL
GRADES 9-12

PRINCIPAL'S MESSAGE

Dear Cougar Parents/Guardians:

It is with great honor that I welcome you to the 2023-2024 school year. This school year will be amazing and filled with diverse events and experiences that will allow connection to Cougar Country. Learning is required and our team will provide the support and resources needed that leads your student to success. We want all Cougars to reach your potential and meet their individual goals. High school is a period where you they will encounter new opportunities, face challenges and embark on a journey of self-discovery.

Your student will have access to become involved in many ways and create memories in their individualized way. I am looking forward to an amazing year that will build on the excellence and success established in Cougar Country. VHS will strive to provide equitable and accessible student experiences shaped around individual student dreams and goals, while thriving to achieve and celebrate all victories. Our goal is to eliminate barriers and create opportunities that will contribute to future-ready, responsible and caring citizens.

Ventura Unified School District is committed to safe, healthy and high

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

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

Go Cougars!!!

Marissa Cervantes, Principal

District Vision Statement

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

Board of Education

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District Administration

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SUPERINTENDENT

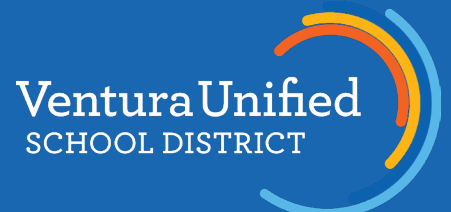
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VENTURA UNIFIED SCHOOL DISTRICT

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District Mission Statement

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

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

Ventura High School

Ventura High School serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2022-23 school year, 2,095 students were enrolled, including 13.7% in special education, 15.4% qualifying for English Language Learner support, 0.4% foster youth, 2.7% homeless, 0.3% migrant, and 56.8% qualifying for free or reduced price lunch.

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

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	50.0%	Grade 9	541
Male	49.4%	Grade 10	552
Non-Binary	0.7%	Grade 11	517
American Indian or Alaskan Native	0.4%	Grade 12	485
Asian	1.4%		
Black or African American	1.4%		
Filipino	0.6%		
Hispanic or Latino	56.7%		
Native Hawaiian or Pacific Islander	0.1%		
Two or More Races	3.7%		
White	35.7%		
English Learners	15.4%		
Foster Youth	0.4%		
Homeless	2.7%		
Migrant	0.3%		
Socioeconomically Disadvantaged	56.8%	Total Enrollment 2,095	
Students with Disabilities	13.7%		

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

California Assessment of Student Performance and Progress Test Results in Science					
All Students					
Percentage of Students Meeting or Exceeding the State Standards					
	Ventura High		VUSD		CA
	21-22	22-23	21-22	22-23	21-22 22-23
Science (Grades 5, 8, & 10)	26.66	30.85	31.21	32.57	29.47 30.29

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Double dashes (--) appear in the table when the number of students is ten or fewer, 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 receive scores.

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

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

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

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

PARENT INVOLVEMENT

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

Opportunities to Volunteer

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

Committees

- School Site Council
- English Learner Advisory Council
- Parent Teacher Student Association
- District English Learner Advisory Council
- Superintendent's Parent Advisory Council
- Technology Committee

- Booster Clubs (football, aquatics, basketball, baseball, music/band)
- Special Education District Advisory Committee (SEDAC)

School Activities

- Back to School Night
- Parent Project
- School of Choice - Open House
- Student Performances

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

2022-23

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	978	753	76.99	23.01	30.69
Female	477	357	74.84	25.16	33.24
Male	497	395	79.48	20.52	28.46
American Indian or Alaskan Native	--	--	--	--	--
Asian	17	12	70.59	29.41	58.33
Black or African American	13	10	76.92	23.08	--
Filipino	--	--	--	--	--
Hispanic or Latino	532	413	77.62	22.37	19.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	28	77.78	22.22	46.43
White	367	281	76.57	23.43	44.44
English Learners	111	81	72.97	27.03	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	386	291	75.39	24.61	18.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	120	67	55.83	44.17	6.25

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

California Assessment of Student Performance and Progress

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

Percentage of Students Meeting or Exceeding the State Standards

	Ventura High		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	52	63	47	47	47	46
Mathematics	30	33	35	36	33	34

