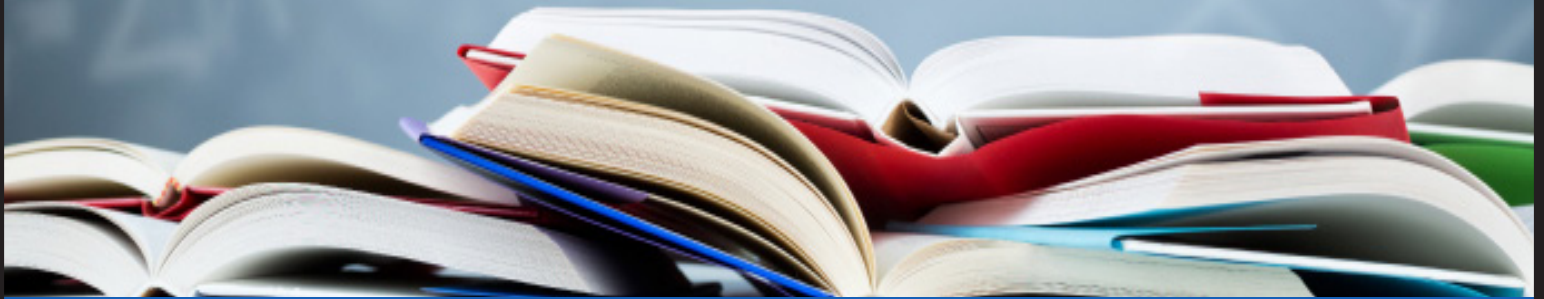


Ventura Unified School District

School Plan for

Student

Achievement



Ventura High School

56 72652 5637822

Contact Information:

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Two North Catalina Street

Ventura, CA 93001

(805) 641-5116

Ventura Unified
SCHOOL DISTRICT



Fiscal Year 2025-2026

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The School Plan for Student Achievement

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

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

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

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

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

Marissa Rodriguez, Principal
Ventura High School
Two North Catalina Street, Ventura, CA 93001
(805) 641-5116
marissa.rodriquez@venturausd.org

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

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2023-24 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified/ Other Staff	Parent or Community Member	Student
Marissa Rodriguez	X				
Betty Kelsch			X		
Erin Shean			X		
Linda Bergfeld		X			
Halina Cheung		X			
Ann Griffin		X			
Lorilee Johnson		X			
Steve Strong		X			
Maria Herta				X	
Yesenia Munoz				X	
Shannon Richard				X	
Kim Shean				X	
Mark Wilde				X	
Timothy Hingst					X
Henry Mattesich					X
Dries Vergeer					X
Number of members in each category	1	5	2	5	3

English Learner Advisory Committee (ELAC) Membership

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

Name of Members	Principal	Certificated Staff	Classified/ Other Staff	Parent or Community Member	Student
Marissa Rodriguez	X				
Martha Alaniz				a	
Luz & Jaime Medina Arzate				X	
About Aswelb				X	
Mayra Benitez-Tadillo				X	
Xo'chitl & Noe Bonilla				X	
Juana Castillo				X	
Maria Cervantes				X	
Ana De Paz				X	
Jesus Duarte				X	
Nancy Escoto				X	
Paulina Escoto				X	
Martin Flores				X	
Ignacia Garcia				X	
Maura Guzman				X	
Juana Hernandez				X	
Elvira Hernandez				X	
Yanet & Daniel Hernandez				X	
Eman Ibrahim				X	
Arely Martinez				X	
Wejdan & Yousef Mhanna				X	
Antonio Morales				X	
Yesenia Munoz				X	
Lucia & Oscar Navarro				X	
Pedro Olvera Lopez				X	
Sandra Oros				X	
Claudia & Noe Varela Orozco				X	
Alfredo Ramirez				X	
Marisol Reyes				X	
Angelica Robles				X	

Maria & Martin Salazar				X	
Maria Silva				X	
Eden Villalpando				X	
Bill & Isabella Zubrir				X	
Eugenio & Maria Flores				X	
Jose Juan Gutierrez				X	
Number of members in each category	1			35	

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

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



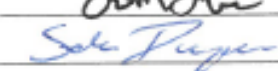
Recommendations and Assurances

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

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

- English Learner Advisory Committee
- Parent Teacher Student Association
- Ventura High School Staff
- Ventura High School Associated Student Body

Signature of Authorized Representative

- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6) This SPSA was adopted by the SSC at a public meeting on: 5/20/2025

Attested:



 Marissa Rodriguez, Principal

5/20/25

 Date



 SSC Chairperson

5/20/25

 Date

District information

District Profile

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Approximately 14,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

During the 2024-2025 school year, Ventura Unified School District served 14,379 students in grades TK-12 including 15.2% students with disabilities, 13.4 English learners, 58.8% socioeconomically disadvantaged, 0.1% migrant education, 3.5% homeless, and 0.2% identified as foster youth.

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District Vision

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

District Mission

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

District Governing Principles

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

School Information

School Profile

During the 2024-2025 school year, Ventura High School served 1,939 students in grades 9-12. Student enrollment included 14.5% students with disabilities, 13.8% English learners, 60.4% socioeconomically disadvantaged, 0.1% migrant, 0.4% foster youth, and 3.1% homeless youth. Ventura High School is the older of two large comprehensive high schools within the Ventura Unified School District, located approximately 65 miles north of Los Angeles and 35 miles south of Santa Barbara. The city of Ventura has a population of more than 100,000 and is situated on two-miles along the Pacific coastline.

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

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

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

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

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

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

Four-year plans are once again on the radar screen for counselors who now encourage students to become “college/work ready”, completing the UC system’s a-g requirements by the end of high school. We have approximately 100 students attending Ventura Community College each semester on a part time basis. It is difficult to be more specific as students turn in their transcripts near the end of the year to get any necessary credits.

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

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

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

School Vision

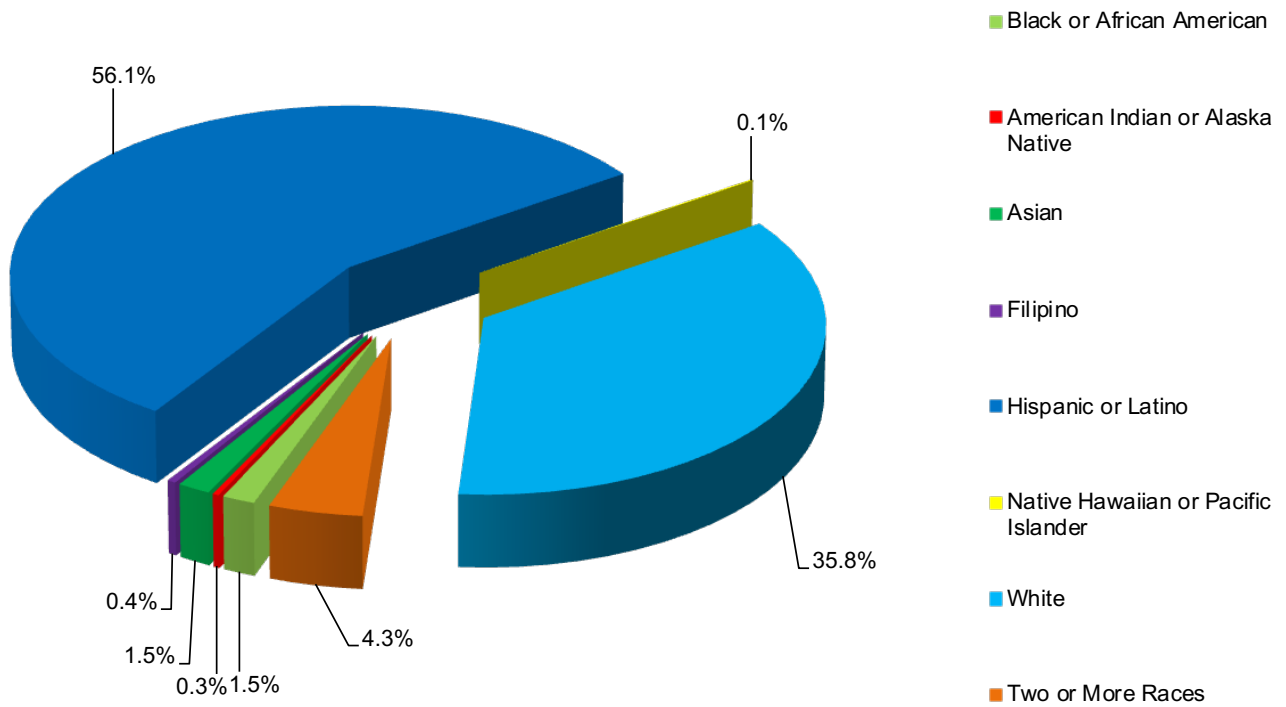
Ventura High School’s vision is to prepare all students for full participation in and contribution to the larger society by delivery of high-quality programs and instruction to all students in a caring atmosphere.

School Mission

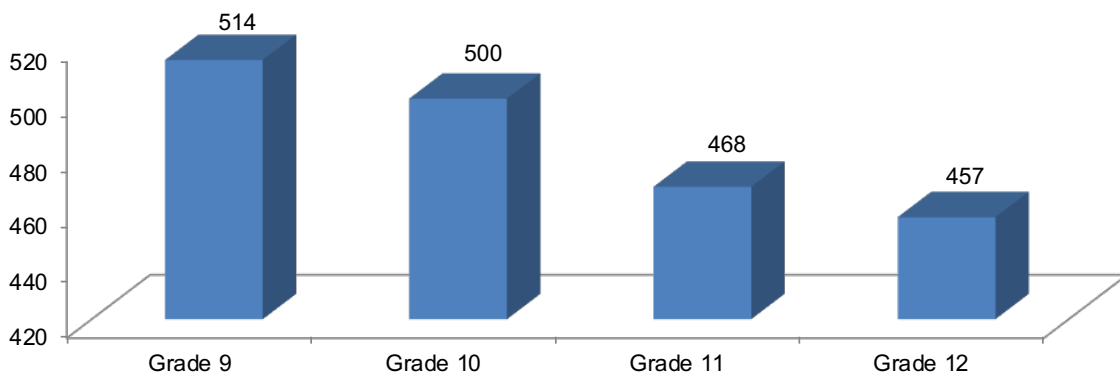
The mission of Ventura High School is to develop highly educated, well-rounded students who are excited about learning by:

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

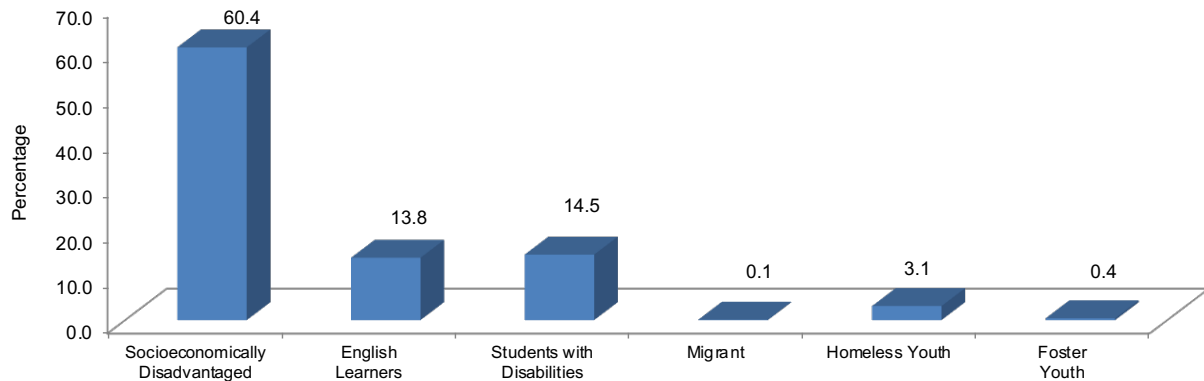
Student Enrollment by Ethnicity – 2024-2025



Student Enrollment by Grade – 2024-2025



Student Enrollment by Student Group – 2024-2025



Comprehensive Needs Assessment

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

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

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

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Ventura High School	56726525637822	5/20/25	

Plan Description

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

Ventura High School (VHS) works diligently to meet the ESSA requirements by aligning its programs, assessments, and finances with our District's LCAP as well as to federal, state and local programs by regularly administering ELA and Math benchmarks, standardized exams, meeting program requirements for all student requirements for all student groups and meeting regularly with all stakeholders via our various representative groups- Leadership, Faculty, School Site Council, English Learners Advisory Committee and various district level groups. At leadership meetings we review areas of concern and address issues required to be discussed at department meetings. We also use that forum to develop new programs, policies or procedures. These initiatives are then shared with SSC, ELAC, and the faculty. Our site has prioritized professional development and conferences in continuing to obtain strategies to overcome learning loss and transition to a culture where learning is required. VHS has continued to provide flexible learning environments and programs for student individual needs while embedding layers of response to intervention in academics and social emotional areas.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
SSC	5/20/25
Leadership Team/ Departments	Ongoing Monthly
ELAC	5/20/25

Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Dashboard Indicators:	
<u>English Language Arts</u>	Red: English Learners, LTELs, Students with Disabilities Orange: Hispanic, Socioeconomically Disadvantaged
<u>Mathematics</u>	Red: English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities Orange: LTELs
<u>EL Progress</u>	Red: LTELs Orange: English Learners
<u>Graduation Rates</u>	Orange: Homeless
<u>Suspensions</u>	Red: African American Orange: English Learners

Resource Inequities

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

N/A

Goals, Strategies/Activities, and Expenditures

Goal 1:

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

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase academic achievement of all students, focusing on Students with Disabilities (SWD) and English Language Learners (ELL) in Mathematics. Analysis of data has revealed that despite steady progress in most areas of different subgroups, there continues to be significant performance gaps with ELL and SWD achieving below target.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Test scores	21-22 to 22-23 ALL: 52.04% to 63% EL: 9% to 18% SAI: 15.15% to 20% 23-24 to 24-25 ALL: 54% to 60% EL: 4% to 18% SAI: Data not available yet	1-5% Increase
CAASPP Math test scores	21-22 to 22-23 ALL: 29.64% to 32% EL: 0% to 4% SAI: 5% to 9.4% 23-24 to 24-25 ALL: 23% to 24% EL: 0% to 6% SAI: Data not available yet	1-5% Increase

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Professional Development 1. Professional development to support staff and administration in strengthening knowledge, skills, and tools including technology for effective instruction to support CCSS, ELD and SPED instruction; including new teacher orientation dates throughout the school year.	All students, all grades.	1. \$50,000 2. \$20,000	1. Supplemental 2. Supplemental

	2. Teacher release dates for curriculum alignment and Professional Learning Community collaboration.			
2	<p>Academic/Behavior/Social Emotional/College/Career Support/Intervention (Reduce the percentage of D's/F's through early identification/intervention, counseling, proper response to intervention, skill building and alternative educational options).</p> <ol style="list-style-type: none"> 3-Bilingual Paraeducator Support Full Time College/Career Technician Wellness Counselor/Center Family Liaison & Parent Outreach Supplemental Education Services (Tutoring) Certificated Supervision Instructional Materials Saturday Groups/Academies-AP Placement/SAI Bootcamp Field Trips Mentor Teacher Advisor (Cougar Mentors) ASSETS Tutoring EL Intervention Teacher Math Site Instructional Coach Renaissance Program/Student Achievement & Recognition 	All students, all grades.	<ol style="list-style-type: none"> \$103,000/\$46,407 No Site Funding Required No Site Funding Required \$93,235.66 \$20,000.0 \$20,000.0 25,000.00 7,500.00 30,000 / \$24,652 5,000.00 No Site Funding Required No Site Funding Required No Site Funding Required \$9,600/\$6,608.00 	<ol style="list-style-type: none"> District Funded/Title 1 N/A District Funded N/A District Funded Title 1 Supplemental Supplemental N/A District Funded (Restricted Lottery) Supplemental Supplemental / Title 1 Supplemental N/A District Funded N/A District Funded N/A District Funded Supplemental / Site
3	<p>Technology to Support Instruction</p> <ol style="list-style-type: none"> Supplemental instructional programs/subscriptions/materials as additional learning tools. District Technicians/Teacher Library Support to ensure proper functioning of technology for instruction and student access. 1:1 computers for students to supplement instruction. 	All students, all grades.	<ol style="list-style-type: none"> \$ 50,000 No Site Funding Required No Site Funding Required 	<ol style="list-style-type: none"> N/A District Funded (Restricted Lottery) N/A District Funded N/A District Funded
4	<p>Parental Involvement/Communication with all stakeholders</p> <ol style="list-style-type: none"> ASB Coordinated Activities Electronic Newsletter/Updates: Parent Square/Social Media/Website School Led Parent Connectedness Workshops and Materials: PIQE, Welcome Nights, etc. Parent Project-ongoing 12 week program cohorts 	All students, all grades.	<ol style="list-style-type: none"> \$35,000 No Site Funding Required \$10,000 \$10,000 	<ol style="list-style-type: none"> Site N/A District Funded Title 1 Supplemental

ANNUAL REVIEW**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Progress is evident in our CAASPP score comparison from 21-22 to 22-23. All strategies and activity goals created supported instruction and students positively. Efficient and effective delivery and implementation of the strategies and activities has allowed us to make progress towards our overall goals. Our "Learning is required" agreements in and outside of the classroom were created to ensure high expectations by our school community in supporting rigor.

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

There are no major differences between intended implementation and budget expenses. All strategy/activity goals were implemented to the best of our ability based on site/student needs to ensure proper and effective delivery.

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

An EL Intervention Teacher position that supports SPSA and LCAP goals has been added. This position is not site funded and district funded. This position has been critical in contributing to EL student data improvements.

