

2023-24 School Accountability Report Card

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

MARISSA RODRIGUEZ, PRINCIPAL
GRADES 9-12

PRINCIPAL'S MESSAGE

Dear Cougar Families,

I hope this message finds you well and you are enjoying your summer. As we prepare to welcome you back for the 2024-2025 school year, I want to share how excited I am to outline some of our plans we have in ensuring that you have a positive and enriching high school experience.

Our commitment is to foster a dynamic learning environment with unique programs that will support academic growth, personal development and the overall well being of our students. We believe that every student has the potential to succeed and our staff is dedicated to helping them reach their goals. In this coming year, we will emphasize "Learning is Required" where students will practice a growth mindset, respect and self-advocacy while learning in a place that supports diversity, taking learning risks and being reflective learners. We set high expectations for our students and ourselves.

Our Ventura High School staff will model appropriate behavior, ensure we create a safe learning environment, encourage involvement and community, advocate for our student's learning and success, and practice professional learning. Our goal is to

eliminate barriers and create opportunities that will contribute to future-ready and responsible citizens.

Ventura Unified School District is committed to safe, health and high performing schools. VHS will continue to value our instructional programs for ALL students while celebrating achievements, prioritize school safety and maintain clean welcoming facilities.

We encourage families to stay involved and engaged with our school community. Your support and participation is crucial. Thank you for your trust and partnership. Together we can make this school year remarkable. I look forward to building relationships, partnerships and interacting positively with all VHS connected individuals.

Go Cougars !!!

Respectfully,
Marissa Rodriguez

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

CALVIN PETERSON

JAMES FORSYTHE

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SUPERINTENDENT

DR. GREG BAYLESS

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MS. GINA WOLOWICZ

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Ventura Unified
SCHOOL DISTRICT



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.

Ventura High School

Ventura High School serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2023-24 school year, 2,036 students were enrolled, including 14% in special education, 15.1% qualifying for English Language Learner support, 0.3% foster youth, 3.7% homeless, 0.3% migrant, and 56.4% 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 2023-24			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	48.1%	Grade 9	517
Male	51.1%	Grade 10	543
Non-Binary	0.7%	Grade 11	487
American Indian or Alaskan Native	0.4%	Grade 12	489
Asian	1.3%		
Black or African American	1.4%		
Filipino	0.3%		
Hispanic or Latino	56.2%		
Native Hawaiian or Pacific Islander	0.1%		
Two or More Races	4.4%		
White	35.8%		
English Learners	15.1%		
Foster Youth	0.3%		
Homeless	3.7%		
Migrant	0.3%		
Socioeconomically Disadvantaged	56.4%	Total Enrollment 2,036	
Students with Disabilities	14.0%		

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
	22-23	23-24	22-23	23-24	22-23 23-24
Science (Grades 5, 8, & 10)	30.85	32.13	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.

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 weekly 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

- 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 (DELAC)
- Superintendent's Parent Advisory Council
- Technology Committee
- Booster Clubs (football, flag football, music/band)
- Special Education District Advisory Committee (SEDAC)

School Activities

- Back to School Night
- Parent Project
- School of Choice - Open House
- Student Performances
- Sports Events
- Art Shows
- Science Clubs
- Stonefest
- Chalk Festival

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	952	874	91.81%	8.19%	32.02%
Female	474	431	90.93%	9.07%	33.73%
Male	473	438	92.60%	7.40%	30.25%
American Indian or Alaskan Native	--	--	--	--	--
Asian	18	17	94.44%	5.56%	52.94%
Black or African American	13	12	92.31%	7.69%	25.00%
Filipino	--	--	--	--	--
Hispanic or Latino	523	475	90.82%	9.18%	20.39%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	38	95.00%	5.00%	39.47%
White	345	323	93.62%	6.38%	46.25%
English Learners	100	86	86.00%	14.00%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	402	364	90.55%	9.45%	18.31%
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	112	93	83.04%	16.96%	5.43%

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	
	22-23	23-24	22-23	23-24	22-23	23-24
English-Language Arts/Literacy	63	55	47	47	46	47
Mathematics	33	25	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	467	438	93.79%	6.21%	54.69%	467	435	93.15%	6.85%	24.60%
Female	244	229	93.85%	6.15%	60.26%	244	227	93.03%	6.97%	25.11%
Male	218	205	94.04%	5.96%	47.55%	218	204	93.58%	6.42%	24.02%
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	260	241	92.69%	7.31%	45.42%	260	239	91.92%	8.08%	15.48%
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	19	18	94.74%	5.26%	66.67%	19	18	94.74%	5.26%	33.33%
White	165	158	95.76%	4.24%	66.46%	165	157	95.15%	4.85%	34.39%
English Learners	58	52	89.66%	10.34%	3.85%	58	51	87.93%	12.07%	0.00%
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	205	192	93.66%	6.34%	39.79%	205	190	92.68%	7.32%	11.58%
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	70	56	80.00%	20.00%	16.07%	70	56	80.00%	20.00%	3.57%

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

	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level					
Ninth	93.0%	94.0%	94.0%	94.0%	94.0%

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.

- Readers Faire
- Dances
- Counselors' Parent Nights
- Family Forums
- Cougar Mentors
- Student Forum

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 California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs

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

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

SCHOOL FACILITIES & MAINTENANCE

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

Campus Description

Year Built	1929
Acreage	42
Bldg. Square Footage	247938
	Quantity
# of Permanent Classrooms	76
# Portable Buildings	17
# of Restrooms (student use)	12
Cafeteria/Multipurpose Room	1
Computer Lab	2
Field House	1
Graphic Arts Work Room	1
Wellness Center	1
College/Career Center	1
Library/Media 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 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 Facility Good Repair Status				
Item Inspected		Repair Status		
Inspection Date: September 16, 2024		Repair Needed and Action Taken or Planned		
	Good Fair Poor			
Systems	✓	Classroom 53 - Teacher has installed a heat lamp pointed at the thermostat; Classroom 54 - Thermostat does not work, no power; Classroom 83 - Deficiency noted		
Interior Surfaces	✓	Multipurpose - Ceiling tiles falling and missing throughout; Room 41 - Deficiency noted; 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 south west 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 east side of the room; Classroom 51, Classroom 55, Classroom 61, Classroom 66, Classroom 276, Classroom 123, Classroom 125, Classroom 93, Classroom 107 - Water damaged ceiling tiles; Classroom 56 - Student desk is damaged, laminate is peeling off; Classroom 59 - Wall tiles are falling off the wall on the north wall; Classroom 60 - Ceiling tiles is falling above teacher's desk; Classroom 61 - Hole in the VCT flooring in multiple locations; Classroom 62 - 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; Boy's Locker Room - Excessive paint peeling in the restroom walls and ceiling; Classroom 170 - Hole in the VCT flooring; Classroom 171 - VCT tile damaged in multiple locations, ceiling tile falling; Classroom 172 - Damaged VCT in multiple locations; Classroom 173 - Ceiling tiles falling; Classroom 275 - Damaged VCT throughout; Classroom 279 - Damaged wall surface throughout the room; Building 70 2nd Floor Corridor - Damaged ceiling at the south end of the corridor, excessive peeling paint on the walls by the stairs; Girl's Locker Room - Excessive peeling paint at the ceiling in multiple locations; Main Street Gym - Ceiling tiles missing in multiple locations; Main Street Gym Lobby - Ceiling tiles falling and missing throughout; Classroom 122 - Wall surface is peeling at the west wall; Classroom 124 - Carpet seam is frayed at the center of the room; Classroom 126 - Ceiling tiles water damaged and missing at the south wall, damaged VCT tiles at the north wall; Classroom 131 - VCT flooring is damaged throughout; 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 Girls 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; Library - Water damaged and missing ceiling tiles; Career Center - VCT flooring has bubbles and blisters throughout, the VCT flooring is peeling up in places; Classroom 107, Classroom 108, Classroom 109, Classroom 110, Classroom 111, Classroom 112, Classroom 113 - VCT flooring has bubbles and blisters throughout; Classroom 109 - Cabinet door by the exit door is damaged and falling off		
Cleanliness	✓	Classroom 69 - Ants present in room along south and west wire mold		
Electrical	✓	Classroom 22 - GFCI by the center sink, right of the exterior door, does not function; Classroom 52 - Electrical outlet cover plate is missing from the wire mold on the south wall; Classroom 55 - Wire mold end cap is missing on the west wall; Classroom 61 - Wire mold end cap is missing at the north wall; Classroom 92 - Electrical outlet cover plate is missing from the wire mold on the west wall		
Restrooms/Fountains	✓	Kitchen - Ceiling tiles missing in the serving area, restroom toilet flush valve leaks; Classroom 23 - Center sink is out of order		
Safety	✓	Kitchen - Fire extinguisher by office is out of service date, fire extinguisher by snack bar is missing; Room 41, 1st Floor Dressing, 1st Floor Costume, Building 20 Interior Corridor, Classroom 63, Tuttle Gym Lobby, Classroom 112 - Fire extinguisher is out of service date; Little Theater - Stage and front door cabinet fire extinguishers are out of service date; Room 36 Auto - Fire extinguisher by the engine room is out of service date; Classroom 63 - Electrical outlet cover plate is missing from the wire mold on the east wall; Classroom 66 - South fire extinguisher is missing; Classroom 173, Dance/Wrestling South - Fire extinguisher is missing from the room; Classroom 279 - Deficiency noted; Portable Restroom Exterior - The ramp surface is deteriorated; Classroom 83 - Fire extinguisher by the staff workroom door is out of service date; Library - Fire extinguisher at the computer area is out of service date		
Structural	✓	Room 40 Dance Room - The fascia and plywood eave above the west door is rotted and damaged; 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 rooms 118, 119, 120, lower amp rails is damaged/missing at room 119; Building 123-125 Exterior - Excessive rust at the north and south roof beams for room 125, gutters are rusted out on the north side of all rooms, foundation rot at room 123, ramp rail corner is damaged on room 125; 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, room 134 ramp transition to asphalt is loose; New Building 2nd Floor Exterior - Expansion joint at the elevator ceiling and wall is damaged		
External	✓	Auditorium Exterior - Multiple cracked windows at the west elevation; Building 30 Exterior - Contrasting stripe is faded at the west stairs, exterior north door of the wood shop is deteriorated; Classroom 277 - Exit door is blocked by furniture; Classroom 133 - The door pull is loose and needs to be secured; New Building 1st Floor Exterior - The seismic joint rubber cover is torn and damaged by room 110 and admin		
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
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 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 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 September 16, 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. Campus repair and/or improvement projects for the 2023-24 school year include the following:

- Softball field upgrades
- Pool repairs
- Installation of a new scoreboard on the football field

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 attendants 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 inter-vention 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, SST process, math TOSA, Special Education TOSA for additional support, 9th grade Cougar Mentor project to connect 9th graders with juniors and seniors to mentor with teacher advisors for peer mentoring, grade checks, online independent study thru adult education, adult school enrollment, concurrent enrollment in community college, summer school, coordination

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	487	464	95.30%
Female	230	223	97.00%
Male	256	240	93.80%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	260	250	96.20%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	21	20	95.20%
White	182	174	95.60%
English Learners	69	65	94.20%
Foster Youth	--	--	--
Homeless	40	33	82.50%
Socioeconomically Disadvantaged	312	295	94.60%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	68	59	86.80%

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									
	Ventura High			VUSD			CA		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Suspensions	4.43%	3.42%	2.90%	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.

Dropout and Graduation Rates (Four-Year Cohort Rate)			
	Ventura High		
	21-22	22-23	23-24
Dropout Rate (%)	9.5	6.4	3.9
Graduation Rate (%)	87.2	89.2	95.3
	VUSD		
	21-22	22-23	23-24
Dropout Rate (%)	3.6	1.9	4.3
Graduation Rate (%)	92.8	94.4	93.5
	CA		
	21-22	22-23	23-24
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.

of

Suspensions & Expulsions by Student Group (2023-24)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	2.90%	0.00%
Female	2.14%	0.00%
Male	3.66%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	11.43%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.89%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	2.20%	0.00%
White	1.20%	0.00%
English Learners	5.09%	0.00%
Foster Youth	20.00%	0.00%
Homeless	8.09%	0.00%
Socioeconomically Disadvantaged	4.61%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.96%	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.

services meetings with Wellness Center staff, and refer-ral 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/>.

Chronic Absenteeism by Student Group (2023-24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2136	2087	348	16.70%
Female	1027	1003	178	17.70%
Male	1093	1069	167	15.60%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	28	3	10.70%
Black or African American	35	32	7	21.90%
Filipino	--	--	--	--
Hispanic or Latino	1209	1178	215	18.30%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	91	91	13	14.30%
White	753	739	104	14.10%
English Learners	334	325	75	23.10%
Foster Youth	15	--	--	--
Homeless	136	126	59	46.80%
Socioeconomically Disadvantaged	1257	1223	275	22.50%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	319	312	96	30.80%

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 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 utilizes the Renaissance program to employ motivational practices for student recognition in all grade levels.

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				
2021-22				
Subject	Average Class Size	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
2022-23				
English	24	36	20	38
Math	24	33	20	30
Science	25	18	14	21
Social Science	25	30	12	25
2023-24				
English	23	40	19	35
Math	23	33	23	26
Science	23	23	9	24
Social Science	24	27	13	24

*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 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."

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 2022-23, 2023-24, and 2024-25 school years, the teachers at Ventura 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, Ventura High School's staff development activities concentrated on:

- Anti-Bias/Anti-Racist (ABAR) Training
- Co-Teaching
- Critical Reading and Writing
- CTE Pathway Certification & Training
- Data Analysis
- EL Intervention Strategies
- 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,

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%

and during substitute release time. Teacher Content Specialist Teams work with school site administrators and teaching staff to provide support and training to ensure the successful implementation of the Common Core Standards.

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

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

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

Instructional Materials

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

On September 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.

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	
	%
2023-24 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission	98.2
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	40.09

*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 2023-24, 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	
2023-24	
	No. of AP Courses Offered*
Art	5
English	8
Foreign Language	3
Math	8
Science	3
Social Science	10
Totals	37

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

2023-24

Total Number of Students Participating in CTE Programs	1,234
Percentage of Students Completing a CTE Program and Earning a High School Diploma	69.6%
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.

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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0	1	1
Misassignments	4.5	1.2	3.4
Vacant Positions	0	0	0
Total Teachers Without Credentials and Misassignments	4.5	2.2	4.4

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	0.6	1.1	1.3
Local Assignment Options	12.4	9	9.6
Total Out-of-Field Teachers	13	10.2	11

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)	5.2	1.1	4.8
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	0.8

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

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 2023-24		
	No. of Staff	FTE*
Academic Counselors	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
College and Career Technical	1	1.0
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.

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

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)	66.9	75	495.7	78.16	231142.4	100
Intern Credential Holders Properly Assigned	0	0	6.9	1.09	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.4	4.94	37.3	5.9	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	11	12.36	61.4	9.68	11746.9	4.23
Unknown	6.8	7.68	32.7	5.17	14303.8	5.15
Total Teaching Positions	89.2	100	634.2	100	277698	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.

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.)

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/ 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 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/>.

- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV

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 November 2024.

Expenditures Per Pupil and School Site Teachers Salaries 2022-23					
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	8,686	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,709	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,977	6,510	107.2%	10,771	60.4%
Average Teacher Salary	90,031	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