

# 2023-24 School Accountability Report Card

Published January 2025



**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 will focus on the whole child including data driven instruction and preparing students for life after high school. 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 Driven instruction with common assessments allows teachers to see where weaknesses occur, and then reteach or strengthen areas of concern. To meet our school safety 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. Beginning in the 2024-25 school year, we will be celebrating student success with monthly luncheons. Teachers will be selecting students who have exhibited perseverance or outstanding character.

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

CALVIN PETERSON  
JAMES FORSYTHE  
DR. JERRY DANNENBERG  
SHANNON TRANI FREDERICKS  
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## 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  
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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. Approximately 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, 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 2023-24 school year, 1,685 students were enrolled, including 17.9% in special education, 8.6% qualifying for English Language Learner support, 3.5% homeless, 0.4% foster youth, 0.1% migrant, and 58.8% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2023-24			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	45.7%	Grade 9	483
Male	53.6%	Grade 10	402
Non-Binary	0.7%	Grade 11	391
American Indian or Alaskan Native	0.1%	Grade 12	409
Asian	2.7%		
Black or African American	1.1%		
Filipino	0.8%		
Hispanic or Latino	60.7%		
Native Hawaiian or Pacific Islander	0.2%		
Two or More Races	4.0%		
White	30.4%		
English Learners	8.6%		
Foster Youth	0.4%		
Homeless	3.5%		
Migrant	0.1%		
Socioeconomically Disadvantaged	58.8%	Total Enrollment	1,685
Students with Disabilities	17.9%		

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)

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	
	22-23	23-24	22-23	23-24	22-23	23-24
Science (Grades 5, 8, & 10)	30.28	29.11	32.57	33.34	30.29	30.73

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.

- 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
- Renaissance Rally
- School Showcase
- Science Night
- Student Recognition Events
- Student Performances
- Sports Events
- Wellness Center Parent Education Nights

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)					
2023-24					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	790	761	96.33%	3.67%	29.25%
Female	365	357	97.81%	2.19%	33.43%
Male	418	397	94.98%	5.02%	25.51%
American Indian or Alaskan Native	--	--	--	--	--
Asian	31	31	100.00%	0.00%	38.71%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	470	451	95.96%	4.04%	21.60%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43%	3.57%	40.74%
White	237	228	96.20%	3.80%	40.35%
English Learners	50	46	92.00%	8.00%	4.35%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	325	308	94.77%	5.23%	20.52%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	112	94	83.93%	16.07%	11.70%

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						
	Buena		VUSD		CA	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy	55	54	47	47	46	47
Mathematics	22	23	36	37	34	35

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)										
2023-24										
	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	371	355	95.69%	4.31%	53.67%	371	355	95.69%	4.31%	22.82%
Female	173	167	96.53%	3.47%	62.87%	173	167	96.53%	3.47%	19.76%
Male	195	185	94.87%	5.13%	44.57%	195	185	94.87%	5.13%	25.95%
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	14	13	92.86%	7.14%	61.54%	14	14	100.00%	0.00%	42.86%
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	216	206	95.37%	4.63%	46.83%	216	204	94.44%	5.56%	16.18%
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
White	117	112	95.73%	4.27%	63.39%	117	114	97.44%	2.56%	28.95%
English Learners	23	21	91.30%	8.70%	5.00%	23	21	91.30%	8.70%	4.76%
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	144	135	93.75%	6.25%	52.24%	144	133	92.36%	7.64%	16.54%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	73	66	90.41%	9.59%	13.85%	73	63	86.30%	13.70%	1.59%

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					
2023-24					
% of Students Tested					
Grade Level	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Ninth	94.0%	91.0%	91.0%	92.0%	95.0%

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.

The administration of the PFT requires only participation results for these five fitness areas.

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	1
Gymnasium	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

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

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

## SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. 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. During the 2023-24 school year, campus improvements completed consist of finishing the gymnasium with new flooring, repainting the walls and a new mural, and new fencing around the school campus. In the summer of 2025, planned improvements include installation of a new scoreboard as well as new turf in the stadium.