The wellness counselor and center for early prevention and intervention needs is supporting other programs and departments on campus allowing us to pour into all areas. This is contributing to the whole student.

Professional Development budgeted expense amount was increased to support and provide access to in-person conferences/trainings. The major change is as a result of post-covid times.

Other minor shifts in funding have been made to maximize budgets with aligned expenditures and resources from the district office.

Goal 2:

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

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rates	92.64% (21-22) 92.95% (22-23) 93.77 (24-25)	Increase by 1% or >
Suspension Rates	10.8% (21-22) 4% (22-23) 1.1% (24-25)	Decrease by 1% or >
Program participation (ASSETS)	22-23 110 students 23-24 194 students 24-25 447 students	43% increase from 23-24 to present Increase by 3-5%
EL Connectedness Program	25 groups of 10-12 students with regular monthly/quarterly contact	Increase overall ELPAC./CAASPP scores by 3% or >

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	<p>Parental Involvement</p> <ol style="list-style-type: none"> Increased Communication: Weekly updates, Parent Square, Q, social media, school website with translation services, marquee (exterior and interior of school) and Minga. School Led Parent Workshops on different topics: Literacy, Q, AVID, PBIS, ELL, School Safety, Canvas, Counseling, etc. Parent Project School Resource Officer 	All students, but with a focus on students groups that are in the red through yellow dashboard categories, and are designated as an at opportunity group.	<ol style="list-style-type: none"> \$15,000 \$5,000.00 \$10,000 (Repeated Expenditure) No Site Funding Required 	1. Site
2	<p>Professional Development</p> <ol style="list-style-type: none"> AVID program - identified students receive focused support with course tutorial support, study skills, social emotional mentoring and AVID peer tutors, organization, college search/ application. Counselor Conferences (CASC, SEL, MTSS, Restorative Justice, etc.) Counselor Collaboration at site, district, and county level. 	All students, all grades.	<ol style="list-style-type: none"> \$20,000.00 /\$5,000 \$10,000 \$5,000 	<ol style="list-style-type: none"> Supplemental AVID / Site Supplemental Supplemental

3	<p>Support Services/Intervention and School Systems</p> <ol style="list-style-type: none"> 1. Family Liaison support for parents/teachers 2. Transition Meetings/Articulation 3. Collaboration with School Resource Officer 4. Wellness Center Prevention/Intervention Program 5. EL Intervention Teacher 6. Climate & Culture-School Associated Student Body/Club/Athletic/Other Program Activities 7. Minga 8. School Safety Training & Initiatives 	All students, all grades.	<ol style="list-style-type: none"> 1. \$83,235.63 (Repeated Exp-Goal 1) 2. No Site Funding Required 3. No Site Funding Required 4. \$10,000.00 5. No Site Funding Required 6. \$35,000.00 (Repeated Expenditure) 7. \$10,000.00 8. \$20,000.00 	<ol style="list-style-type: none"> 1. Title 1 2. N/A District Funded 3. N/A District Funded 4. Title 1 5. N/A District Funded 6. Site-Based 7. Site-Based 8. Site-Based
4	<p>Safe Learning Environment</p> <ol style="list-style-type: none"> 1. Cougar Forum 2. Wellness Center 3. School Safety/Mental Health Safety Professional Development 	All students, all grades.	<ol style="list-style-type: none"> 1. No Site Funding Required 2. No Site Funding Required 3. \$10,000 	<ol style="list-style-type: none"> 1. N/A 2. N/A District Funded 3. Title 1

ANNUAL REVIEW:**SPSA Year Reviewed: 2024-25**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Student/Parent opportunities for school connectedness to campus is a priority in all operations within the school system. New and traditional events continue to expand as innovative ideas are presented as well as in alignment with the current school and community needs. Social media, parent square, student daily bulletin newsletter and other forms of communication have been increased to target all our cougar families. Cougar Connect on student Canvas has also been updated and maintained for students to have direct access to school information, activities and events. Translation services and information is shared weekly. Our positions with family liaison, EL intervention teacher and parent project facilitators continue to positively support the increased connectedness with students, staff and parents building a positive climate "where everyone belongs." Minga was integrated to enhance student communication with a focus on safety and accountability.

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

There are no major differences between intended implementation and budget expenses. All strategy/activity goals were implemented to the best of our ability based on site/student needs to ensure proper and effective delivery.

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

The Wellness Center Counselor focuses on early prevention and intervention that includes early identification and efficient referrals, resources and supports based on student/family need.

EL Counselor position transitioned to a regular school counselor. EL students have been equitably distributed to all counselors. After accessing student needs and counselor input it was collectively agreed to give access to counselors and students to a variety of services that are not limited. This also connects more staff members to our EL community and ensures equity.

The Parent Project program was implemented in the fall/spring to support our parents in connecting school to home layers of support.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation numbers	Sign in sheets from last year’s forums, workshops	5% increase from previous year’s sign in sheets
Parent Survey (VUSD LCAP)	523 School Community Surveys	5-10% increase

Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	<p>Parent School Culture and Climate Forums</p> <ol style="list-style-type: none"> Increased Communication: Weekly updates, Parent Square, Q, social media and school website School Led Parent Workshops on different topics: Community Organizations Parent Project 	All families and students grades 9-12	<ol style="list-style-type: none"> No Funding Required \$5,000.00 (Repeated Expenditure) \$10,000.00 (Repeated Expenditure) 	<ol style="list-style-type: none"> N/A District Funded Title 1 Title 1

ANNUAL REVIEW:

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal Analysis:

An analysis of how this goal was carried out in the previous year.

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Parent communications and workshops/meetings continue to be in-person and are designed to support students based on student and school community needs. Engagement and reconnection continues to grow. Our ELAC/SSC/PTSA committees and school events continue to grow in numbers and it positively impacts our school climate and culture.

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

There are no major differences between intended implementation and budget expenses. All strategy/activity goals were implemented to the best of our ability based on site/student needs to ensure proper and effective delivery.

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

The Parent Project and its capacity to serve feeder school middle school and high school students has been established and growing. Some changes from site to district funding has allowed for expenditures in other areas.

Budget

Budget Summary Table

Description	Amount (\$)
Total Funds Provided to the School Through the ConApp	\$201,795.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$470,100.00

Overall total of funds included for this school: **\$671,895.00**

Other Federal, State and Local Funds

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

Federal Programs	Allocation (\$)
Title I 2024-2025 Carryover	\$0.00
Title I 2025-2026 Allocation	\$201,795.00

Subtotal of additional federal funds included for this school: **\$201,795.00**

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

State or Local Programs	Allocation (\$)
Site-Based Funds 2024-2025 Carryover	\$0.00
Site-Based Funds 2025-2026 Allocation	\$91,618.00
Supplemental Funds 2024-2025 Carryover	\$0.00
Supplemental Funds 2025-2026 Allocation	\$117,100.00
Restricted Lottery 2025-2026 Allocation	\$135,730.00
District Funds 2025-2026	\$103,000.00
Supplemental (AVID) Funds 2025-2026 Allocation	\$20,000.00

Subtotal of state or local funds included for this school: **\$467,448.00**

Total of federal, state, and/or local funds for this school: **\$669,243.00**

2025-2026 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I program for disadvantaged students. These include areas of program development, School Plan Review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state required reports and documents.

Multilingual/Multicultural Education

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

Program models offered for Multilingual Learners in VUSD include Structured English Immersion, English Language Mainstream, and Dual Language Programs. The department supports program design, planning and articulation, professional development, curriculum selection, program evaluation, parent involvement, management of fiscal resources, and community awareness.

Migrant Education student services are provided to eligible students and families as part of the Multilingual and Multicultural Department.

The Multilingual and Multicultural Department supports world language instruction and multilingualism in VUSD schools through course development, curriculum selection, and professional development.

VUSD promotes and celebrates multilingualism with the VUSD Multilingual Recognition Seal and the California State Seal of Biliteracy. The Department assists schools in providing this recognition for graduating seniors each year.

District translation support is offered through the Multilingual and Multicultural Department and by staff at many schools.

VUSD collaborates with the Mexican Secretary of Public Education to provide educational opportunities at our Plaza Comunitaria located at Sheridan Way School.

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

Curriculum & Instruction

The Curriculum & Instruction Department, serving TK-12 students, under the direction of Educational Services, provides leadership and support for VUSD staff by coordinating the development, alignment, and implementation of standards, assessments, curriculum, instruction, staff development, and support services to ensure each student meets or exceeds grade level content standards. The education of the whole child, academically, as well as socially and emotionally, is our goal.

Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator.

Migrant Education

The Migrant Education Program provides for the coordination and implementation of various services in partnership with the Ventura County Office of Education, and the local colleges and universities. Services include identification and recruitment, monthly parent advisory committee meetings, early child development supports, supplemental instruction, summer school, emergency medical services, Spelling, Speech & Debate Tournaments, college tours, academic counseling, credit recovery courses, Family Literacy Programs, Migrant Family Conference, informational events, computer program trainings, accounting, management, legal compliance, evaluation, as well as providing district and state required reports. Services are provided to academically support and ensure that migratory students receive the appropriate opportunities to help reduce with the educational disruption and other problems as a result of repeated moves. Service to the schools are provided by the Migrant Education Coordinator and the Migrant Liaison/Recruiter.

Indian Education

The Indian Education Program is a federally-funded program serving only American Indian or Alaskan Native students in all grade levels who have an Indian Student Eligibility Certification Form 506 completed by their parents and on file in our Indian Education Office. The main focus of the program is to encourage all students of American Indian descent to finish high school and attend college. The Indian Education program was implemented to reduce the high drop-out rate among Native Americans throughout the United States

Elementary grade students (K-5) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

All qualifying 6-12 students have access to counselors who are experienced in working with students of American Indian and Native Alaskan descent in the areas of personal and academic counseling as well as tutoring in all areas of the middle school and high school curricula. Students in grades 6-9 are engaged in cultural presentations, heritage lessons, successful time management and study skills lessons, goal setting for middle school success and high school expectations, thinking about college and post high school educational and career planning, and basic skills support for language, reading and mathematics. Students in grades 9-12 are provided career counseling which includes information about special grants, scholarships, and financial assistance, and are engaged in activities to facilitate a better understanding in such areas as individual tribal history and history of other tribes.

Instruction and support are administered at each qualifying student's school site through a series of monthly sessions which may include 1) small group instruction based upon reading and language development, through interactive discussion, 2) hands-on learning activities, 3) booklets, and 4) computerized lessons. The school's Indian education teacher or 6-12 counselor work with the district's Indian Education Coordinator to develop a specialized curriculum and appropriate support services. Tutoring services are determined by the school administrator and Indian Education Coordinator.

References

CAASPP – Grade 11 English Language Arts/Literacy & Mathematics – 2023-2024

	English Language Arts/Literacy						
	2023-24						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 11						
All Students Tested	467	438	437	28.60%	26.09%	24.71%	20.59%
Male	218	205	204	24.02%	23.53%	24.02%	28.43%
Female	244	229	229	31.88%	28.38%	25.76%	13.97%
African American	6	6	6	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	10	9	9	*	*	*	*
Filipino	4	*	*	*	*	*	*
Hispanic or Latino	260	241	240	20.83%	24.58%	27.08%	27.50%
Hawaiian or Pacific Islander							
White (not Hispanic)	165	158	158	36.71%	29.75%	20.89%	12.66%
Two or More Races	19	18	18	33.33%	33.33%	27.78%	5.56%
Socioeconomically Disadvantaged	259	246	245	20.41%	24.08%	28.16%	27.35%
English Learners	58	52	52	0.00%	3.85%	21.15%	75.00%
Students with Disabilities	70	56	56	7.14%	8.93%	19.65%	64.29%
Migrant Education	*	*	*	*	*	*	*
Homeless							

	Mathematics						
	2023-24						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 11						
All Students Tested	467	435	435	9.43%	15.17%	19.77%	55.63%
Male	218	204	204	10.29%	13.73%	17.16%	58.82%
Female	244	227	227	8.81%	16.30%	22.03%	52.86%
African American	6	6	6	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	10	9	9	*	*	*	*
Filipino	4	*	*	*	*	*	*
Hispanic or Latino	260	239	239	4.18%	11.30%	17.57%	66.95%
Hawaiian or Pacific Islander							
White (not Hispanic)	165	157	157	16.56%	17.83%	23.57%	42.04%
Two or More Races	19	18	18	11.11%	22.22%	22.22%	44.44%
Socioeconomically Disadvantaged	259	243	243	4.53%	10.29%	16.05%	69.14%
English Learners	58	51	51	0.00%	0.00%	3.92%	96.08%
Students with Disabilities	70	56	56	1.79%	1.79%	1.79%	94.64%
Migrant Education	*	*	*	*	*	*	*
Homeless							

School-Parent/Home Compact

Ventura High School
HOME-SCHOOL COMPACT
2025-2026

Student Name: _____

501# _____

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

Parent/Guardian Agreement: I want to see my child succeed; therefore, I will do the following:

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

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

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

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

STUDENT SIGNATURE: _____ DATE: _____

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


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

TEACHER SIGNATURE:  DATE: 8/2025

Principal Agreement:

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

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

PRINCIPAL SIGNATURE  DATE: 08/2025

VUSD - Parent Involvement Policy

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

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

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

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

Title I Schools

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

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

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

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

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

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

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

Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

2025-26 Ventura High School Title I School Parental Involvement Policy

Title I School-Level Parental Involvement Policy Ventura High School

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

Involvement of Parents in the Title I Program- To involve parents in the Title I program at Ventura High School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This is done right before our Back To School Night and presented in English and Spanish, with an interpreter present.
- The school offers a flexible timing of meetings for Title I parents, such as meetings in the evening as requested by parents.
The School Site Council conducts their meeting at 5:00 p.m. so that working parents can attend.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy that is jointly developed between parents, staff, and students.**
 1. At School Site Council, PTSA and ELAC meetings the Parent Involvement Policy is presented to parents for review and input. Materials presented are both in English and Spanish, and a translator is made available to parents, if needed.
 2. Parent Involvement Policy is revised to reflect the input of parents and is sent to all registered students in the summer mailer.
- The school provides parents of Title I students with timely information about Title I programs. Title 1 pamphlets are distributed to parents during Back to School Night in both English and Spanish language.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
During School Site Council meetings assessments of the different programs that are in place to help students succeed are shared with parents. Teachers also give input as to the progress of students that are using the different tools offered at the school.
- The school will educate staff, with the assistance of parents, in the value of parent communication and how to work with parents as equal partners.
- As requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents have asked for a more convenient time for them to meet and parent meetings are now offered later in the evening instead of at the end of the school day.

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

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

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

Ventura High School presents the Home-School Compact to parents at a School Site Council meeting as well as to the Migrant and ELAC parent meetings in English and Spanish. The school asks for input from parents and staff, as well. All changes are considered and voted on. In the 2025-2026 School year, the Home-School Compact is distributed to all students in the summer mailing, signed by both students and guardian, then returned to school the first week of school.

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

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

The school will address the importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, class, and observation of classroom activities, and on-going communication through Parent Square. Distribution of the Parent Involvement Policy and Home-School Compact will be included in the Summer Mailer.

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

- Accommodations are made for non-English speaking parents by utilizing an interpreter during parent meetings.
- Meetings are conducted in the Library Media Center or Career Center that are close to the parking lot for easy access.

Parent Involvement Calendar

VENTURA HIGH SCHOOL 2025-2026 ACTIVITIES CALENDAR

AUGUST

La Fiesta de la Bienvenida (for Incoming English Language Learner students & families)
12th Orientation Day Schedule Pick-Up
11th Orientation Schedule Pick-Up
10th Grade Schedule Pick-Up
Freshmen & New VHS Student Orientation Cougar Connect Schedule Pick-up in Orientation
College Jumpstart Workshops

SEPTEMBER

SSC/ELAC/PTSA Meetings
Financial Aid Info Night @ CSU/Library.
Dance Cougie Camp
Back to School Night & Title 1 Meeting
Junior/Senior Parent Night
Blood Drive #1 in the Main St. Gym

OCTOBER

Freshmen/Sophomore Parent Night @ 6:30 P.M. in the CSU
SSC/ELAC/PTSA
Financial Aid Workshop in Lib/Rm 106 & 107 @ 5 P.M.
Benefit Concert @ 7 P.M.

NOVEMBER

SSC/ELAC/PTSA
Dia de Los Muertos Celebration
Fall Concert
Fall Play in the Auditorium
Cardboard Boat Race
ASB Food Fair

DECEMBER

Dancing with the Cougars
Music Winter Concert
Blood Drive
Music Winter Concert
Music Winter Concert

JANUARY

Kids Night Out (Dance)
ELAC/PTSA/SSC
Winter Showcase in the Little Theater
Winter Improv Show in Little Theater.
Jazz Concert in the Auditorium.

FEBRUARY

Faculty Improv in the Auditorium at 7 P.M.
SSC/ELAC/PTSA
All-County Honor Band in Auditorium/Little Theater/CSU

MARCH

Chamber Showcase in the Auditorium/Little Theater @ 2 P.M.
Open Dance

Class in Rm 40 @ 6 P.M.
Blood Drive #3
Improv Show in Little Theater @ 7 P.M.
Improv Show in the Little Theater @ 7 P.M.

SSC/ELAC/PTSA

CTE Robotics Comp
Festival Concert
VUSD All-District Festival @ 8 A.M.
Talent Show in the Auditorium

APRIL

Baile
Spring Cougie Camp .
Senior Assembly
Spring Musical in the Auditorium
Food Faire #2 @ lunch

MAY

Spring Musical in the Auditorium
Athletic Info Night
Spring Showcase in the Auditorium
SSC/ELAC/PTSA
Spring Concert
Prom
Senior Assembly
Readers Faire
Dance Concert Show

JUNE

Graduation (Commencement Begins @ 3 P.M.)

Please make sure to review weekly newsletters and social media postings for updates.

Professional Development Plan

Ventura High School believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration.

During the 2025-2026 school year, Ventura High School plans to participate in the following trainings:

- Culture and Climate
- Mental Health
- Professional Learning Communities
- Student Safety

2023-24 School Accountability Report Card

Published January 2025



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
- DR. JERRY DANNENBERG
- SHANNON TRANI FREDERICKS
- SABRENA RODRIGUEZ

District Administration

- DR. ANTONIO CASTRO
SUPERINTENDENT
- DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES
- MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES
- AHSAN MIRZA
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

VENTURA UNIFIED SCHOOL DISTRICT

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



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)	30.65	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 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

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

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)										
	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	436	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%	15.46%
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%	3.05%	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%	11.56%
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					
Grade Level	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
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		Repair Status
Item Inspected	Good	Fair
Inspection Date: September 16, 2024		Repair Needed and Action Taken or Planned
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, Boys 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, Girls 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 - Arts 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 workstation 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 stipes is faded at the west stairs, exterior north door of the wood shop is deteriorated, Classroom 277 - Exit doors 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 admn
Overall Summary of School Facility Good Repair Status		
Overall Summary	Exemplary	Good
		✓
<p><i>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.</i></p>		

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

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/dad/acgrinfo.asp>.

	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%	0.03%	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.

	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			
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.

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	1083	1089	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	98	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: Calculus for the AP Course	0%
2018	*	McGraw-Hill: <i>Integrated Math 1</i>	0%
Science			
2008	*	Pearson Prentice Hall: <i>Biology</i>	0%
2009	*	Glencoe McGraw Hill: <i>Marine Biology</i>	0%
2009	*	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	*	BFWWorth: <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's 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>

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.

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.

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 Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/dsfd/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					
Expenditures Per Pupil	Dollars Spent Per Student				
	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

School Site Council Bylaws

**Ventura High School
School Site Council (SSC) Bylaws****Article I - Preamble**

VUSD elects to establish the below School Site Council (SSC) bylaws for all VUSD high school sites to govern SSC functions and provide clarity of process, roles and duties. While these bylaws conform to the State of California Department of Education (CDE) [SSC Operation Guide](#) and other [CDE guidance](#) on SSCs, other than the bylaws that are *italicized & underlined*, they are not statutorily required by California Education Code, Federal Law or VUSD Board Policy. The district may alter these SSC bylaws at any time for the effective functioning of SSCs, for compliance with CDE and Federal guidance/requirements and to conform to the VUEA/VESPA collective bargaining agreements. SSCs may not change these bylaws or operate under other bylaws. On an annual basis and prior to the start of SPSA development for the upcoming year, VUSD will solicit recommendations from all VUSD SSCs for bylaw revisions.

Article II - Role of the School Site Council

The primary role of the SSC is to develop the Single Plan for Student Achievement (SPSA). At Title I school sites, the California Department of Education (CDE) requires SSCs to conduct a comprehensive needs assessment, including an analysis of verifiable state and local data, provide recommendations related to the school's Title I program, and participate in the development of the SPSA for recommendation to the board of education for final approval. VUSD's practice is that all schools, regardless of Title I status, develop SPSAs and establish SSCs. The SPSA must align with the district's LCAP content and process. The SSC also serves as the site's designated Safety Planning Committee and approves the annual [Comprehensive School Safety Plan](#) (CSSP) and votes on VUEA/District Article 27 and VESPA/District Article 42 Site-Based Decision Making proposals.

Article III - Membership

The composition of the SSC must have an equal number of members between the school Staff members and Parent/Community/Student members with a minimum of 10 members; five school members and five Parent/Community/Student members.

The discretion to establish a SSC larger than the minimum 10 members resides with the school site principal on a yearly basis. If in the pursuit of an SSC larger than 10 members, an equal number of staff vs. parents/community/student cannot be ensured or teachers remaining the numerical majority of staff cannot be maintained, the SSC must remain at the minimum size of 10.

A secondary school's SSC must include at least one parent/community member and one student in an SSC of minimum size (see table below). The school site Principal may decide to shift the membership of the SSC from one required student to more than one student: A) at a time when a Parent/Community member's two-year term is completed or B) by increasing the size of the SSC to above 10 while maintaining the required ratios.

Composition of VUSD High School SSCs with the required minimum of 10 members:

Role	Amount
School Staff Members: Principal or their designee	1
School Staff Members: Classroom teachers	3
School Staff Members: Classified Unit Member* <i>*Note: Per VESPA/District Contract Article 42</i>	1
Parents/Community/Student* members <i>*Note: MUST include at least 1 student in High School</i>	5
Total minimum membership	10

The SSC in a High School school must be composed of both of the following two groups; school staff and parent/community/student members (EC Section 65000[c][1]):

School Group Members (High Schools):

- The principal of the school or their designee;
- School personnel employed at the school who are not teachers, selected by school personnel employed at the school who are not teachers; and
- Classroom teachers employed at the school, selected by classroom teachers employed at the school; The classroom teachers selected shall constitute a majority of the school members selected (EC Section 65000[c][1][A]); and

Parent and/or Community Group Members (High Schools):

- Parents of students attending the school, or other members of the school community, selected by parents of students attending the school. The number of parent/community/student members selected must equal the number of the school staff members selected (EC Section 65000[c][1][B]).
- Student members are selected by the students

Annual SSC elections shall be held in August-September whenever practicable. A simple majority shall determine the outcome of the election. Only eligible members of each membership group shall vote for the group’s SSC member(s) (e.g., teachers elect teacher members, students elect student members, etc.).

A term for elected SSC parent/community/student members and staff members is two years. There are no limits to the number of terms an eligible member can be elected to. Members’ terms should, whenever possible, be staggered such that as close to one-half of membership group’s (e.g., Parent/Community/Student member and Staff Member groups) seats are up for election any given year.

Elected SSC parent/community members shall reside within the VUSD attendance boundary. If a member no longer resides within VUSD’s boundaries or if their eligibility status changes to ineligible (e.g., an elected member teacher enrolls their child at that school), their membership on SSC shall be automatically terminated. A site principal may terminate the membership of any member from any category who does not attend three consecutive SSC meetings. Membership or the completion of a member’s term on the SSC is not transferable by that member under any circumstances.

A member may resign anytime by submitting a written resignation to the SSC Chairperson. If membership on the SSC is terminated at any time for any reason prior to the finish of the two-year term, the school site Principal will appoint an interim member who is eligible and from the same required membership category (e.g., Classroom Teachers, Other School Personnel, Parents/Community Members) of the resigning member. That school site Principal-appointed member will serve as an interim SSC member for the duration of the vacating member's term, at which point the interim SSC member must be elected to a two-year term through the required election process.

For any SSC action/matter that requires a vote, each member shall be entitled to one vote.

SSC members must be present at the SSC meeting in which the vote is taking place for the vote to be counted. Absentee ballots or proxies shall not be permitted.

Training of all SSC members by the school site Principal, both new and returning, shall take place annually using the latest district-provided SSC training materials. The training shall be agendized annually at the first meeting where the discussion of the following year's SPSA is discussed. If a member resigns or is removed prior to serving the duration of their term and an interim member is installed, the interim member must be trained by the school site Principal using the latest district-provided SSC training materials.

Article IV - Officers

SSC offices are held by SSC members and shall be established by SSC member election annually. Any officer may be removed from office by a 2/3rds majority vote of all SSC members for failing to fulfill the duties of the office. The SSC offices and duties are as follows:

Chairperson Duties:

Presides over SSC meetings and is responsible for the council's effective completion of SSC meeting agendas including the provision of open and inclusive discussion of agenda items, ensuring members have sufficient data/materials required for each agenda item, and prepares the agenda with the school site Principal.

Vice-Chairperson Duties:

Supports the chairperson in the fulfillment of their duties and serves as Chair at a meeting when Chairperson is absent

Secretary Duties:

Maintains meeting minutes, distributes meeting minutes from prior meetings to all SSC members present at the beginning of a meeting, records actions and/or votes when applicable, collaborates with the school site Principal on communications about SSC business to staff and parents. Ensures all SSC meeting minutes are publicly available to all and upon specific request (see Greene Act requirements below)

Article V - Meetings

To the extent practicable, SSCs will meet at least five times each school year. Additional meetings may be called by the site Principal. Prospective meeting dates for the year will be established at the beginning of the school year and publicized in advance to all staff and parents. Any changes to established meeting dates, both cancellations/postponements and additional meetings, shall be communicated broadly and with as much advance notice as possible (see Greene Act requirements below).

SSC meetings shall be held at the school site campus whenever practicable.

Any meeting held by the SSC must follow the Greene Act requirements:

- *Posting the notice of meeting at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice must specify the date, time, and location of*

the meeting and contain an agenda describing each item of business to be discussed or acted upon (EC Section 35147[c][1]).

- **Note:** Required notification of a VUSD SSC meeting shall occur both in a formal paper posting in the most visible location possible on campus for parent/community and electronic notification via school communication system (e.g., ParentSquare).
- Shall be open to the public and allow for any member of the public to address the SSC during the meeting on any item within the subject matter jurisdiction of the SSC. The SSC may not take any action on any item of business unless that item appeared on the posted agenda or unless the SSC members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the SSC subsequent to the posting of the agenda (EC Section 35147[c][1]).
 - **Note:** the time on the SSC meeting agenda and the allowable duration of public comments at SSC meetings shall be determined by SSC consensus or SSC vote if necessary.
- Allowing for questions or brief statements made at a meeting by members of the SSC or public that do not have a significant effect on students or employees in the school or school district, or that can be resolved solely by the provision of information, need not be described on an agenda as items of business. If the SSC violates the procedural meeting requirements of this section, upon demand of any person, the SSC must reconsider the item at its next meeting, after allowing for public input on the item (EC Section 35147[c][2]).
- Provide upon request any meeting materials to any member of the public pursuant to the California Public Records Act (EC Section 35147[d]).

SSC meetings shall be conducted in accordance with rules of order established by CA Ed. Code 35147(c).

SSCs may employ Robert's Rules of Order by consensus or vote (see #10 below in Article VI).

Article VI - Formal SSC Votes

The presence of a numerical majority of SSC members (i.e., 6 members in a minimum 10 person SSC, etc.) is required in order to constitute a quorum necessary for any official SSC vote.

High School SSC aye/nay votes shall be voice votes made publicly by each SSC member except for required votes on proposals related to VUEA/District Contract Article 27, which are by private/anonymous paper ballot and counted by the SSC chairperson.

School site Principals may seek SSC input on a range of school issues and administrative decisions. Formal votes by SSCs must/may occur only on the following items:

1. Required Vote: Approval* of the school's SPSA as recommended to the Board of Education
 - a. ***Note:** SPSA must also be approved by site ELAC prior to being recommended to the board
2. Required Vote: Approval of the CSSP as recommended to the Board of Education
3. Required Vote: District-approved VUEA/District Article 27 and VESPA/District Article 42 collective bargaining agreement Site-Based Decision Making proposals
4. Required Vote: Election of SSC officers
5. Required Vote: Removal of SSC officers
6. Required Vote: Approval of the Parent-School Compact
7. Allowable Vote: Approval of agenda items for SSC meetings
8. Allowable Vote: Approval of the timing of when/at what SSC meetings a vote will occur so long as district-established timelines are observed
9. Allowable Vote: The length and manner of permissible public comments at SSC meetings (see Greene Act requirements above)
10. Allowable Vote: Annual recommendation to the district of SSC bylaw revisions
11. Allowable Vote: Establishing Robert's Rules of Order for SSC