

2024-25 School Accountability Report Card

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

MARISSA RODRIGUEZ, PRINCIPAL
GRADES 9-12

PRINCIPAL'S MESSAGE

Dear Cougar Students and Families,

Welcome to the 2025-2026 school year at Ventura High School! Whether you are returning to our Cougar community or joining us for the first time, we are excited to have you as part of our school community. This year we will continue to focus on growth, student/parent connections and cougar spirit and pride. Our goal is to develop well-rounded students who will be prepared for academic success and life beyond the classroom..

At the heart of everything we do is our commitment to learning. Our teachers and staff are ready to challenge, support, and advocate for every student. We believe in fostering a learning environment where critical thinking is developed, students can take learning risks and every student feels empowered to be the best version of themselves.

At VHS we seek opportunities where students can demonstrate leadership, be innovative, practice empathy and build resilience. We offer a wide range of programs—from visual and performing arts to athletics, clubs, and service learning—our students are encouraged to explore their passions and develop into confident, capable young adults. The Cougar Habits for Success—Respect, Responsibility, Resilience, and Relationships are the foundation of our school-wide expectations and are key to creating a positive, productive, and safe learning environment for all. We encourage students to embody these values daily, in the classroom, on the field, and throughout the community.

This year, we're also turning up the Cougar spirit! From pep rallies and spirit weeks to community nights, athletic events, performing arts showcases and many more events, we have an exciting calendar full of activities that will bring us together and build Cougar Pride. We believe that a strong sense of school spirit helps foster a deeper connection to learning and a stronger sense of belonging. I invite you to stay connected, get involved, and help us make this year the best yet. Whether it's cheering on our teams, volunteering, attending performances, or simply encouraging your student every day, your involvement makes a difference.

Let's make this school year a celebration of learning, growth, and Cougar pride. Together, we will continue to build a thriving community where every student can succeed.

With Cougar pride,
Marissa Rodriguez
Principal

DISTRICT & SCHOOL DESCRIPTION

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

JAMES FORSYTHE
SHANNON TRANI FREDERICKS
SABRENA RODRIGUEZ
DR. JERRY DANNENBERG
CALVIN PETERSON

District Administration

DR. ANTONIO CASTRO
SUPERINTENDENT

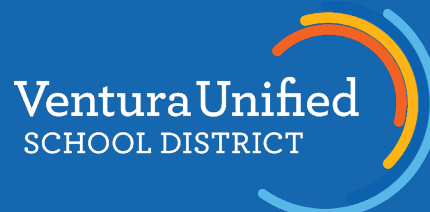
DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

DR. 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.

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.

Ventura High School

Ventura High School serves students in grades nine through twelve following a traditional calendar. At the beginning of the 2024-25 school year, 1,939 students were enrolled, including 14.5% in special education, 13.8% qualifying for English Language Learner support, 0.4% foster youth, 3.1% homeless, 0.1% migrant, and 60.4% socioeconomically disadvantaged.

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 the Channel 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 | |
|-------------------------------------|-----------------------|
| 2024-25 | |
| Student Group | % of Total Enrollment |
| Female | 48.8% |
| Male | 50.5% |
| Non-Binary | 0.7% |
| American Indian or Alaska Native | 0.3% |
| Asian | 1.5% |
| Black or African-American | 1.5% |
| Filipino | 0.4% |
| Hispanic or Latino | 56.1% |
| Native Hawaiian or Pacific Islander | 0.1% |
| Two or More Races | 4.3% |
| White | 35.8% |
| English Learners | 13.8% |
| Foster Youth | 0.4% |
| Homeless | 3.1% |
| Migrant Services | 0.1% |
| Socioeconomically Disadvantaged | 60.4% |
| Students with Disabilities | 14.5% |

Student Enrollment by Grade Level

2024-25

| Grade Level | # of Students |
|------------------|---------------|
| Grade 9 | 514 |
| Grade 10 | 500 |
| Grade 11 | 468 |
| Grade 12 | 457 |
| Total Enrollment | 1,939 |

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

Opportunities to Volunteer

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

Committees

- School Site Council
- English Learner Advisory Council
- Parent Teacher Student Association
- District English Learner Advisory Council (DELAC)
- Superintendent's Parent Advisory Council
- 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
- Chalk Festival
- Readers Faire
- Dances
- Counselors' College & Career Parent Nights
- Family Forums
- Cougar Mentors
- Student Forum

STUDENT ACHIEVEMENT

Physical Fitness

In the spring of each year, Ventura 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/.

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 | 90% | 91% | 91% | 91% | 91% |

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) | 55.0 | 60.0 | 47.0 | 49.0 | 47.0 | 48.0 |
| Mathematics (Grades 3-8 and 11) | 25.0 | 24.0 | 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 | 456 | 427 | 93.64 | 6.36 | 60.33 |
| Female | 213 | 197 | 92.49 | 7.51 | 67.86 |
| Male | 241 | 228 | 94.61 | 5.39 | 53.51 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 260 | 247 | 95.00 | 5.00 | 50.61 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 19 | 17 | 89.47 | 10.53 | 87.50 |
| White | 164 | 151 | 92.07 | 7.93 | 73.51 |
| English Learners | 49 | 45 | 91.84 | 8.16 | 11.11 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Migrant Services | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 276 | 257 | 93.12 | 6.88 | 49.22 |
| Students with Disabilities | 60 | 52 | 86.67 | 13.33 | 21.57 |

CAASPP Test Results in Mathematics by Student Group

2024-25

| Student Groups | Total Enrollment | # Tested | % Tested | % Not Tested | % Met or Exceeded |
|-------------------------------------|------------------|----------|----------|--------------|-------------------|
| All Students | 456 | 418 | 91.67 | 8.33 | 23.91 |
| Female | 213 | 190 | 89.20 | 10.80 | 22.99 |
| Male | 241 | 226 | 93.78 | 6.22 | 24.44 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 260 | 242 | 93.08 | 6.92 | 16.18 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 19 | 16 | 84.21 | 15.79 | 43.75 |
| White | 164 | 148 | 90.24 | 9.76 | 34.48 |
| English Learners | 49 | 46 | 93.88 | 6.12 | 0.00 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | -- | -- | -- | -- |
| Migrant Services | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 276 | 255 | 92.39 | 7.61 | 13.44 |
| Students with Disabilities | 60 | 50 | 83.33 | 16.67 | 6.00 |

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) | 32.13 | 28.44 | 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 | 463 | 441 | 95.25 | 4.75 | 28.44 |
| Female | 244 | 230 | 94.26 | 5.74 | 28.19 |
| Male | 214 | 206 | 96.26 | 3.74 | 27.94 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 257 | 244 | 94.94 | 5.06 | 17.50 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 19 | 19 | 100 | 0.00 | 26.32 |
| White | 166 | 158 | 95.18 | 4.82 | 42.68 |
| English Learners | 48 | 45 | 93.75 | 6.25 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | - |
| Military | -- | -- | -- | -- | -- |
| Migrant Services | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 292 | 279 | 95.55 | 4.45 | 19.34 |
| Students with Disabilities | 69 | 60 | 86.96 | 13.04 | 1.67 |

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. 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.

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 2024-25 school year include the following:

- New football stadium lighting
- Improvements to the softball field
- New auditorium lighting
- Installation of a new electronic scoreboard
- Retrofit of the CTE building
- Removal of four old classrooms
- Removal of the quonset hut

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:

| Campus Description | |
|-----------------------------|-----------------|
| Year Built | 1929 |
| Acreage | 42 |
| Square Footage | 247,938 |
| | Quantity |
| Permanent Classrooms | 76 |
| Portable Classrooms | 17 |
| Restrooms (Sets) | 12 |
| Cafeteria/Multipurpose Room | 1 |
| Library/Media Center | 1 |
| College/Career Center | 1 |
| Graphic Arts Workroom | 1 |
| Computer Labs | 2 |
| Wellness Center | 1 |
| Field House | 1 |

- 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.

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.

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 23, 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 23, 2025 | Good | Fair | Poor | Repair Needed and Action Taken or Planned |
| Systems | X | | | Health Office - The sink cabinet surface is peeling and deteriorated; Classroom 53 - Teacher has installed a heat lamp pointed at the thermostat |
| Interior Surfaces | | | X | Multipurpose, Wrestling Room, Main Street Gym Lobby - Ceiling tiles falling and missing throughout; Room 40 Dance Room - Ceiling tiles falling; Auditorium - Multiple broken chairs, chair fabric is deteriorated on multiple chairs; Little Theatre - The wall finish is excessively peeling at windows at the north wall, broken seat on the third row; East Stairwell - Contrasting stripe is missing from the top and bottom step of all levels; West Side South Stairwell - Excessive paint peeling on the third floor of the southwest stairwell; West Side North Stairwell - Excessive paint peeling on the second and third floor stair landing; Drama 314 - Excessive peeling paint at the outside of the south door; Classroom 50 - Damaged VCT at the east side of the room; Classroom 51, Classroom 55, Classroom 57, Classroom 66, Classroom 276, Classroom 125, Classroom 91, Classroom 104/105, Classroom 53, Weight Room, Classroom 208, Classroom 209, Classroom 211 - Water damaged ceiling tiles; Classroom 60 - Ceiling tiles falling above teachers desk; Classroom 61 - Hole in the VCT flooring in multiple locations, water damaged ceiling tile; Classroom 62, Classroom 172, Classroom 275, Classroom 278 - 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, Classroom 94, Classroom 170 - VCT flooring has gaps between tiles in various locations throughout the room; Classroom 171 - VCT tile damaged in multiple locations, ceiling tile falling; Classroom 173 - Ceiling tiles falling; Classroom 279 - Damaged wall surface throughout the room, exit door blocked by furniture, couch; Building 70 2nd Floor Corridor - Damaged/falling ceiling at the south end of the corridor; Girls Locker Room - Excessive peeling paint at the ceiling in multiple locations; Main Street Gym - Ceiling tiles missing in multiple locations; Classroom 122 - Wall surface is peeling at the west wall; Classroom 123 - Water damaged ceiling tiles, wall panel peeling in multiple locations; Classroom 124 - Carpet seam is frayed at the center of the room; Classroom 126 - Damaged VCT tiles at the north wall; Classroom 127 - Ceiling tiles water damaged at the east wall; Classroom 133 - Wall covering is peeling in various locations, damaged VCT at the door; Classroom 134 - Multiple damaged desks throughout the room; Classroom 81 - Damaged VCT in multiple locations; Classroom 93 - VCT damaged at west and east walls, water damaged ceiling tiles; Library - Water damaged and missing ceiling tiles; Classroom 107 - VCT flooring has bubbles and blisters throughout, water damaged ceiling tiles; Classroom 108, Classroom 110, Classroom 111, Classroom 112, Classroom 113 - VCT flooring has bubbles and blisters throughout; Classroom 109, Career Center - VCT flooring has bubbles and blisters throughout, cabinet door by the exit door is damaged and falling off |
| Cleanliness | X | | | Classroom 110 - Ants present at door/trash cans at time of inspection |

| | | | | |
|---------------------|---|---|---|---|
| Electrical | | X | | Auditorium - Loose power cord in front of an exit door, trip hazard; Room/Hall 21 - Light switches are missing the knobs; Classroom 22 - GFCI by the center sink, right of the exterior door, does not function; Classroom 23 - Outlet next to out of order sink does not function, no power at time of testing; 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 missing at the north wall; Classroom 63 - Electrical outlet cover plate is missing from the wire mold on the east and south walls; Classroom 64 - Multiple (3) GFCI outlets do not function, do trip when tested; Classroom 66 - North fire extinguisher is out of service date (6/18/24); Classroom 67 - Outlet next to the north door does not function, no power; Classroom 278 - The electrical outlet in the wire mold on the south wall is missing the cover plate; Classroom 123 - Security alarm panel falling off the wall and hanging by wires; Classroom 125 - Electrical outlet missing cover plate on the east wall; Classroom 128 - Broken j box cover plate on the west wall; Classroom 92 - Electrical outlet cover plate is missing from the wire mold on the west wall; Classroom 93, Classroom 100 - East wall wire mold outlet is missing cover plate; New Building 1st Floor Exterior - Exterior GFCI next to the Boys' RR does not have a cover plate and does not function |
| Restrooms/Fountains | X | | | Classroom 23 - Center sink is out of order; Main Street Gym - Multiple drinking fountains on the south wall do not function; Classroom 212 - Sink on the south wall is out of order |
| Safety | | | X | Admin - Fire alarm panel in troubled state, additional and missing devices; Cafeteria Exterior - Excessive peeling paint at the south windows and wall; 1st Floor Dressing - Fire extinguisher is missing from the room; Auditorium Exterior - Excessive peeling paint in multiple locations; Room 35 Metal Shop - Classroom fire extinguisher is out of service date (6/18/24); Classroom 50 - Fire extinguisher is damaged and will not function properly; Classroom 52 - Fire extinguisher does not have the code required service tag; Building 70 2nd Floor Corridor - Excessive peeling paint throughout the corridor; Main Street Gym Exterior - Excessive peeling paint at the south wall by the parking area; 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 |
| Structural | | | X | Admin Exterior - The rain gutter facing the interior courtyard is falling down; Room 40 Dance Room - The fascia and plywood eave above the west door is rotted and damaged; Building 118-122 - 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 ramp 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; Portable Restroom Exterior - The ramp surface is deteriorated; Building 126-128 Exterior - The foundation at room 127 east side is showing signs of rot and deterioration; Building 130-135 Exterior - The foundation at room 134 west side is showing signs of rot and deterioration, ramp transition to asphalt is loose; New Building 1st Floor Exterior - The seismic joint rubber cover is torn and damaged by room 110 and Admin; New Building 2nd Floor Exterior - Expansion joint at the elevator ceiling and wall is damaged |
| External | X | | | Auditorium - Stage east exit door is blocked by storage; Auditorium Exterior - Multiple cracked windows at the west elevation; Building 20 Exterior - Contrasting stripe is faded at the south stairs; Building 30 Exterior - Contrasting stripe is faded at the west stairs, exterior north door of the wood shop is deteriorated; Classroom 275 - North door sticks and must be forced open; Main Street Gym Exterior - Contrasting stripe is faded at the east stairs; Building 90/100 Girl's RR - The exit door hits the jam, must be forced open and closed; Classroom 93 - Exterior door pull is missing screws; Classroom 94 - Exterior door pull is missing a screw; Classroom 103 - The key is stuck in the interior lock cylinder, door pull is missing a screw |

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.

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 | 463 | 449 | 97.0 |
| Female | 246 | 243 | 98.8 |
| Male | 213 | 202 | 94.8 |
| American Indian or Alaska Native | -- | -- | -- |
| Asian | -- | -- | -- |
| Black or African American | -- | -- | -- |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 257 | 248 | 96.5 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 |
| Two or More Races | 22 | 21 | 95.5 |
| White | 162 | 158 | 97.5 |
| English Learners | 93 | 90 | 96.8 |
| Foster Youth | -- | -- | -- |
| Homeless | 46 | 38 | 82.6 |
| Migrant Services | -- | -- | -- |
| Socioeconomically Disadvantaged | 324 | 311 | 96.0 |
| Students with Disabilities | 72 | 67 | 93.1 |

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 Site Safety Plan

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

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, two intervention teachers, one part-time EL intervention teacher, social workers, behavior specialist, 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 educa-tion, adult school enrollment, concurrent enrollment in community college, summer school, coordination of services meetings with Wellness Center staff, and referral to a continuation high school. Understanding that the needs of each student are different, admin-istrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

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

| Dropout and Graduation Rates | | | |
|------------------------------|----------|-------|-------|
| | School | | |
| | 22-23 | 23-24 | 24-25 |
| Dropout Rate (%) | 6.4 | 3.9 | 3.0 |
| Graduation Rate (%) | 89.2 | 95.3 | 97.0 |
| | District | | |
| | 22-23 | 23-24 | 24-25 |
| Dropout Rate (%) | 1.9 | 4.3 | 3.8 |
| Graduation Rate (%) | 87.1 | 93.5 | 95.6 |
| | State | | |
| | 22-23 | 23-24 | 24-25 |
| Dropout Rate (%) | 8.2 | 8.9 | 8.0 |
| Graduation Rate (%) | 86.2 | 86.4 | 87.5 |

Chronic Absenteeism by Student Group

2024-25

| Student Groups | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-------------------------------------|-----------------------|---|---------------------------|--------------------------|
| All Students | 2050 | 2004 | 342 | 17.1 |
| Female | 984 | 970 | 173 | 17.8 |
| Male | 1051 | 1020 | 163 | 16.0 |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 30 | 30 | 2 | 6.7 |
| Black or African American | 32 | 32 | 9 | 28.1 |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 1166 | 1131 | 213 | 18.8 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 89 | 87 | 13 | 14.9 |
| White | 716 | 708 | 104 | 14.7 |
| English Learners | 305 | 288 | 65 | 22.6 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 109 | 97 | 38 | 39.2 |
| Migrant Services | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 1270 | 1240 | 262 | 21.2 |
| Students with Disabilities | 318 | 305 | 94 | 30.8 |

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.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for Ventura 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."

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.

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.

Average Class Size and Class Size Distribution

| Subject | 2022-23 | | | |
|----------------|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | |
| | | 1-22 | 23-32 | 33+ |
| English | 24 | 36 | 20 | 38 |
| Math | 24 | 33 | 20 | 30 |
| Science | 25 | 18 | 14 | 21 |
| Social Science | 25 | 30 | 12 | 25 |
| 2023-24 | | | | |
| English | 23 | 40 | 19 | 35 |
| Math | 23 | 33 | 23 | 26 |
| Science | 23 | 23 | 9 | 24 |
| Social Science | 24 | 27 | 13 | 24 |
| 2024-25 | | | | |
| English | 23 | 38 | 16 | 5 |
| Math | 24 | 32 | 13 | 30 |
| Science | 27 | 15 | 7 | 23 |
| Social Science | 24 | 24 | 15 | 24 |

**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 & Expulsions | | | |
|--------------------------|----------|-------|-------|
| | 22-23 | 23-24 | 24-25 |
| | School | | |
| % Students Suspended | 3.42 | 2.90 | 1.17 |
| % Students Expelled | 0.00 | 0.00 | 0.05 |
| | 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 |

| Suspensions and Expulsions by Student Group | | |
|---|------------------|----------------|
| 2024-25 | | |
| Student Groups | Suspensions Rate | Expulsion Rate |
| All Students | 1.17 | 0.00 |
| Female | 0.71 | 0.00 |
| Male | 1.62 | 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 | 1.80 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 1.12 | 0.00 |
| White | 0.28 | 0.00 |
| English Learners | 1.97 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 2.75 | 0.00 |
| Migrant Services | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.81 | 0.00 |
| Students with Disabilities | 2.83 | 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 Ventura 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, 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
- Leader in Me 7 Habits
- Trauma Informed Practices
- Mandated Trainings (Emergency, Child Abuse)

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.

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.

| 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% |
| 2021 | Cengage: <i>The American Pageant, AP Edition</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% |
| 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% |
| | Science Laboratory Equipment | N/A | 0% |

| Textbooks | | | |
|-------------------------|---|---------------------------------------|--------------------------|
| Adoption Year | Publisher & Series | From Most Recent State Adoption (Y/N) | Pupils Lacking Textbooks |
| 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% |

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.

Advanced Placement

In 2024-25, 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.

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 | |
|---|--------|
| | % |
| 2024-25 Pupils Enrolled in UC/CSU Courses Required for UC/CSU Admission | 98.02% |
| 2023-24 Graduates Who Completed All Courses Required for UC/CSU Admission | 36.36% |

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 (AP) Courses 2024-25 | |
|--|---------------------------|
| | No. of AP Courses Offered |
| Art | 5 |
| Computer Education | 0 |
| English | 6 |
| Foreign Language | 4 |
| Math | 8 |
| Science | 5 |
| Social Science | 13 |
| Totals | 38 |

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 CTE Programs

On Campus Pathway Sequences:

Agricultural Business
CyberSecurity
Construction
Environmental Resource
Food Service and Hospitality
System Diagnostics and Repair
Vehicle Maintenance and Service
Welding and Fabrication

CTE Student Organization:

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

Off-Campus ROP Courses:

- Auto Service
- Computer Repair & Maintenance
- Culinary Arts I, II
- Floral Design
- Honors Robotics
- Landscaping
- 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.

Ventura High School students also have the opportunity to attend other programs at other Ventura Unified School District school sites.

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 2024-25 | |
|---|-------|
| Total Number of Students Participating in CTE Programs | 1098 |
| Percentage of Students Completing a CTE Program and Earning a High School Diploma | 56.3% |
| Percentage of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education | 22.4% |

PROFESSIONAL STAFF

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 & Other Support Staff (Nonteaching Professional Staff) 2024-25 | | |
|--|--------------|-----|
| | No. of Staff | FTE |
| Academic Counselors | 6 | 6.0 |
| Psychologists | 2 | 1.4 |
| School Resource Officer | 1 | 1.0 |
| School Nurse | 1 | 0.3 |
| Campus Supervisors | 8 | 7.0 |
| Health Technician | 1 | 1.0 |
| Speech & Language Pathologists | 2 | 1.4 |
| College & Career Counselor | 1 | 1.0 |
| Campus Security Officers | 5 | 4.5 |
| Wellness Counselor | 1 | 1.0 |
| College & Career Technical | 1 | 1.0 |

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 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 | | | |
| | School Number | | |
| | 21-22 | 22-23 | 23-24 |
| Permits and Waivers | 1.0 | 1.0 | 1.8 |
| Misassignments | 1.2 | 3.4 | 2.5 |
| Vacant Positions | 0.0 | 0.0 | 0.0 |
| Total Teachers Without Credentials and Misassignments | 2.2 | 4.4 | 4.3 |

| 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 | 1.1 | 1.3 | 1.1 |
| Local Assignment Options | 9.0 | 9.6 | 8.2 |
| Total Out-of-Field Teachers | 10.2 | 11.0 | 9.3 |

| 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 # | 57.5 | 0.0 | 4.3 | 9.3 | 12.2 | 83.4 |
| School % | 68.98 | 0.0 | 5.15 | 11.22 | 14.64 | 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 # | 66.9 | 0.0 | 4.4 | 11.0 | 6.8 | 89.2 |
| School % | 75.0 | 0.0 | 4.94 | 12.36 | 7.68 | 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 # | 69.8 | 0.2 | 2.2 | 10.2 | 7.9 | 90.4 |
| School % | 77.19 | 0.22 | 2.43 | 11.36 | 8.79 | 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 |
| <p><i>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.</i></p> | | | | | | |

| 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) | 1.1 | 4.8 | 2.4 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 1.2 | 0.8 | 4.0 |
| <i>Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.</i> | | | |

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% |
| <i>For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.</i> | | |

| Expenditures Per Pupil and School Site Teacher Salaries | | | | | |
|---|---------------------------|----------|------------------------|-----------|------------------------|
| 2023-24 | | | | | |
| | Dollars Spent per Student | | | | |
| | School | District | % Diff. School & Dist. | State | % Diff. School & State |
| Total** | \$9,211 | N/A | N/A | N/A | N/A |
| Restricted | \$2,704 | N/A | N/A | N/A | N/A |
| Unrestricted | \$6,507 | \$6,125 | 106.2% | \$11,146 | 58.4% |
| Avg Teacher Salary | \$92,262 | \$92,704 | 99.5% | \$103,743 | 88.9% |
| <i>Note: Cells with N/A values do not require data.</i> | | | | | |

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

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 2025.