### Campus Supervision

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

Buena High School uses an electronic hall pass monitoring system called Minga. This allows the school to identify students who are on an active hall pass and are not in the classroom should an emergency occur.

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 Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date:	Repair Needed and Action Taken or Planned			
September 11, 2024	Good	Fair	Poor	
Systems	✓			Wrestling Room - Room heater does not function
Interior Surfaces		✓		Admin - Ceiling tiles missing and falling in reception area, mens restroom counter top is deteriorated; Library - Ceiling tiles damaged and falling; Classroom 24 - East wall paneling is peeling and deteriorated; Classroom 53 - Drywall surface damaged at the south east corner; Classroom 72A - Ceiling tiles falling at the north wall; Classroom 89A, Classroom 89B - Water damaged ceiling tiles at the modular joint line; Classroom 106 - Ceiling tile falling at the east wall of the room; Classroom 107 - Ceiling tiles falling; Classroom 113, Classroom 122, Classroom 124, Classroom 132 - Ceiling tile falling at the smoke detector; Building F Boy's RR - Toilet paper holder is damaged at the ADA stall; 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 north east corner of the large room; Classroom 200 - Wall surface is peeling in multiple locations on the walls; Classroom 201 - Wall surface is peeling in multiple locations on the north and south walls; Gym Lobby - Ceiling tiles missing; Weight Room, Wrestling Room - Ceiling tile falling; Cafeteria Main Dining - Ceiling tiles missing in multiple locations; Main Auditorium - Damaged chair at the back right of the seating; Music 164 - Ceiling tiles are missing
Cleanliness	✓			Classroom 89C - Ants at sink at the time of inspection
Electrical	✓			Classroom 13 - Wiremold end cap is missing by the west wall; Classroom 31 - Outlet cover plate is broken in the wire mold on the south wall; Classroom 33 - Outlet broken/did not function in the wire mold on the east wall; Classroom 35 - Wiremold end cap is missing by the south wall, light lens missing above the teacher's desk; Classroom 72 - Low voltage cover plates missing on the wire mold on the east wall; Classroom 123 - Outlet cover plate is missing in the north wall wire mold
Restrooms/Fountains	✓			Classroom 89C - Drinking fountain does not function; Building F Boy's RR - Right sink is out of order, faucet does not function, left toilet is out of order
Safety	✓			Library - Fire extinguisher in the conference room is out of service date; Classroom 149 - Fire extinguisher is out of service date (6/21/22); Activity 152 - Fire extinguisher on the south wall is out of service date; Classroom 155, Classroom 200 - Fire extinguisher is out of service date (6/20/23); Woodshop 156 - Finish room fire extinguisher is out of service date; Kitchen - Fire extinguisher is out of service date (6/20/23) by the entrance doors; Main Auditorium - Front stage west fire extinguisher mount has fallen off the wall; Auditorium Music Corridor - Fire extinguisher is missing from the west end of the corridor; Stagecraft 161, Classroom 162 - Fire extinguisher is missing from the room
Structural	✓			Building I Exterior - Excessive rust at room 89B roof beams at the modular joint line possible structural damage, foundation rot at 89A, 89B, and 89C; Classroom 101 - Tall metal shelves are not secured to the walls and could fall over in a seismic event; Building J Exterior - Excessive rust on the south roof beams on rooms 198, 199, 200 and on the north modular line of room 199, the ramp/asphalt transition is loose at room 200; Building L Exterior - Signs of rot on the wood siding east side, roof gutter is growing weeds
External	✓			Library - Reference room east door rubs on the carpet and is hard to open; Classroom 61 - Cracked window in the north most window section, film installed; Classroom 74 - Cracked window, film installed; Music 164 - The center mullion of the south double doors is not secured to the ground; Quad - Contrasting stripe is missing from all exterior stairs throughout campus
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

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

### School 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 2024.

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

### Facilities Inspections

The district's maintenance department inspects Buena High School on an annual basis in accordance with Education Code §17592.72(c)(1). Buena High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 11, 2024. During fiscal year 2024-25, 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 five 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, CCGI (California College Guidance Initiative), Edgenuity, Adult Education, afterschool tutoring, peer tutoring, parent conferences, SAP counselor, independent study, concurrent enrollment in adult school, Student Success Teams, full-time after school tutoring, and referral to a continuation high school. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