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

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

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

2022-23

	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	492	465	94.51	5.49	62.85	494	459	92.91	7.09	33.19
Female	234	221	94.44	5.56	70.45	235	217	92.34	7.66	35.94
Male	257	243	94.55	5.45	55.79	258	241	93.41	6.59	30.83
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	268	255	95.15	4.85	51.38	268	251	93.66	6.34	22
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	21	20	95.24	4.76	80	22	21	95.45	4.55	52.38
White	183	173	94.54	5.46	76.3	184	171	92.93	7.07	45.61
English Learners	57	53	92.98	7.02	15.09	57	53	92.98	7.02	3.85
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	196	186	94.9	5.1	50.81	198	185	93.43	6.57	18.48
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	66	61	92.42	7.58	21.31	66	59	89.39	10.61	8.62

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

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

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

California Physical Fitness Test Results

2022-23

% of Students Tested

	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Ninth	89.0%	90.0%	90.0%	91.0%	90.0%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

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

- Sports Events
- Art Shows
- Science Clubs
- Stonefest
- Chalk Festival
- Readers Faire
- Dances
- Family Forums
- Cougar Mentors
- Student Forum

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

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

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 (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

SCHOOL FACILITIES & MAINTENANCE

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

Campus Description

Year Built	1929
Acreage	42
Bldg. Square Footage	247938
	Quantity
# of Permanent Classrooms	76
# Portable Buildings	17
# of Restrooms (student use)	12
Cafeteria/Multipurpose Room	1
Computer Lab	4
Field House	1
Graphic Arts Work Room	1
Wellness Center	1

Campus Supervision

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

To enhance two-way routine communication and facilitate an immediate response to urgent situations, campus supervisors, administrators, nurse's office, school office, guidance office, attendance office, and school resource officer possess hand-held radios while on campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date: August 3, 2023	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems	✓		
Boys 2nd FloorRR - Plumbing access panel is damaged; Classroom 83 - Two fire extinguishers missing from the room, HVAC does not function			
Interior Surfaces	✓		
Multipurpose, Classroom 275, Main Street Gym Lobby - Ceiling tiles falling and missing throughout; Room 41 - Ceiling tile missing; Little Theater - The wall finish is excessively peeling at windows at the north wall; West Side South Stairwell - Excessive paint peeling on the third floor of the southwest stairwell; West Side North Stairwell - Excessive paint peeling on the second and third floor stair landing; Drama 314 - Excessive peeling paint at the outside of the south door; Classroom 50 - Damaged VCT at the northwest corner of room; Classroom 56 - Student desk is damaged, laminate is peeling off; Classroom 61 - Hole in the VCT flooring in multiple locations; Classroom 62, 172 - Damaged VCT in multiple locations; Classroom 67 - Hole in the VCT flooring at south door and south wall west corner; Classroom 68 - VCT flooring has gaps between tiles in various locations throughout the room, wall tile falling off south wall; Classroom 69 - VCT flooring has gaps between tiles in various locations throughout the room; Wrestling Room, Main Street Gym - Ceiling tiles missing in multiple locations; Classroom 170 - Hole in the VCT flooring; Classroom 171 - VCT tile damaged in multiple locations, ceiling tile falling; Classroom 275 - Damaged VCT throughout; Classroom 276 - Damaged VCT tile at the south wall; Building 70 2nd Floor Corridor - Damaged ceiling at the south end of the corridor, excessive peeling paint on the walls by the stairs; Classroom 123, 124 - Wall surface is peeling at the north wall; Classroom 126 - Ceiling tiles water damaged at the south wall; Classroom 127 - Ceiling tiles water damaged at the east wall; Classroom 131 - VCT flooring is damaged at the west wall; Classroom 133 - Wall covering is peeling in various locations, damaged VCT at the door; Building 80 Exterior - Excessive peeling paint on the exterior louvers on the east side of the building; Building 90/100 irls RR - Excessive peeling paint at the skylight; Classroom 93 - VCT damaged at west and east walls; Classroom 94 - VCT flooring has gaps between tiles in various locations in the room; Career Center - VCT flooring has bubbles and blisters throughout, the VCT flooring is peeling up in places; Classroom 107, 108, 109, 110, 111, 112, 113 - VCT flooring has bubbles and blisters throughout			
Cleanliness	✓		
Electrical	✓		
Classroom 59 - Light switch cover plate is not installed; Lobby Boys RR - The light does not function at time of inspection; Classroom 124 - Broken or missing electrical outlet cover plates on the west, north and east walls; Classroom 93 - Wiremold electrical outlets on the north and east wall are missing cover plates			
Restrooms/Fountains	✓		
Classroom 20 - Sink P trap leaking, south sink on west wall; Building 50 Girls RR - Stall toilet is out of order; Building 50 Boys RR - Two urinals are out of order			
Safety	✓		
Classroom 279 - Exit door is blocked by a couch; Classroom 84 Kitchen - Fire extinguisher at the interior east door is out of service date (6/25/2021)			
Structural	✓		
Room 40 Dance Room - The fascia and plywood eave above the west door is rotted and damaged; Building 70 2nd Floor Corridor - South stairwell center handrail post is loose at the second floor landing; Building 118-122 Exterior - The hand rail at room 118 is bent and encroaches on the accessible pathway, ramp siding is deteriorated at room 120 and 121, excessive rust on all the gutters on the west side of the portables, holes in the ramp surface at room 120; Building 123-125 Exterior - Excessive rust at the north and south roof beams for room 125; Portable RR Exterior - The ramp surface is deteriorated; Building 126-128 Exterior - The foundation at room 127 east side is showing sign of rot and deterioration; Building 130-135 Exterior - The foundation at room 134 west side is showing signs of rot and deterioration, the ramp for room 132 is damaged at the asphalt transition, room 134 ramp transition to asphalt is loose			
External	✓		
Auditorium Exterior - Multiple cracked windows at the west elevation; Building 20 Exterior - Contrasting stripe is faded at the south stairs; Building 30 Exterior - Contrasting stripe is faded at the west stairs; Main Street Gym Exterior - Contrasting stripe is faded at the east stairs; New Building 1st Floor Exterior - The seismic joint rubber cover is torn and damaged by room 110 & admin			
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
Overall Summary		✓	

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

School Site Safety Plan

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

policy. The school's most recent school safety plan was reviewed, updated, and shared with school staff in October 2023.

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

school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

Facilities Inspections

The district's maintenance department inspects Ventura High School on an annual basis in accordance with Education Code §17592.72(c)(1). Ventura High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 3, 2023. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

Facilities Maintenance

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Campus repair and/or improvement projects for the 2022-23 school year include the following:

- Pool repairs and updates
- Refinish the gymnasium floors
- Creation of a wellness center
- Installation of a new scoreboard (during the 2023-24 school year)

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

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

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

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

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

CLASSROOM ENVIRONMENT

Dropouts & Graduation Rates

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	482	430	89.2
Female	235	222	94.5
Male	245	207	84.5
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	263	230	87.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	14	14	100
White	184	168	91.3
English Learners	74	57	77
Foster Youth	--	--	--
Homeless	39	35	89.7
Socioeconomically Disadvantaged	331	288	87
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	57	38	66.7

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

For more 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>.

	Ventura High			VUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	0.14%	4.43%	3.42%	0.17%	2.74%	3.22%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.01%	0.00%	0.07%	0.08%

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

	Ventura High		
	20-21	21-22	22-23
Dropout Rate (%)	9.8	9.5	6.4
Graduation Rate (%)	86.3	87.2	89.2
	VUSD		
	20-21	21-22	22-23
Dropout Rate (%)	3.6	1.9	5.3
Graduation Rate (%)	92.8	94.4	87.1
	CA		
	20-21	21-22	22-23
Dropout Rate (%)	9.4	7.8	6.8
Graduation Rate (%)	83.6	87.0	68.2

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.42%	0.00%
Female	1.83%	0.00%
Male	4.95%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	3.33%	0.00%
Black or African American	6.06%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.83%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	2.44%	0.00%
White	2.84%	0.00%
English Learners	4.64%	0.00%
Foster Youth	18.75%	0.00%
Homeless	9.20%	0.00%
Socioeconomically Disadvantaged	4.53%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.56%	0.00%

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

Discipline & Climate for Learning

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

CURRICULUM & INSTRUCTION

Staff Development

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

During the 2021-22, 2022-23, and 2023-24 school years, the teachers at Ventura High School had the opportunity to participate in districtwide staff development training focused on:

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

Chronic Absenteeism by Student Group (2022-23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2195	2165	435	20.1
Female	1090	1069	209	19.6
Male	1090	1081	220	20.4
Non-Binary	15	15	6	40
American Indian or Alaska Native	--	--	--	--
Asian	30	30	2	6.7
Black or African American	33	32	10	31.3
Filipino	12	12	1	8.3
Hispanic or Latino	1253	1233	270	21.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	82	82	17	20.7
White	774	765	128	16.7
English Learners	345	341	88	5.8
Foster Youth	16	9	7	77.8
Homeless	87	87	40	46
Socioeconomically Disadvantaged	1281	1258	313	24.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	320	315	118	37.5

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

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

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

Class Size

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

Average Class Size and Class Size Distribution

Subject	Average Class Size	2020-21		
		Number of Classes*		
		1-22	23-32	33+
English	22	44	23	34
Math	26	22	27	27
Science	25	22	11	25
Social Science	22	32	15	27
Subject	Average Class Size	2021-22		
		Number of Classes*		
		1-22	23-32	33+
English	23	45	17	40
Math	24	31	20	33
Science	24	25	7	29
Social Science	28	24	6	39
Subject	Average Class Size	2022-23		
		Number of Classes*		
		1-22	23-32	33+
English	24	36	20	38
Math	24	33	20	30
Science	25	18	14	21
Social Science	25	30	12	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.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Ventura High School for the 2022-23 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."

- 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

2023-24 Trainings:

- Trauma Informed Practices
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual Learner Liaisons Collaboration

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 2022-23 school year, Ventura High School's staff development activities concentrated on:

- Critical Reading and Writing
- CTE Pathway Certification & Training
- Data Analysis
- ELD Model Lesson Training
- Ethnic Studies Training
- Mathematics 1, 2 & 3 Training
- Professional Learning Communities (PLCs)
- SPED Training
- Technology Training (Google Classroom, Landing Pages, Study Sync, Read 180, System 44, Digital Citizenry)
- WASC Collaboration

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

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly credentialed teachers in

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2019	*	McGraw Hill: <i>StudySync</i>	0%
2019	*	Houghton Mifflin Harcourt: <i>Read 180</i>	0%
2017	*	Houghton Mifflin Harcourt: <i>The Real Book</i>	0%
Math			
2018	*	Mathematics Vision Project (MVP): Secondary Math 1, 2 & 3 (Honors)	0%
2018	*	Mathematics Vision Project (MVP): Secondary Math 1, 2 & 3	0%
2021	*	Bedford, Freeman & Worth: <i>Calculus for the AP Course</i>	0%
2018	*	McGraw-Hill: <i>Integrated Math 1</i>	0%
Science			
2008	*	Pearson Prentice Hall: <i>Biology</i>	0%
2008	*	Glencoe McGraw Hill: <i>Marine Biology</i>	0%
2008	*	Pearson Prentice Hall: <i>Chemistry</i>	0%
2021	*	Discovery Education: <i>Earth & Space Science Discovery</i>	0%
2021	*	Discovery Research: <i>Model Based Biology</i>	0%
2021	*	CPO Science: <i>Foundations of Physical Science</i>	0%
2021	*	Houghton Mifflin Harcourt: <i>California Science Dimensions - Physics in the Universe</i>	0%
2022	*	Bedford, Freeman & Worth: <i>Biology for the AP Course</i>	0%
Social Science			
2019	*	McGraw-Hill: <i>World History, Culture & Geography</i>	0%
2018	*	Cengage: <i>Western Civilization Since 1300 AP Edition</i>	0%
2015	*	Academic Innovations: <i>Get Focused, Stay Focused</i>	0%
2019	*	Houghton Mifflin Harcourt: <i>American History: Reconstruction to the Present</i>	0%
2019	*	McGraw-Hill: <i>Principles of American Democracy</i>	0%
2019	*	Houghton Mifflin Harcourt: <i>Economics</i>	0%
2019	*	BFW/Worth: <i>Krugman's Economics for AP</i>	0%
2018	*	Pearson Prentice Hall: <i>Government in America, AP Edition</i>	0%
2021	*	Cengage: <i>The American Pageant, AP Edition</i>	0%
2018	*	Various Sources: <i>Ethnic & Social Justice Studies</i>	0%
2015	*	Academic Innovations: <i>Career Choices and Changes</i>	0%
Foreign Language			
2020	*	Manzana Learning: <i>Manzana Learning World Language Curriculum</i>	0%
2020	*	American Eagle Co., Inc: <i>VOCES World Language Curriculum</i>	0%
Health			
2011	*	Holt, Rinehart & Winston: <i>Lifetime Health</i>	0%
2011	*	Holt, Rinehart & Winston: <i>Lifetime Health Sexuality & Responsibility</i>	0%

California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

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

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

Instructional Materials

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

On October 10, 2023, 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 #23-33 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARC the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

COLLEGE PREPARATION & CAREER READINESS

College Preparation Courses

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

Enrollment in and Completion of UC/CSU-Required Courses	
	%
2022-23 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	97.6
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	37.96

*Most current data available.

Admission Requirements for California Public Universities

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

California State University

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

Advanced Placement

In 2022-23, Ventura High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement (AP) Courses	
2022-23	
	No. of AP Courses Offered*
Art	4
English	7
Foreign Language	3
Math	5
Science	5
Social Science	12
Totals	36

Career Readiness

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

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

On Campus Pathway Sequences:

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

CTE Student Organization:

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

On-campus ROP Courses:

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

On-campus CTE Courses:

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

Individual student assessment of work readiness skills takes place through:

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

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

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

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

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

Career Technical Education Program Participation

2022-23

Total Number of Students Participating in CTE Programs	1,369
Percentage of Students Completing a CTE Program and Earning a High School Diploma	71.2%
Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

PROFESSIONAL STAFF

Teacher Preparation and Credentials

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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	1
Misassignments	4.5	1.2
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	4.5	2.2

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.6	1.1
Local Assignment Options	12.4	9
Total Out-of-Field Teachers	13	10.2

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.2	1.1
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.5	1.2

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

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	65.8	73.47	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	1.2	1.34	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.5	5.09	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	13	14.55	65.1	10.03	12115.8	4.41
Unknown	4.9	5.52	29.7	4.57	18854.3	6.86
Total Teaching Positions	89.5	100	650.2	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	69.8	77.19	515.8	78.78	234405.2	84
Intern Credential Holders Properly Assigned	0.2	0.22	6.2	0.96	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.2	2.43	23.3	3.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	10.2	11.36	66	10.09	11953.1	4.28
Unknown	7.9	8.79	43.2	6.6	15831.9	5.67
Total Teaching Positions	90.4	100	654.7	100	279044.8	100

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.

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

Counseling & Support Staff

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

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

Academic Counselors and Other Support Staff 2022-23		
	No. of Staff	FTE*
Academic Counselor	6	6.0
Campus Security Officers	5	4.5
Psychologist	2	1.4
Speech & Language Pathologist	1	0.4
School Nurse	1	0.3
Health Technician	1	1.0
School Resource Officer	1	1.0
Career Center Counselor	1	1.0
Wellness Counselor	1	1.0
Campus Supervisor(s)	8	7.0
Average Number of Students per Academic Counselor		296

*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.

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: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2021-22 school year, Ventura Unified School District spent an average of \$15,181 of total general funds to educate each student (based on 2021-22 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Teacher and Administrative Salaries 2021-22		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,458	55,550
Mid-Range Teacher Salary	71,219	84,645
Highest Teacher Salary	98,645	111,284
Average Principal Salaries:		
Elementary School	121,009	139,860
Middle School	128,391	146,440
High School	133,882	158,447
Superintendent Salary	235,497	278,268
Percentage of Budget For:		
Teacher Salaries	28.16	32.21
Administrative Salaries	5.15	4.89

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

- Title I, II, III, IV
- Tobacco Use Prevention Education

SARC DATA

DataQuest

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

California School Dashboard

The California School Dashboard <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 2023.

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
Dollars Spent Per Student					
Expenditures Per Pupil	Ventura High	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,990	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,547	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,443	6,550	98.4%	7,607	86.1%
Average Teacher Salary	79,543	79,491	N/A	90,632	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 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Educator Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs