

2024-25 School Accountability Report Card

Published January 2026



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

DR. AUDREY ASPLUND, PRINCIPAL
GRADES 9-12

PRINCIPAL'S MESSAGE

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

This year a majority of our staff received training in the Capturing Kids' Hearts (CKH) program. Capturing Kids' Hearts is a program designed to build positive relationships between teachers and students to create a supportive and engaging learning environment. It aims to improve student well-being, academic success, and overall school culture by prioritizing social-emotional development and student connections. Some CKH teacher tools include:

- Greeting students at the door every day.
- Take time each period for students to share "good things" to create a community of support and celebration.
- Creating a Social Contract with each class period where the teacher and students agree on how they want to treat each other. This is posted in the room for the school year.

Teachers receive regular reminders and annual updates to implement this exciting program.

At Buena, we offer a rigorous curriculum that will prepare our students to be college and career ready. We value our diverse population and welcome the contributions of all. We continue to enhance and build pathways that will complement the interests and talents of our students. This year we are offering two new AP courses: AP Human Geography and AP Seminar (replacing 10th grade Honors English). Engagement in school activities delivers a sense of belonging by providing connectedness with other students, parents, and teachers. Ways for students to get involved include over 30 clubs, theater arts, services clubs, and athletics. For parents, joining the PTO offers many ways to get involved that benefit the students and staff. Our School Site Council and English Learner Advisory Committee provides opportunities for parents to be participants.

All of our teachers received training on Professional Learning Communities (PLCs) and Response to Intervention (RtI) and we are creating systems of support so all students can learn at high levels. Data Driven instruction with common assessments allows teachers to see where weaknesses occur, and then reteach or strengthen areas of concern. To meet our school safety goals, we focus on providing resources and tools through Capturing Kids' Hearts which increases student buy-in and commitment to positive behavior. We will continue celebrating student success with monthly Bulldog of the month luncheons. Teachers select students who have exhibited perseverance or outstanding character.

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

Our administrative team, counselors, teachers, and entire staff are here to serve. We look forward to serving the students at Buena. It is an honor and privilege to serve as the principal of Buena High School.

Board of Education

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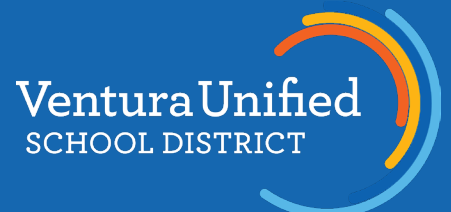
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VENTURA UNIFIED SCHOOL DISTRICT

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District Vision Statement

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

District Mission Statement

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

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. Over 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, and 5 high schools.

Buena High School

Buena High School serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2023-24 school year, 1,585 students were enrolled, including 18.2% in special education, 9.3% qualifying for English Language Learner support, 3.2% homeless, 0.3% foster youth, 0.1% migrant, and 60.3% socioeconomically disadvantaged.

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

Student Enrollment by Student Group 2024-25	
Student Group	% of Total Enrollment
Female	46.3%
Male	53.1%
Non-Binary	0.6%
American Indian or Alaska Native	0.5%
Asian	2.1%
Black or African-American	1.4%
Filipino	0.9%
Hispanic or Latino	60.9%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	3.5%
White	30.6%
English Learners	9.3%
Foster Youth	0.3%
Homeless	3.2%
Migrant Services	0.1%
Socioeconomically Disadvantaged	60.3%
Students with Disabilities	18.2%

Student Enrollment by Grade Level

2024-25

Grade Level	# of Students
Grade 9	397
Grade 10	462
Grade 11	365
Grade 12	371
Total Enrollment	1,585

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS) for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical sequences or programs of student.

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

PARENT INVOLVEMENT

Parents are encouraged to get involved in their child's learning environment either by volunteering for or participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through ParentSquare, school newsletters, social media (Facebook, Instagram & Athletic Department Facebook) the school website (bilingual), the school marquee, Parent Connect, and phone calls. Contact the PTO coordinator at (805) 289-1826 for more information on how to become involved in your student's learning environment.

Opportunities to Volunteer

- Chaperone School Activities
- Help with PTO-sponsored Events

Committees

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

School Activities

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

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 grade nine. 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/.

Physical Fitness Test

% of Students Participating in each of the Five Fitness Components

2024-25

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	91%	92%	92%	92%	92%

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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/.

CAASPP Test Results in ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	54.0	54.0	47.0	49.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	23.0	20.0	37.0	37.0	35.0	37.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	359	337	93.87	6.13	54.30
Female	159	150	94.34	5.66	62.67
Male	199	186	93.47	6.53	47.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	215	204	94.88	5.12	49.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	11	84.62	15.38	81.82
White	116	108	93.10	6.90	62.04
English Learners	27	23	85.19	14.81	8.70
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	210	198	94.29	5.71	49.49
Students with Disabilities	58	53	91.38	8.62	26.42

CAASPP Test Results in Mathematics by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	359	338	94.15	5.85	20.41
Female	159	152	95.60	4.40	17.11
Male	199	185	92.96	7.04	23.24
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	215	205	95.35	4.65	14.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	11	84.62	15.38	27.27
White	116	108	93.10	6.90	30.56
English Learners	27	25	92.59	7.41	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	210	200	95.24	4.76	13.50
Students with Disabilities	58	53	91.38	8.62	3.77

Note: ELA & Mathematics test results include the Smarter Balanced Summative Assessment 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	29.11	26.19	33.34	31.52	30.73	32.33

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	726	697	96.01	3.99	26.54
Female	331	321	96.98	3.02	28.04
Male	390	371	95.13	4.87	25.07
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100	0	27.27
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	431	414	96.06	3.94	19.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	20	90.91	9.09	35.00
White	231	221	95.67	4.33	37.56
English Learners	49	48	97.96	2.04	2.08
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Migrant Services	0	0	0	0	0
Socioeconomically Disadvantaged	429	414	96.50	3.50	20.05
Students with Disabilities	125	116	92.80	7.20	12.07

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

SCHOOL FACILITIES & MAINTENANCE

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Buena High School's original facilities were built in 1961; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. During the 2024-25 school year, campus improvements completed consisted of installation of a new scoreboard as well as new turf in the stadium.

Campus Supervision

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

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

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

Campus Description

Year Built	1961
Acreage	43.6
Square Footage	196,815
	Quantity
Permanent Classrooms	75
Portable Classrooms	13
Restrooms (Sets)	6
Cafeteria	1
Library (39 computers)	1
Career Center	1
Staff Workroom	1
Gymnasium	1
Sports Stadium	1
Student Fitness Room	1
Swimming Pool	1
Weight Room	1
Teacher Workroom	1

Facilities Inspections

The district's maintenance department inspects Buena High School on an annual basis in accordance with Education Code §17592.72(c)(1). Buena High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 18, 2025. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: September 18, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			Wrestling Room - Room heater does not function
Interior Surfaces			X	Admin - Men's restroom countertop is deteriorated; Library - Ceiling tiles damaged and falling, carpet is excessively stained throughout; Classroom 13 - Water damaged ceiling tiles at the center of room, damaged VCT tile in multiple locations; Classroom 14 - Wall finish is damaged in the southeast corner; Classroom 15 - The wall paneling next to the door is deteriorated and termite damaged; Classroom 23 - Damaged VCT in multiple locations; Classroom 24 - East wall paneling is peeling and deteriorated; Classroom 53 - Drywall surface damaged at the southeast corner; Building C Boys' RR - Hole in the wall behind the toilet in the ADA stall missing a cover plate; Classroom 72A - Ceiling tiles falling at the north wall; Classroom 83 - Damaged drywall on the underside of the HVAC soffit; Classroom 85 - Water damaged ceiling tile at the center of the room; Classroom 89A - Water damaged ceiling tiles at the modular joint line, damaged VCT at the northeast corner, wall surface peeling in multiple locations; Classroom 89B - Water damaged ceiling tiles at the modular joint line, floor slopes excessively from the center of the room to the outside walls; Classroom 89C - East side modular line trim is missing and exposed to the outside, floor slopes excessively from the center of the room to the outside walls; Classroom 96, Classroom 199 - Water damaged and falling ceiling tiles; Classroom 106 - Ceiling tile falling at the east wall of the room, drywall damaged on the underside of the HVAC soffit; Classroom 107 - Ceiling tiles water damaged and falling; Classroom 113, Classroom 122, Classroom 124, Classroom 132, Classroom 143 - Ceiling tile falling at the smoke detector; Classroom 142 - VCT tile damaged and missing; Classroom 201 - Wall surface is peeling in multiple locations on the north and south walls, water damaged ceiling tiles; Gym Lobby - Ceiling tiles missing; Weight Room, Wrestling Room - Ceiling tile falling; Cafeteria Main Dining - Ceiling tiles missing in multiple locations; Student Center - Damaged wall paneling by the east door; Little Theater - The fabric on multiple seat throughout are frayed and falling, damaged seat on the second row far right; Main Auditorium - Damaged chair at the back right of the seating; Music 163 - Ceiling tiles missing and falling; Music 164 - Ceiling tiles are missing
Cleanliness	X			
Electrical	X			Classroom 13 - Wire mold end cap is missing by the west wall; Classroom 31 - Outlet cover plate is broken in the wire mold on the south wall, the plug is pulling out of the wire mold; Classroom 33 - Outlet broken/did not function in the wire mold on the east wall; Classroom 35 - Wire mold end cap is missing by the south wall, light lens missing above the teachers desk; Classroom 53 - The outlet in the wire mold is falling out, the thermostat is not secured correctly to the wall; Classroom 54, Classroom 61 - The wire mold on the south wall is damaged and caving in; Classroom 72 - Low voltage cover plates missing on the wire mold on the east wall; Classroom 81 - Outlet cover plate is missing at the east wall wire mold, outlets are falling out of the wire mold; Classroom 106 - The thermostat does not have power, HVAC does not function; Classroom 123 - Outlet cover plate is missing in the north wall wire mold; Metal Shop 151 - West side fire extinguisher is out of service date (6/18/24); Auditorium Music Corridor - Multiple light fixtures do not function; Womens' Dressing - Broken light switch cover plate in the restroom
Restrooms/Fountains		X		Building C Boys' RR - Center toilet is clogged; Building D Exterior - West drinking fountain does not drain; Classroom 89C - Drinking fountain does not function; Building E Exterior - The west side drinking fountain does not drain; Building F Boys' RR - Toilet paper holder is damaged at the ADA stall, left and right toilets are out of order, stall doors are padlocked; Building F Exterior - West drinking fountain does not drain; Building G Exterior - North side drinking fountain does not drain; Cafeteria Girls RR - The left sink does not drain; Cafeteria Boys' RR - The left urinal is out of order

Safety	X			Library - Fire extinguisher in the conference room is out of service date (9/23/20); Classroom 53, Student Center - Fire extinguisher is out of service date (6/18/24); Classroom 72A - Excessive peeling paint at the south wall; Classroom 85 - Excessive peeling paint next to the door; Building H Exterior - Excessive peeling paint on the east eaves; Building J Exterior - Excessive peeling paint on the rooms eaves on rooms 199 and 200; Wrestling Room - Excessive peeling paint at the east exit door jam; Cafeteria Exterior - Excessive peeling paint at the north side of the student services room under the windows; Auditorium Exterior - Excessive peeling paint at the north eaves and concrete columns
Structural			X	Building I Exterior - Excessive rust at Room 89B roof east & west beams at the modular joint line, structural damage, foundation rot at 89A, 89B, 89C, all rain gutters on the east side are rusted out; Classroom 149, Classroom 155 - The tall metal shelves are not secured to the walls and are not earthquake safe; Building J Exterior - Excessive rust on the south roof beams on rooms 198, 199, 200 and on the north modular line of room 199; Wellness Center - Exit doors stick and must be forced open; Building L Exterior - Roof gutter is rusted and growing weeds, room 185 ramp surface is deteriorated
External		X		Library - Reference room east door rubs on the carpet and is hard to open; Classroom 61 - Cracked window in the north most window section, film installed; Classroom 74 - Cracked window, film installed; Classroom 133 - The east exit door sticks and must be forced open; Auto Tech 157 - The exit door mortise is missing a screw; Building H Exterior - Excessively damaged concrete walkway outside of room 157; Wellness Center - Exit doors stick and must be forced open; Auditorium Exterior - The ADA ramp to the music corridor is deteriorated and surface is peeling and uneven, contrasting stripe is faded and missing from the west stairs; Quad - Contrasting stripe is missing from all exterior stairs throughout the campus

Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary			X	

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Buena High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated and shared with school staff in January 2026.

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 Maintenance

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

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

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

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

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

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

CLASSROOM ENVIRONMENT

Dropouts & Graduation Rates

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

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

Graduation Rate by Student Group (Four-Year Cohort Rate)

2024-25

Student Groups	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	368	347	94.3
Female	174	167	96.0
Male	190	176	92.6
American Indian or Alaska Native	--	--	--
Asian	13	13	100
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	219	205	93.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	112	107	95.5
English Learners	46	41	89.1
Foster Youth	--	--	--
Homeless	42	34	81.0
Migrant Services	0	0	0
Socioeconomically Disadvantaged	263	243	92.4
Students with Disabilities	67	58	86.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Dropout and Graduation Rates

	School		
	23-24	24-25	25-26
Dropout Rate (%)	1.9	1.9	4.3
Graduation Rate (%)	86.3	89.8	94.3
	District		
	23-24	24-25	25-26
Dropout Rate (%)	1.9	4.3	3.8
Graduation Rate (%)	87.1	93.5	95.6
	State		
	23-24	24-25	25-26
Dropout Rate (%)	8.2	8.9	8.0
Graduation Rate (%)	86.2	86.4	87.5

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Buena High School for the 2024-25 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

Chronic Absenteeism by Student Group 2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1659	1624	247	15.2
Female	763	747	124	16.6
Male	885	866	120	13.9
American Indian or Alaska Native	--	--	--	--
Asian	35	34	5	14.7
Black or African American	23	23	4	17.4
Filipino	15	15	0	0.0
Hispanic or Latino	1013	990	163	16.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	56	56	6	10.7
White	506	497	69	13.9
English Learners	154	154	31	20.1
Foster Youth	--	--	--	--
Homeless	76	69	23	33.3
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	1027	1003	200	19.9
Students with Disabilities	316	304	78	25.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Class Size

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

Discipline & Climate for Learning

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

Suspensions & Expulsions			
	22-23	23-24	24-25
School			
% Students Suspended	1.39	1.41	0.9
% Students Expelled	0.00	0.00	0.00
District			
% Students Suspended	3.22	2.81	2.10
% Students Expelled	0.01	0.00	0.01
State			
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Average Class Size and Class Size Distribution					
Subject	2022-23				
	Avg. Class Size	Number of Classes			
		1-22	23-32	33+	
English	21	44	17	27	
Math	20	39	16	23	
Science	20	26	16	14	
Social Science	20	32	15	17	
	2023-24				
	English	23	34	8	33
	Math	22	31	12	23
	Science	24	17	11	18
	Social Science	19	33	4	21
	2024-25				
	English	24	29	18	24
	Math	23	26	17	19
	Science	25	18	6	20
	Social Science	25	18	8	22
*Number of classes indicates how many classes fall into each size category (a range of total students per class).					
***"Other" category, if applicable, is for multi-grade level classes.					

Suspensions and Expulsions by Student Group		
2024-25		
Student Groups	Suspensions Rate	Expulsion Rate
All Students	0.90	0.00
Female	0.52	0.00
Male	1.24	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.18	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.59	0.00
English Learners	2.60	0.00
Foster Youth	0.00	0.00
Homeless	2.63	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	1.27	0.00
Students with Disabilities	1.90	0.00
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.		

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 2023-24, 2024-25, and 2025-26 school years, the teachers at Buena High School had the opportunity to participate in districtwide staff development training focused on:

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

2025-26 Trainings:

- Sonday (Structured Literacy Supplemental Curriculum)
- IXL (Online Platform - Various Subjects)
- Professional Learning Communities (PLCs)
- ESGI (Online Platform for Assessing/Progress Monitoring Early Literacy)

- AMIRA (At Risk for Reading Difficulty Screener Training and Structured Literacy)
- California Reading and Literacy Project (CRLP)
- Co-Teaching
- Healthy Campus (Online Platform for Conducting Wellness Services)

During the 2025-26 school year, teachers also have the opportunity to attend supplemental training offered by the District Office focused on:

- Lexia - ELD Strategies, Best Practices
- Dually Identified Training for SAI/ML Liaisons - Best Practice for Teaching/Progress Monitoring English Learners with Disabilities
- Ed Tech Trainings (Canvas, etc.)
- Designated ELD Strategies
- Interim CAASPP Trainings
- Interim ELPAC Trainings
- US History Ethnic Studies Integration
- PLC Coaching
- Anti-Bias and Anti-Racist (ABAR) Resources, Responses and protocols
- Aeries Student Information System Navigation

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 2024-25 school year, Buena High School's staff development activities concentrated on:

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

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

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

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

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2019	McGraw Hill Education: <i>StudySync</i>	N - Local	0%
2019	Houghton Mifflin: <i>Read 180</i>	N - Local	0%
2017	Houghton Mifflin Harcourt: <i>The Real Book</i>	N - Local	0%
History-Social Science			
2019	McGraw-Hill: <i>World History, Culture and Geography</i>	N - Local	0%
2018	Cengage: <i>The Western Civilization</i>	N - Local	0%
2019	McGraw-Hill: <i>Principles of American Democracy</i>	N - Local	0%
2015	Academic Innovations: <i>Career Choices and Changes</i>	N - Local	0%
2019	Houghton Mifflin Harcourt: <i>American History: Reconstruction to the Present</i>	N - Local	0%
2019	Houghton Mifflin Harcourt: <i>Economics</i>	N - Local	0%
2015	W. W. Norton & Company: <i>American Politics Today</i>	N - Local	0%
2019	BFW/Worth: <i>Krugman's Economics for AP</i>	N - Local	0%
2015	Academic Innovations: <i>Get Focused, Stay Focused</i>	N - Local	0%
2018	Pearson: <i>Government in America</i>	N - Local	0%
2018	Various Sources: <i>Ethnic & Social Justice Studies</i>	N - Local	0%
Mathematics			
2021	Bedford, Freeman & Worth: <i>Calculus for the AP Course</i>	N - Local	0%
2018	Mathematics Vision Project (MVP): <i>Secondary Math 1, 2 & 3 (Honors)</i>	N - Local	0%
2018	Mathematics Vision Project (MVP): <i>Secondary Math 1, 2 & 3</i>	N - Local	0%
2018	McGraw-Hill: <i>Integrated Math 1</i>	N - Local	0%
Science			
2016	W.H. Freeman & Company: <i>Environmental Science for AP</i>	N - Local	0%
2008	Pearson Prentice Hall: <i>Chemistry</i>	N - Local	0%
2022	Bedford, Freeman & Worth: <i>Biology for the AP Course</i>	N - Local	0%
2024	Bedford, Freeman & Worth: <i>Environmental Science for the AP Course</i>	N - Local	0%
2008	Glencoe McGraw-Hill: <i>Marine Biology</i>	N - Local	0%
2021	Discovery Education: <i>Earth & Space Science Discovery</i>	N - Local	0%
2021	Discovery Research: <i>Model Based Biology</i>	N - Local	0%
2021	CPO Science: <i>Foundations of Physical Science</i>	N - Local	0%
2021	Houghton Mifflin Harcourt: <i>California Science Dimensions - Physics in the Universe</i>	N - Local	0%
	<i>Science Laboratory Equipment</i>	N/A	0%
Foreign Language			
2020	Manzana Learning: <i>Manzana Learning World Language Curriculum</i>	N - Local	0%
2020	American Eagle Co., Inc: <i>VOCES World Language Curriculum</i>	N - Local	0%
Health			
2011	Holt, Rinehart & Winston: <i>Lifetime Health</i>	N - Local	0%
2011	Holt, Rinehart & Winston: <i>Lifetime Health Sexuality & Responsibility</i>	N - Local	0%

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 23, 2025, 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 #25-22 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 SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2025-26 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 PREPARATIONS & CAREER READINESS

Advanced Placement

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

Advanced Placement (AP) Courses 2024-25	
	No. of AP Courses Offered
Fine Arts	2
Computer Education	0
English	4
Foreign Language	2
Math	3
Science	4
Social Science	6
Totals	21

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	
	%
2024-25 Pupils Enrolled in UC/ CSU Courses Required for UC/CSU Admission	99.31%
2023-24 Graduates Who Completed All Courses Required for UC/CSU Admission	38.57%

Admission Requirements for California Public Universities University of California

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

California State University

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

Workforce Preparation

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

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

Career Pathway Sequences

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

On-Campus Career Education Center Courses

- AutoShop
- Cabinet Making Technology
- Graphics
- Machine Tool Technology

On-Campus Career Technical Courses

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

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

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

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

PROFESSIONAL STAFF

Counseling & Support Staff

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

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

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselors	5	5.0
Psychologists	2	1.9
School Resource Officer	1	1.0
School Nurse	1	0.8
Occupational Therapist	1	0.2
Health Technician/Psych Support	1	1.0
Speech & Language Pathologists	3	1.5
College & Career Counselor	1	1.0
Campus Security Officers	5	4.5
Note: 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.		

Teacher Preparation and Credentials

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

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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	1.8	0.0	1.8
Misassignments	1.2	4.2	3.3
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	3.0	4.2	5.1

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	2.6	0.9	0.9
Local Assignment Options	6.8	5.4	2.3
Total Out-of-Field Teachers	9.4	6.3	3.2

Class Assignments / Indicator			
	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	1.7	4.4	3.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.1	0.7	1.1
Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp .			

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of- field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	57.1	0.0	5.1	3.2	5.1	70.7
School %	80.81	0.0	7.3	4.06	7.25	100
District #	476.8	4.6	32.6	51.8	34.2	600.2
District %	79.43	0.78	5.44	8.64	5.7	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	56.5	2.0	4.2	6.3	6.5	75.7
School %	74.68	2.65	5.55	8.41	8.66	100
District #	495.7	6.9	37.3	61.4	32.7	634.2
District %	78.16	1.09	5.9	9.68	5.17	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	54.8	2.2	3.0	9.4	8.0	77.5
School %	70.73	2.84	3.92	12.13	10.35	100
District #	515.8	6.2	23.3	66.0	43.2	654.7
District %	78.78	0.96	3.56	10.09	6.6	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.						

DISTRICT EXPENDITURES

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24		
	District	State Average of Districts in Same Category
Beginning Teacher Salary	\$57,712	\$62,783
Mid-Range Teacher Salary	\$83,105	\$97,783
Highest Teacher Salary	\$115,107	\$128,020
Superintendent Salary	\$283,083	\$313,465
Average Principal Salaries:		
Elementary School	\$144,454	\$160,224
Middle School	\$158,093	\$166,992
High School	\$164,183	\$180,971
Percentage of Budget:		
Teacher Salaries	24.46%	30.05%
Administrative Salaries	5.39%	5.00%
For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .		

Expenditures Per Student

For the 2023-24 school year, Ventura Unified School District spent an average of \$19,098 of total general funds to educate each student (based on 2023-24 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.)

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2023-24 school year, the district received categorical, special education, and support programs funds for:

- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Antibias Education Grant
- Arts and Music in Schools (Prop 28)
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Classified School Employee Summer Assistance Program
- COVID Relief Funding
- Department of Rehabilitation
- Early Education
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- LCFF Equity Multiplier
- Lottery: Instructional Materials
- Mental Health-Related Services
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- Special Education Early Intervention Preschool Grant
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Supplementary Programs
- Title I, II, III, IV
- Tobacco-Use Prevention Education

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	\$7,899	N/A	N/A	N/A	N/A
Restricted	\$2,944	N/A	N/A	N/A	N/A
Unrestricted	\$4,955	\$6,125	80.9%	\$11,146	44.5%
Avg Teacher Salary	\$86,585	\$92,704	93.4%	\$103,743	83.5%
Note: Cells with N/A values do not require data.					

SARC DATA

DataQuest

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

California School Dashboard

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

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in November 2025.