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

Dropout and Graduation Rates (Four-Year Cohort Rate)				
	Buena			
	21-22	22-23	23-24	
Dropout Rate (%)	3.8	1.9	1.9	
Graduation Rate (%)	95	86.3	89.8	
VUSD				
Dropout Rate (%)	3.6	1.9	4.3	
Graduation Rate (%)	92.8	94.4	93.5	
CA				
Dropout Rate (%)	7.8	8.2	6.8	
Graduation Rate (%)	87.0	86.2	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.

## Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Buena High School for the 2023-24 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."

Chronic Absenteeism by Student Group (2023-24)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1779	1731	368	21.30%
Female	830	805	199	24.70%
Male	934	911	163	17.90%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	49	45	6	13.30%
Black or African American	26	22	7	31.80%
Filipino	15	14	0	0.00%
Hispanic or Latino	1079	1051	252	24.00%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	66	66	12	18.20%
White	535	524	91	17.40%
English Learners	160	154	44	28.60%
Foster Youth	11	--	--	--
Homeless	99	90	38	42.20%
Socioeconomically Disadvantaged	1089	1057	288	27.20%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	329	324	101	31.20%

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.

Graduation Rate by Student Group (Four-Year Cohort Rate) (2023-24)			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	400	359	89.80%
Female	185	173	93.50%
Male	212	183	86.30%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	16	14	87.50%
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	242	211	87.20%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	14	14	100.00%
White	119	113	95.00%
English Learners	41	35	85.40%
Foster Youth	--	--	--
Homeless	29	21	72.40%
Socioeconomically Disadvantaged	265	230	86.80%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	74	51	68.90%

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>.

Suspensions and Expulsions									
	Buena			VUSD			CA		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspensions	3.61%	1.39%	1.41%	2.74%	3.22%	2.81%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	0.07%	0.08%	0.07%

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.

Suspensions & Expulsions by Student Group (2023-24)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	1.41%	0.00%
Female	0.72%	0.00%
Male	2.03%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	2.04%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.85%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	3.03%	0.00%
White	0.37%	0.00%
English Learners	1.25%	0.00%
Foster Youth	0.00%	0.00%
Homeless	6.06%	0.00%
Socioeconomically Disadvantaged	1.93%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.43%	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

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 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.

Average Class Size and Class Size Distribution				
2021-22				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	22	41	17	32
Math	23	31	16	24
Science	23	25	13	21
Social Science	22	30	13	25
2022-23				
English	21	44	17	27
Math	20	39	16	23
Science	20	26	16	14
Social Science	20	32	15	17
2023-24				
English	23	34	8	33
Math	22	31	12	23
Science	24	17	11	18
Social Science	19	33	4	21

\*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.

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 &amp; 3 (Honors)</i>	0%
2018	*	Mathematics Vision Project (MVP): <i>Secondary Math 1, 2 &amp; 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%
2022	*	Bedford, Freeman & Worth: <i>Biology for the AP Course</i>	0%
2024	*	Bedford, Freeman & Worth: <i>Environmental Science for the AP Course</i>	0%
2008	*	Glencoe McGraw-Hill: <i>Marine Biology</i>	0%
2021	*	Discovery Education: <i>Earth &amp; Space Science Discovery</i>	0%
2021	*	Discovery Research: <i>Model Based Biology</i>	0%
2021	*	CPO Science: <i>Foundations of Physical Science</i>	0%
2021	*	Houghton Mifflin Harcourt: <i>California Science Dimensions - Physics in the Universe</i>	0%
Social Science			
2019	*	McGraw-Hill: <i>World History, Culture and Geography</i>	0%
2018	*	Cengage: <i>The Western Civilization</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	*	BFW/Worth: <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 &amp; 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 &amp; Responsibility</i>	0%

### 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.

# CURRICULUM & INSTRUCTION

## Instructional Materials

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

On September 24, 2024, 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 #24-17 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 2024-25 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 2022-23, 2023-24, and 2024-25 school years, the teachers at Buena High School had the opportunity to participate in districtwide staff development training focused on:

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

2023-24 Trainings:

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

2024-25 Trainings:

- District Assessments
- Trauma Informed Practices
- Multi-Tiered System of Supports (MTSS)
- Department Level Collaboration
- 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 2023-24 school year, Buena High School's staff development activities concentrated on:

- Co-Teaching Strategies
- Professional Learning Communities (PLCs)
- Response to Intervention (RtI)
- Strategies for EL Students

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	
2023-24	
	No. of AP Courses Offered*
Art	2
English	4
Foreign Language	1
Math	3
Science	3
Social Science	5
<b>Totals</b>	<b>18</b>

### 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	
	%
2023-24 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	99.23
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	35.08

\*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](http://www.universityofcalifornia.edu/admissions/general.html).

### California State University

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

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	
2023-24	
Total Number of Students Participating in CTE Programs	992
Percentage of Students Completing a CTE Program and Earning a High School Diploma	69.5%
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	2022-23
Permits and Waivers	0	1.8	0
Misassignments	2.5	1.2	4.2
Vacant Positions	0	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.5</b>	<b>3</b>	<b>4.2</b>

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	3.3	2.6	0.9
Local Assignment Options	4.9	6.8	5.4
<b>Total Out-of-Field Teachers</b>	<b>8.3</b>	<b>9.4</b>	<b>6.3</b>

Class Assignments / Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1	1.7	4.4
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	0.1	0.7

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
<b>Total Teaching Positions</b>	<b>78.2</b>	<b>100</b>	<b>650.2</b>	<b>100</b>	<b>274759.1</b>	<b>100</b>

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)	54.8	70.73	515.8	78.78	234405.2	84
Intern Credential Holders Properly Assigned	2.2	2.84	6.2	0.96	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3	3.92	23.3	3.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	9.4	12.13	66	10.09	11953.1	4.28
Unknown	8	10.35	43.2	6.6	15831.9	5.67
<b>Total Teaching Positions</b>	<b>77.5</b>	<b>100</b>	<b>654.7</b>	<b>100</b>	<b>279044.8</b>	<b>100</b>

School Year 2022-23						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	56.5	74.68	495.7	78.16	231142.4	100
Intern Credential Holders Properly Assigned	2	2.65	6.9	1.09	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.2	5.55	37.3	5.9	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.3	8.41	61.4	9.68	11746.9	4.23
Unknown	6.5	8.66	32.7	5.17	14303.8	5.15
<b>Total Teaching Positions</b>	<b>75.7</b>	<b>100</b>	<b>634.2</b>	<b>100</b>	<b>277698</b>	<b>100</b>

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 in this report 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.

### Academic Counselors and Other Support Staff

2023-24

	No. of Staff	FTE*
Academic Counselor	5	5.0
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
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 November 2024.

# 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: 2022-23 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2022-23		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	54,404	59,551
Mid-Range Teacher Salary	78,341	93,855
Highest Teacher Salary	108,510	120,219
Average Principal Salaries:		
Elementary School	138,247	151,525
Middle School	150,507	158,215
High School	156,704	171,087
Superintendent Salary	269,500	300,043
Percentage of Budget For:		
Teacher Salaries	26.7	31
Administrative Salaries	5.47	4.91

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 2022-23 school year, Ventura Unified School District spent an average of \$17,067 of total general funds to educate each student (based on 2022-23 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2022-23					
Dollars Spent Per Student					
Expenditures Per Pupil	Buena	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,074	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,809	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,264	6,510	96.2%	10,771	60.4%
Average Teacher Salary	79,217	87,311	N/A	97,756	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 2022-23 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education and Safety (ASES)
- Agricultural Career Technical Education Incentive
- American Rescue Plan – Homeless Children and Youth
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Child Development
- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure and Training Funds
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Department of Rehabilitation

- Educator Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- Learning Recovery Emergency Block Grant
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV