Ventura Unified School District

School Plan for Student Achievement



Buena High School

56 72652 5630793

Contact Information:
Audrey Asplund, Ed.D., Principal
audrey.asplund@venturausd.org
5670 Telegraph Road
Ventura, CA 93003
(805) 289-1826

Ventura Unified SCHOOL DISTRICT

Fiscal Year 2026-2027

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Buena High School — School Plan for Student Achievement Fiscal Year 2026-2027

The School Plan for Student Achievement 1
School Site Council Membership 2
English Learner Advisory Council Membership 3
Recommendations and Assurances 4
District information 5
- District Profile 5
- District Promise 5
- District Pillars 5
- District Vision 6
- District Mission 6
- District Governing Principles 6

School Information 7
- School Vision 7
- School Mission 7
- Student Enrollment by Ethnicity – 2024-2025 8
- Student Enrollment by Grade – 2024-2025 8
- Student Enrollment by Student Group – 2024-2025 9
- Comprehensive Needs Assessment 9
- Bully Prevention, Violence Prevention, and Substance Abuse Curricula 10

School Plan for Student Achievement 11
Budget 31
2026-2027 Centralized Support for Planned Improvements in Student Performance 32
- VUSD - Program Support Goals 32

References 34
- CAASPP – Grade 11 English Language Arts/Literacy & Mathematics 2024-2025 34
- Professional Development Plan 35
- School Accountability Report Card 36
- School Site Council Bylaws 53

The School Plan for Student Achievement

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

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

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

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

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

Dr. Audrey Asplund, Ed.D., Principal
Buena High School
5670 Telegraph Road
Ventura, CA 93003
(805) 289-1826
audrey.asplund@venturausd.org

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

School Site Council Membership

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2025-2026 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Other or Classified Staff	Parent or Community Member	Student
Dr. Audrey Asplund	X				
Noemi Cruz			X		
Heather Arrambide		X			
Marcia Amegadzie		X			
Antoinette Perez		X			
Michael Easter				X	
Stephen Cavola				X	
Stacy Vera				X	
Grace Hespenbeide					X
Chloe Morgan					X
Number of members in each category	1	3	1	3	2

English Learner Advisory Council Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parent or Community Member	Student
Dr. Audrey Asplund	X				
Derek Rusk		X			
Melynda Atkins		X			
Antoinette Perez		X			
Candice Hernandez		X			
Rafael Alvarado				X	
Ana Castillo				X	
Sarai Plondez				X	
Luz Davy Gomez				X	
Number of members in each category	1	4		4	

Recommendations and Assurances

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

1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

Steering Committee

Parent Teacher Student Organization

Signature of Authorized Representative

4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5) This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6) This SPSA was adopted by the SSC at a public meeting on: Jan 12, 2026

Attested:

Dr. Audrey Asplund, Principal — Date: Jan 12, 2026

SSC Chairperson — Date: JAN 13, 2026

District information

District Profile

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

During the 2024-2025 school year, Ventura Unified School District served 14.379 students in grades TK-12 including 15.2% students with disabilities, 13.4 English learners, 58.8% socioeconomically disadvantaged, 0.1% migrant education, 3.5% homeless, and 0.2% identified as foster youth.

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District Vision

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

District Mission

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

District Governing Principles

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

School Information

During the 2024-2025 school year, Buena High School served 1,585 students in grades 9-12. Student enrollment included 18.2% Students with Disabilities, 9.3% English learners, 60.3% socioeconomically disadvantaged, 0.1% migrant, 3.2% homeless, and 0.3% foster youth.

The Buena High School program provides students with the necessary skills and knowledge to become academic achievers, productive citizens and technologically proficient in order to be prepared for postsecondary education and careers. Buena has a broad range of quality academic choices designed to offer a rigorous standards-based education at all grade levels. Buena is especially unique in that it has insisted upon high academic achievement in the core areas while continuing to maintain an excellent elective and career technical education program.

Buena High School students reflect the diversity found in the community of Ventura. Student demographics show a wide range of socio-economic, educational and cultural backgrounds. A steady increase in the Hispanic/Latino population is evident while other minority populations have remained relatively stable.

School Vision

The Buena High School community empowers all students to achieve their full potential in a safe and academically-engaging environment. We inspire our students to be responsible and productive citizens in an evolving global society.

School Mission

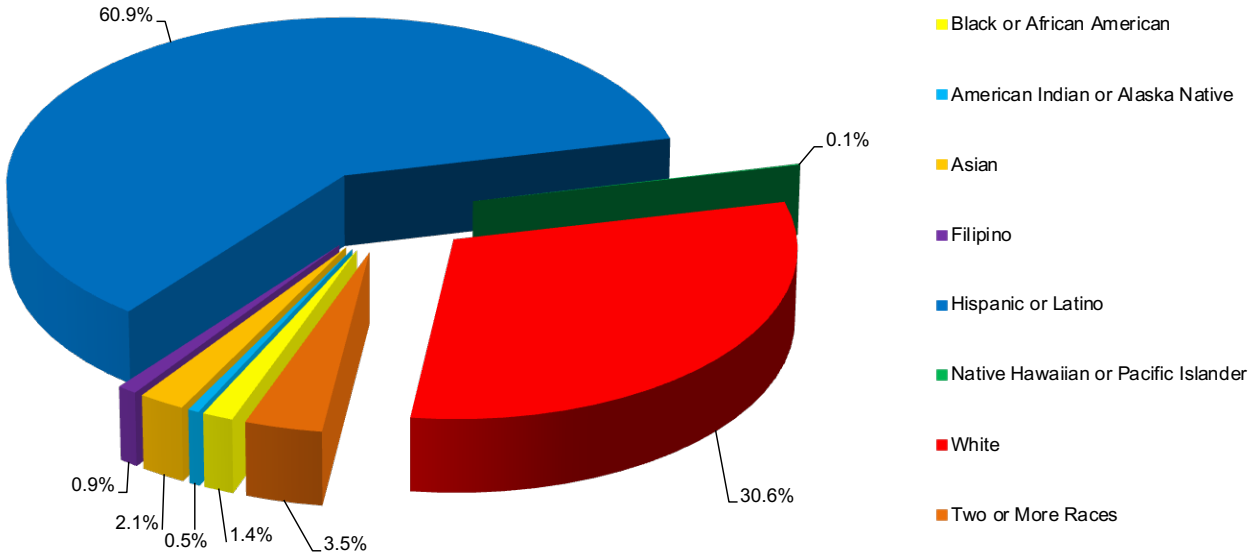
The Buena High School community will realize its vision through its commitment to:

- Motivate learning through a challenging and engaging curriculum
- Stimulate intellectual curiosity and life-long learning
- Foster responsibility and personal growth
- Guide all students to successfully pursue their career paths
- Inspire creativity and artistic expression
- Establish a climate of respect for the unique qualities and diverse backgrounds of all students

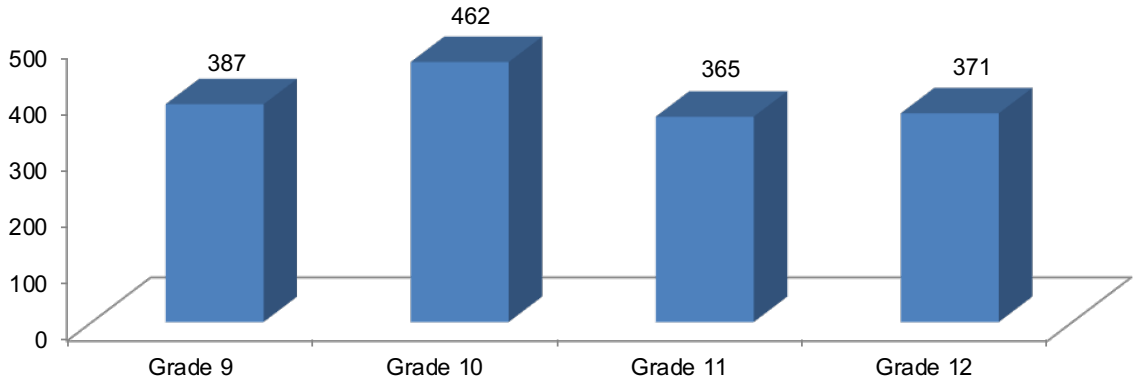
BHS expected Student Learning Outcomes

Our Students will be:
Beneficial to the community
Understanding and respectful of diversity
Life-long learners
Leaders in their fields
Decision-makers who display integrity
Occupation and technology-oriented
Guided by critical thinking
Skilled communicators

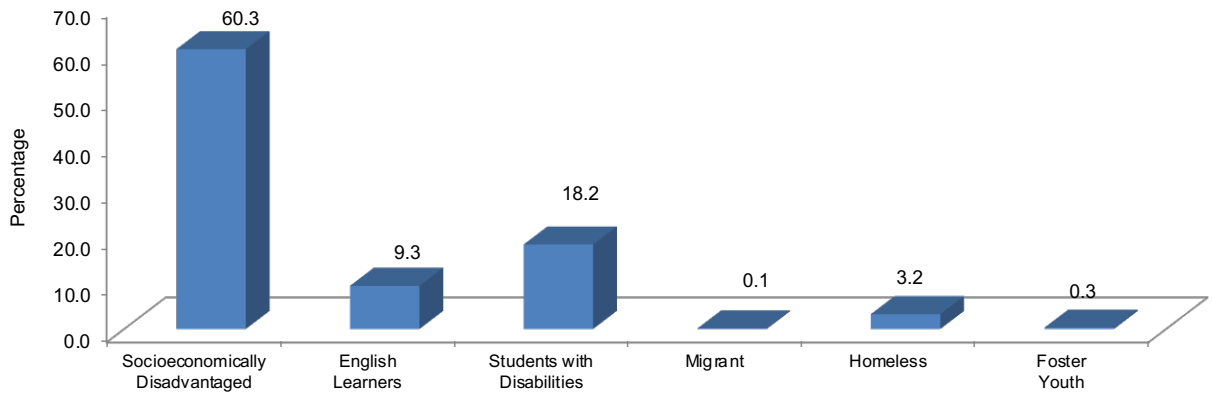
Student Enrollment by Ethnicity – 2024-2025



Student Enrollment by Grade – 2024-2025



Student Enrollment by Student Group – 2024-2025



Comprehensive Needs Assessment

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

- ✓ Analysis of Student Performance Data:
  - ELPAC Reports
  - District Assessments
  - Teacher Feedback
  - ELAC Meetings Input
  - SSC Input
  - LCAP
  - CAASPP Assessments
  - Grades
  - AP Scores
  - College Entrance
- ✓ California Healthy Kids Survey

Conclusions from the needs assessment survey were used to identify SPSA goals and program support goals.

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

Buena High School's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. Buena High School follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying suspension and expulsion, student expression, and the rights and responsibilities of students. School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. Buena High School's staff have adopted site-based goals to build a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning.

Buena High School has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- AlaTeen Support Group
- College and Career Classes
- Drug Prevention/Tobacco Prevention Classes
- Ethnic Studies (with History-Social Science Curriculum)
- Health Education Classes (with Health Curriculum)
- Restorative Justice
- Staff Training on Bully Prevention
- Digital Citizenship (Common Sense Accredited School)
- Wellness Center with Wellness Counselor (including Parent Education Seminars, Therapy Dogs, Mental Health Services)

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Buena High School	56726525630793	January 12, 2026	

Plan Description

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

The purpose of the School Plan is to:

- School-wide support for student achievement with quality instruction and PLC/RTI practices
- School-wide student connections to school and targeted support of students with specific SEL needs and behavioral intervention support
- Support parent involvement by increasing attendance at ELAC, college center events, booster organizations, and parent education classes on college readiness and parenting
- Targeted support for struggling learners, IXL, RTI, support classes, tutoring, and co-teaching

Buena High School's SPSA was developed through a collaborative effort involving staff, students, and parents. It includes strategies to address recommendations from our WASC visiting team as well as strategies to address targeted areas of the Dashboard. It addresses the academic and social-emotional needs of all student groups, including English learners, socioeconomically disadvantaged students, students with disabilities, and foster youth. The goals of the SPSA are directly aligned with the district's LCAP goals.

Buena has developed this plan by aligning with the LCAP Goals established by the district. All actions and services listed in this plan are in addition to other services provided by the district through LCAP or federal program funding. In an integrated approach, the school leadership team works directly with the district's staff that oversees the implementation of all LCAP and federal programs. This ensures that our school's work supports the district's vision and goals.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
Leadership Team and school staff: the school leadership team meets monthly and provides regular feedback on school goals and initiatives.	Nov 18, 2025
Admin Team: the admin team meets two or three times a month and discusses progress on school goals and school and district lead initiatives.	Nov 4, 2025, Dec 2, 2025
School Site Council: the school site council meets six times a year. The school site council discusses data, and ways of allocating resources to best support Buena's goals, the school district's goals, and initiatives.	Nov 10, 2025, Jan 12, 2026
ELAC: meets four times a year and gives input into school and district-led initiatives. Parents complete surveys and provide input at ELAC meetings on the school goals and district goals.	Nov 18, 2025
PTO: PTO meets quarterly and reviews school data and survey feedback. PTO provides feedback as needed on school initiatives.	Nov 24, 2025

Comprehensive Needs Assessment

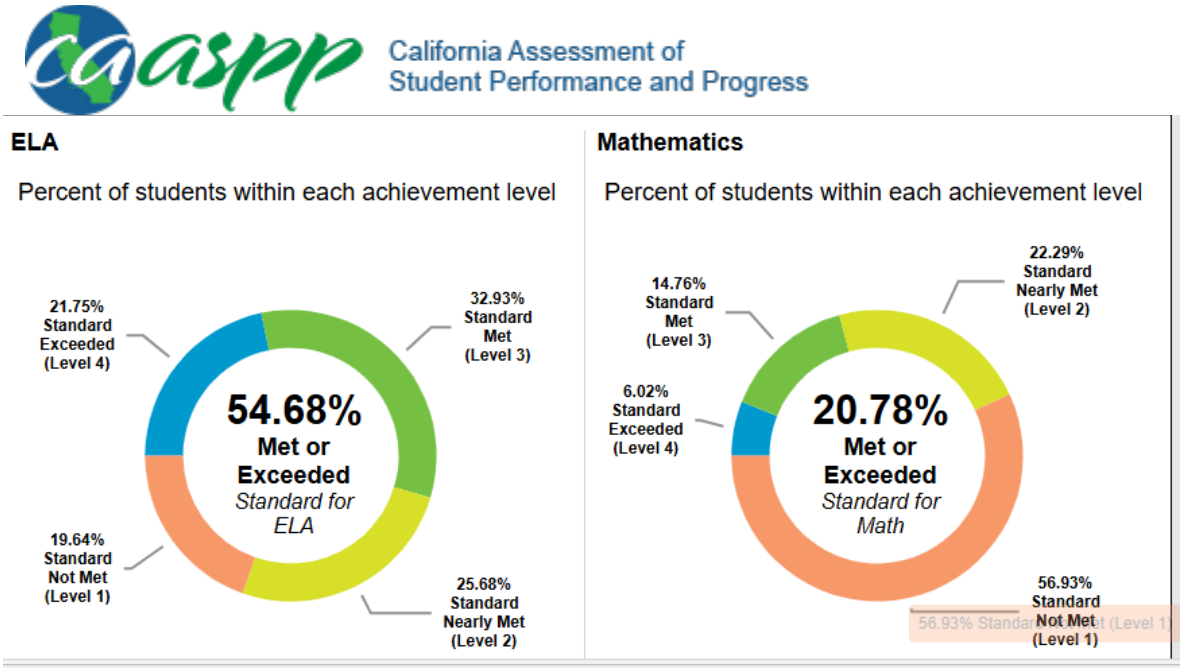
Identify and describe any areas that need significant improvement based on a review of the Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Currently, Buena has Tier 1 intervention, which is in-class support for students who are struggling. Buena also provides tutoring that is open to any student three times a week. Buena also provides co-taught English classes that support both struggling learners and special needs students. Buena has a wellness center that actively provides monthly wellness activities and is also open during the day for drop-in visits. The wellness center also conducts small group therapy sessions as needed.

Stakeholders are actively involved in the development and implementation of our annual evaluation of our school plan. Title 1 funds in our school-wide program are evaluated through quarterly school site council meetings and administration. Parents, teachers, and students are additionally involved each year in the development, implementation, and evaluation of the plans to ensure academic achievement. English language learners' feedback is given through Buena's ELAC meetings and the district's quarterly DELAC meetings. The district provides funding to support Buena with multiple initiatives. The district funds our Bulldog of the Month luncheon that celebrates students who have demonstrated outstanding achievement or outstanding character. It also funds Minga.

The leadership team analyzes data and provides feedback for the school's needs assessment. This team includes a department chair for each department, the athletic director, the librarian, and the administrative team. Other stakeholder groups include the PTO, School Site Council, and ELAC.

For Buena's SBAC test results for 2025, 54.68% of students met or exceeded the state standards for English/ELA. In 2024, 53.69% of students met or exceeded the state standard in English, which is an increase of 1% from 2024. In math for 2025, 20.78% of students met or exceeded the state standard. In 2024, 22.94% of students met or exceeded the standards, which is a decrease of 2%.



DATA SOURCE REVIEWED FOR ELA: 2025 Smarter Balanced Assessments of English Language Arts

In English Language Arts, our state testing scores increased by 1% in 2025. The percentage of students who met or exceeded standards was 56.1% in 2023, 53.69% in 2024, and 54.68% in 2025. This was a 1% increase in the number of students who are proficient. Our ELA scores are above the state average. The state average for 11th-grade students in ELA is 48.82% for 2025. English language arts teachers held many review sessions for 11th-grade students who would be taking the state assessments, which may have contributed to the increase.

ELA 2024 Standard Met or Exceeded	ELA 2025 Standard Met or Exceeded	CHANGE
53.69%	54.68%	1% increase

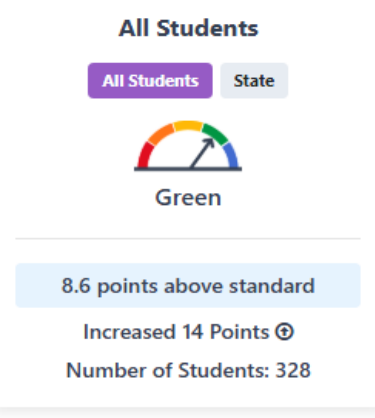
DATA SOURCE REVIEWED FOR MATH: 2025 Smarter Balanced Assessments of Math

The majority of students at Buena High School have not met standard proficiency levels in math. Our math proficiency levels decreased 2% in 2025. Our math teachers had a math coach for the 24-25 school year. They discussed data from common assessments and possible strategies for intervention. The math department also conducted CAASPP mini-test reviews. The state testing reviews took place primarily in Math 2 classes. The State average for 11th-grade students proficient on the SBAC math testing is 37.3%. Buena is below the state average for proficiency levels in math.

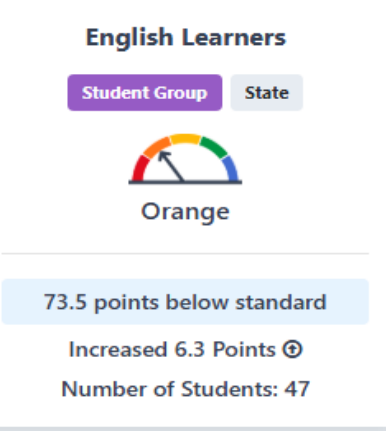
MATH 2024 Standard Met or Exceeded	MATH 2025 Standard Met or Exceeded	CHANGE
22.94%	20.78%	2% decrease

DATA SOURCE FOR English Language Arts: 2025 Dashboard/SBAC

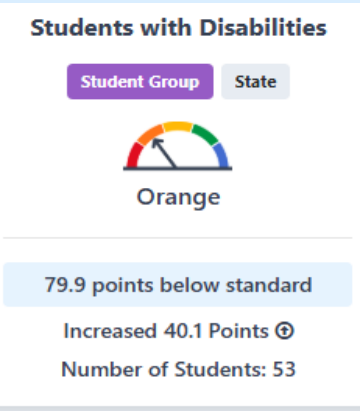
All students, ELA (INCREASE)
In 2024 our ELA dashboard was in the orange with 53.69 % met or exceeded, due to a 2.5% point decline. In 2025 it moved to the green with 54.68% met or exceeded, due to 1% percentage point increase.



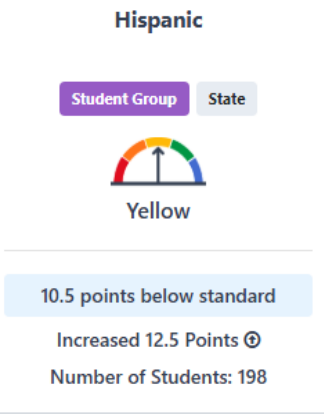
English Learners in ELA: (INCREASE)
In 2025, 8.7% of EL students were proficient in ELA, and it was 4.7% in 2024. That is a 4% increase. In 2024 our English learner ELA dashboard was in the red. It increased to orange in 2025.



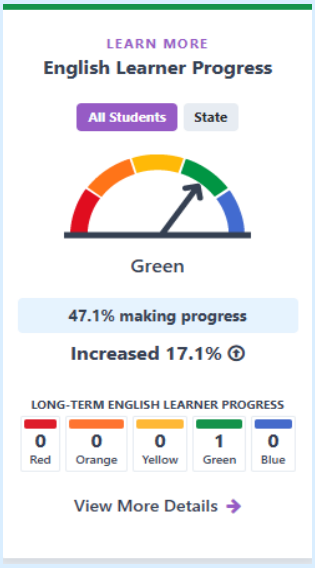
SWD in ELA: (INCREASE)
In 2025 our students with disabilities went from red to orange. The percentage of SWD students proficient in ELA was 25.53. In 2024 the number of SWD proficient in ELA was 12.9%.



Hispanic Students in ELA: (increase)
Our Hispanic students are in the yellow for 2025. The percentage of Hispanic students proficient in ELA was 48.51% for 2025. In 2024, 46.83% Hispanic students met or exceeded standards. This is a 2% increase.



ENGLISH LEARNER PROGRESS
Our English Learner Progress indicator was in the Red on the dashboard for 2024, with 30% of students making progress. In 2025, our English Learner Progress indicator increased to the Green with 47.1 students making progress. This is a 17% increase.



FINDINGS
The state data shows that we have continued to perform above the state average for our English language arts assessments. Even with the slight decline in 2024, we are still several points above the state average for English language arts. Although this is not an area of great need, with a huge deficit, we still have over half of our population that is not proficient.

INTERPRETATION OF THE FINDINGS/DATA
The data shows that over 40% of students at Buena are not proficient in English language arts. There is an achievement gap between English learners and students with disabilities and all students. There is a small achievement gap between all students (54%) and Hispanic students (48%)in English language arts. About half of our Hispanic students are not proficient.

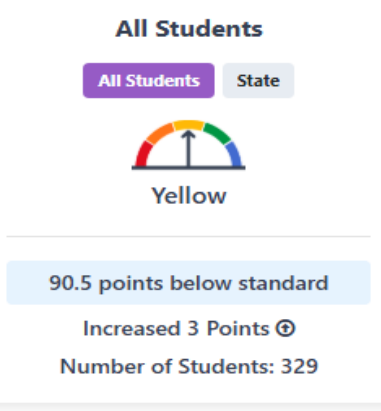
NEED BASED ON FINDING

There is a need to increase the proficiency levels for over 40% of students at Buena in English language arts. This can be achieved by offering additional tutoring targeting all students who are not proficient, including EL students, SWD, and Hispanic students, offering mandatory tutoring, and offering in-class intervention for students who have not mastered the standards. There is a need to decrease the achievement gap between all students and Hispanic students. There is a need to increase proficiency levels with our students with disabilities and EL students. Less than 15% of students with disabilities were proficient, and about 8-9% for EL students. This can be accomplished by increasing intervention, increasing support classes, and re-teaching essential standards in core classes. Another option is to increase paraeducator support and support classes.

DATA SOURCE REVIEWED FOR MATH: 2025 Dashboard/SBAC

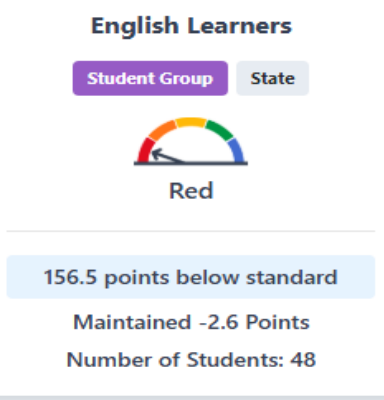
All Students, Math (DECREASED)

In math for 2025, 20.78% of students met or exceeded the state standard. In 2024, 22.94% of students met or exceeded the standards, which is a decrease of 2%. The dashboard indicator for Math remained at yellow from 2024 to 2025. This is because our proficiency levels only decreased by about 1%. The State average for 11th-grade students in math is 37.3%. Buena is below the state average for proficiency levels in math by about 16.5%.

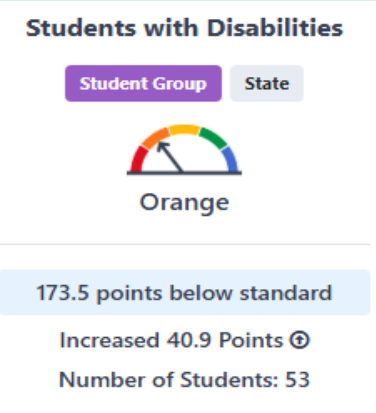


English Learners/Math:

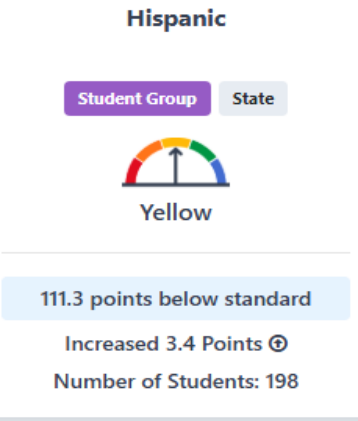
Our English learners declined from orange to red for math for 2025 for math. The percentage of students proficient in math for our English learners was 4.76% in 2024. In 2025, 0% of students in EL were proficient.



SWD/MATH
In Math, our students with disabilities were in the red for 2024 and moved to the orange for 2025. The percentage of SWD students proficient in 2024 was 1.67% for math, and in 2025 it is 4.26%. That is a 2.6% increase.



Hispanic Students/MATH
Hispanic students in math had 16.18% proficiency levels in 2024 and 14.28% in 2025. Our dashboard remained at yellow from 2024 to 2025.

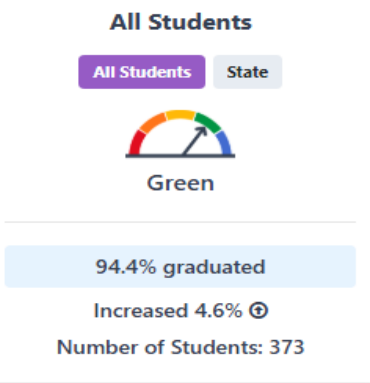


FINDINGS
The math data shows that we consistently underperform with huge deficits. Even though we had a slight increase from 2023 to 2024, we went down in 2025. The movement is minimal, and scores are at a plateau. Over 75% of our students have not met or exceeded standards for math.

INTERPRETATION OF THE FINDINGS/DATA
In math, the slight decrease from 2024 to 2025 suggests that our students are more or less stagnant and showed no growth or a decline. The department spent PLC time discussing data and common assessment results, but stated that they spent less time reviewing for the CAASPP.

NEED, BASED ON FINDING
Based on the state testing data, much work is needed to improve the proficiency levels of students at Buena in math. Additional time resources, instruction, and intervention will be needed to increase our current proficiency levels. One option to increase proficiency levels is to create mandatory math tutorials during lunch or after school, where students are required to receive additional instruction and additional assessments on standards they have not mastered. Math teachers have experimented with this approach.

DATA SOURCE REVIEWED FOR Graduation Rates & College and Career Readiness-Dashboard



FINDINGS
94.4% of students graduated in 2025. Our graduation rate was 89.8% in 2024. This is a 4.6 % increase.

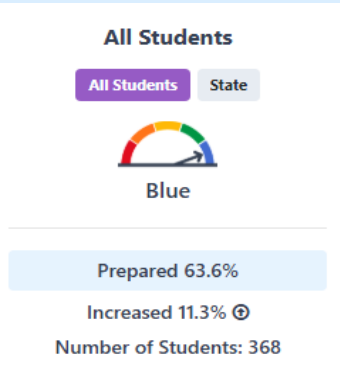
INTERPRETATION OF THE FINDINGS/DATA
Our graduation rate increased by 4.6% from 2024 to 2025. Our graduation rate also increased from 2023 to 2024.

NEED BASED ON FINDING

There is a need to continue to increase our graduation rate by offering intervention opportunities and opportunities to make up failed classes through summer school, Edgenuity, or through attendance at Pacific High School.

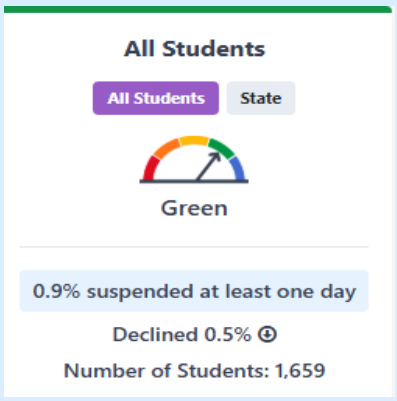
COLLEGE AND CAREER INDICATOR

For 2025, 63.6% of students were prepared for college. The college and career indicator was in the blue for 2025.



DATA SOURCE REVIEWED for Suspension Rates & behavior referrals: Dashboard and Q

FINDINGS
In 2025, 0.9% of students were suspended for at least one day. For the State, 2.9% were suspended for at least one day. In 2024, our percentage of students suspended was 1.4%



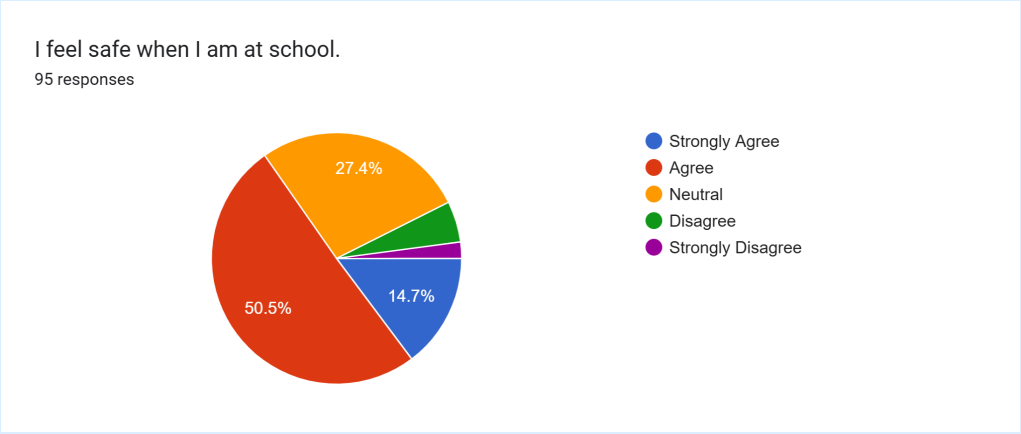
INTERPRETATION OF THE FINDINGS/DATA
Because our suspension rate went down slightly from 2024 (1.4%) to 2025 (.9%), our dashboard remained in the green.

NEED BASED ON FINDING
There is a need to maintain our low suspension rate of 0.9%, which is well below the state average of 3.2%.

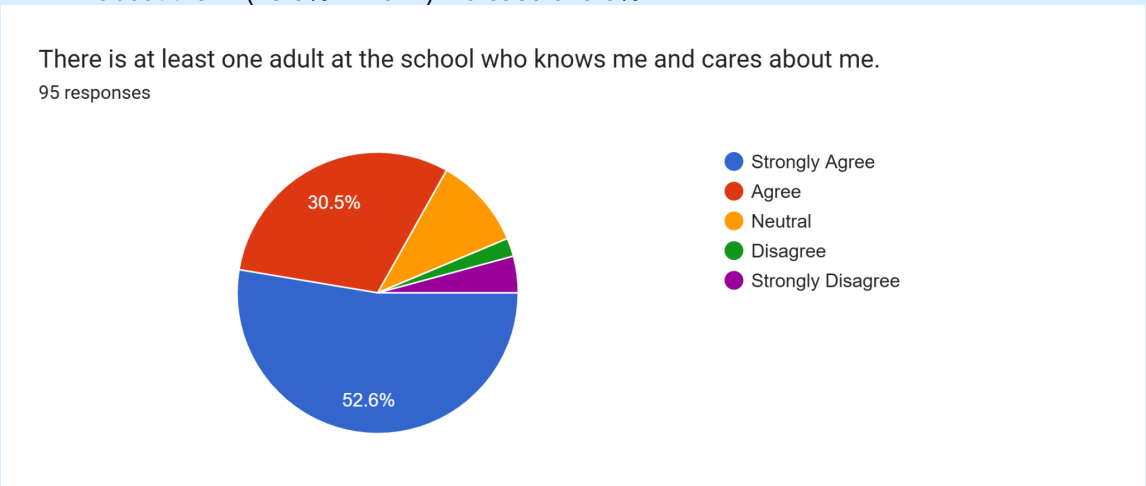
DATA SOURCE REVIEWED for School CULTURE: Student Survey DATA

FINDINGS
A sample of students was given a survey that mirrors questions from our WASC 2021 survey. In this new winter 2025 survey, the following results were highlighted:

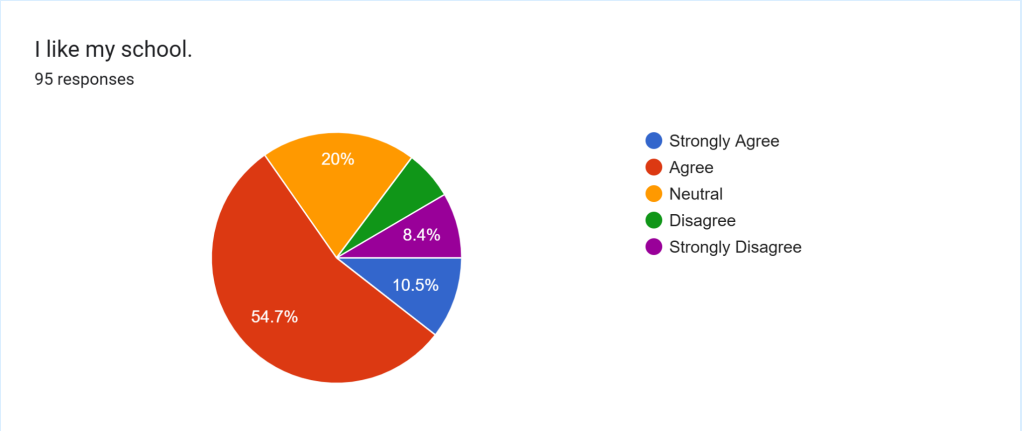
In 2025, 65.2% of students stated that they felt safe at school. (49.4% in 2021)-increase of 15.8%.



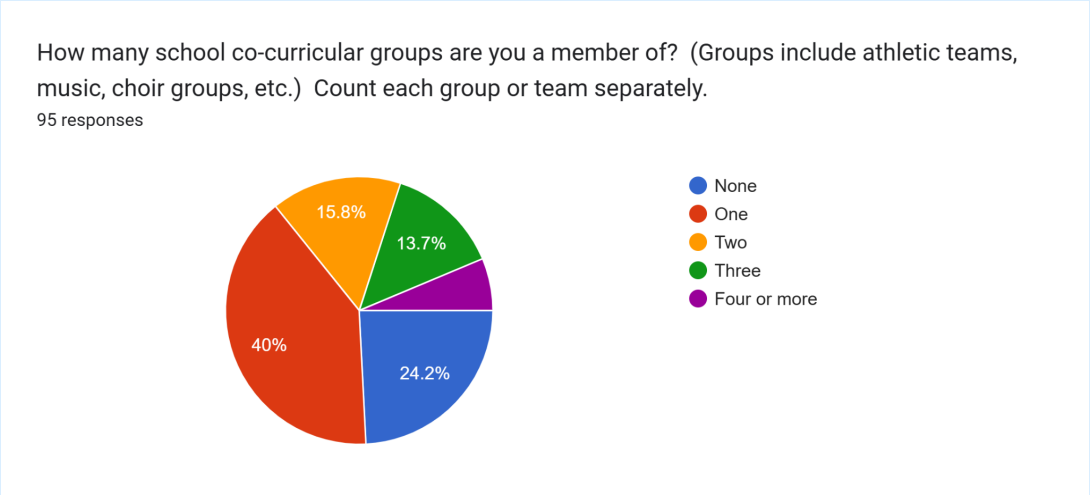
In 2025, 83.1 % of students said that they had at least one adult on campus who knew them and cared about them. (73.3% in 2021)-increase of 9.8%.



In 2025, 65.2% stated that they liked their school. (50% in 2021)- an increase of 15.2%.



24% of students stated that they are involved in no extracurricular activities (sports, clubs, etc). (43% none in 2021) This is an increase of 19%.



INTERPRETATION OF THE FINDINGS/DATA
Overall, our student culture data shows an increase in student engagement and a positive school culture. Student perceptions about safety, school involvement, and safety have increased.

NEED BASED ON FINDING
Buena needs to find additional ways to increase positive school culture, safety, and student involvement in school activities.

DATA SOURCE REVIEWED: D &F Rates

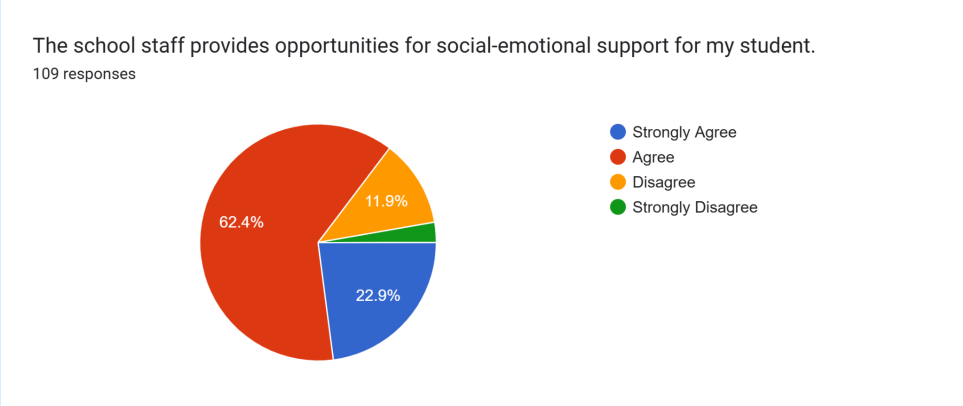
FINDINGS
- 16.8% in Spring 2025- a 1.7% decrease from Spring 2024
- 18.5% Ds & Fs in Spring '24. .4% decrease
- 18.9% Ds and Fs in spring '23, 1% increase
- 17.8% Ds and Fs in spring '22

INTERPRETATION OF THE FINDINGS/DATA
We had a decrease in our D/F rates during the spring of 2025. The decrease was about 2%, but. 16.8% D/F rate is still relatively high.

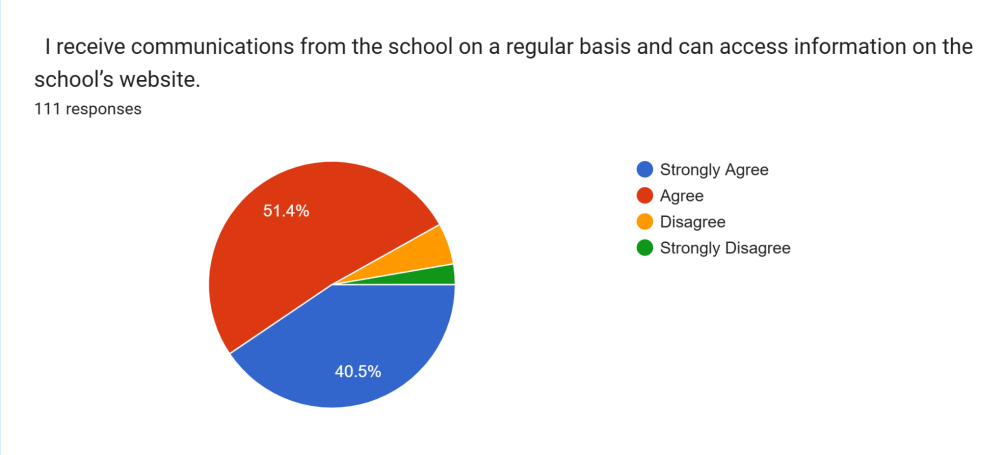
NEED BASED ON FINDING
There is a need to decrease the D/F rate. Teachers and students can use strategies like regular grade checks, flexible, late work policies, incentives for improvement, like the Renaissance program, and parent involvement.

DATA SOURCE REVIEWED: Parent Survey Results

INTERPRETATION OF THE FINDINGS/DATA:

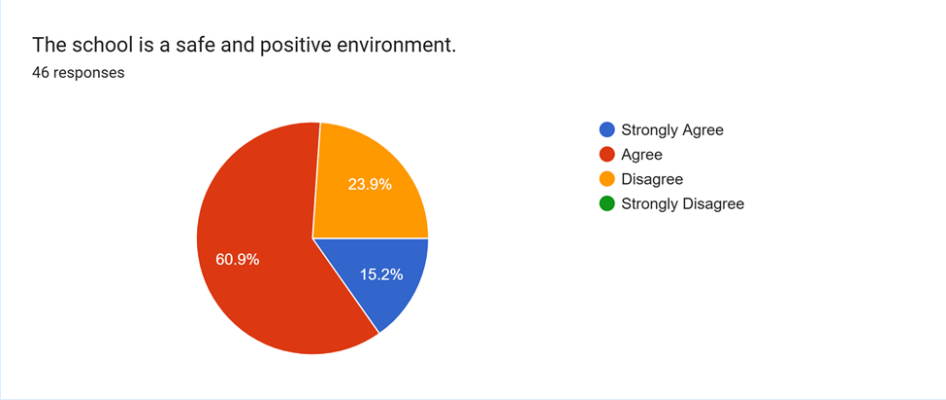


92% of parents feel that they receive regular communication about school events through the website, parent newsletters or the website.



Our monthly school newsletter receives approximately 800 to 1000 views a month. This newsletter highlights upcoming events and contains photographs of daily activities as well as special activities like school dances.

76.1% feel the school is a safe and positive environment.



NEED BASED ON FINDING
Parent involvement in athletics and athletic boosters is high. Parent involvement in parent seminars is minimal. Other opportunities for involvement include the English Learner Advisory Committee (ELAC), PTO, and school site council. Most parents feel welcomed at school, and most parents feel that the amount of information available through newsletters or on our website allows people to be well-informed of events. Some parents feel the school is not safe. The plans to secure the campus with a fence will support campus safety.

Resource Inequities

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

N/A

Goals, Strategies/Activities, and Expenditures

Goal 1:

Increase Student Achievement – Increase Student Achievement while decreasing achievement gaps by providing targeted intervention for struggling learners to prepare students for college and/or career readiness.

Identified Need:

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

There is a need to increase student proficiency levels in English Language Arts and Math. There is a need to increase proficiency levels for EL students. There is a need to close the achievement gap with all students, EL students, SWD students, and Hispanic students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Assessments	**Goal: (not met)**-The percentage of students scoring "Exceeded" or "Standard Met" in ELA Reading and Listening standards will increase by 3% as measured by the SBAC in May 2027. The percentage of students scoring "Exceeded" or "Standard Met" in Math standards will increase by 2% as measured by the SBAC in 2027. In 2025, ELA is 54.68 1% growth In 2025, Math is 20,78 2% decline	2%-3% Growth in Met or Exceeding (score of 3 or 4)
Graduation rates	**Goal (was met)**: The graduation rate will increase by 2% by 2027. 94.4% of students graduated in 2025. Our graduation rate was 89.8% in 2024. This is a 4.6 % increase.	2% growth in Graduation rate Goal met for 2025
D/F rates	**Goal (was met)**- 16.8% Ds & Fs in Spring '25. This is a 1.7% decrease	2% decrease in D/F rates

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.	Tutoring/Intervention- before, after school, and lunch, HW club (with an RTI focus)	all students EL students, SWD, Hispanic students	$25,000	Supplemental / LCAP
2.	Part-time para-educator support for EL students	EL students	$46,000	Title 1
3.	Teacher collaboration/coaching for RTI and PLC practices and intervention (cfas/data analysis)	all students EL students, SWD, Hispanic students	$25,000	Supplemental / LCAP / Title 1
4.	Intervention teacher/counselor hours for RTI	All math students EL math students, math SWD, Hispanic math students	$60,000	Title 1
5.	IXL- learning platform offering practice and assessment in math and language arts. It adapts to each student's learning level, providing targeted skills and real-time feedback.	all students EL students, SWD, Hispanic students	District	District
6.	Teacher training for RTI	all students EL students, SWD, Hispanic students	$5,000	Supplemental / LCAP
7.	EL teacher monitoring periods	EL students	$70,000	District Multilingual Funds
8.	Support classes (intervention math classes, focus on essential standards, focus on ELD standards)	All students not proficient EL students, SWD, Hispanic students	$85,000	District LCAP staffing, LCAP
9.	PLC Guiding Coalition- team of trained teachers implementing PLC practices in their classes & Dept.	all students	no cost	N/A

ANNUAL REVIEW

SPSA Year Reviewed: 2025-2026
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be deleted.

Goal Analysis: #1

An analysis of how this goal was carried out in the previous year.
Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We continue to allocate resources to improving math and ELA scores with limited success. We have paid for tutoring, math collaboration, and mandatory math tutoring. Our scores are basically the same for our gen ed students from 2024 to 2025. Our SPED students and our EL students showed a slight increase from 2024 to 2025.

For Buena's SBAC test results for 2025, 54.68% of students met or exceeded the state standards for English/ELA. In 2024, 53.69% of students met or exceeded the state standard in English, which is an increase of 1% from 2024. In math for 2025, 20.78% of students met or exceeded the state standard. In 2024, 22.94% of students met or exceeded the standards, which is a decrease of 2%.

We met our goals to increase the graduation rate and decrease the D/F rate.

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

The amount of money allotted for mandatory tutoring was less than expected. It was challenging to organize the tutoring sessions, so the department did not complete them often.

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

The goals, annual outcomes, and metrics will remain the same. Changes include adding an additional math intervention teacher/support classes.

Goal 2:

Student Connections to School -Increase Student Connections to School by providing a positive school culture that supports students' personal and academic growth.

Identified Need:

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

There is a need to increase student participation and create a more positive school culture.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
student survey results on school culture and safety	Data on culture survey results: 49.% in 2021, 65.2% in Dec. 2025~I feel safe at school. 73.3% in 2021, 83.1% in Dec. 2025. There is at least one adult on campus I trust. 50% in 2021, 65.2% in Dec. 2025. I like my school. 43% in 2021, 24% in Dec 2025~I am involved in NO activities, athletics or clubs at school	improvement of 2% for each key question Goal Met in 2025
Suspension rates	In 2025, our suspension rate was .9%. In 2024, it was 1.4%. For the State, 3.2% were suspended for at least one day.	Maintain a low suspension rate Goal Met for 2025
Student survey results on student participation	58.5% of students stated that they are involved in no extracurricular activities (sports, clubs, etc). (43% none in 2021) increase of 15.5%	Increase the percentage of students involved by 2%.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.	Support multi-tiered systems of support (MTSS) and document interventions with/ admin/counselor monitoring, and SST documentation	all EL students, SWD, Hispanic students	none	N/A
2.	Renaissance Rally-academic recognition	all EL students, SWD, Hispanic students	$600	asb/site funds
3.	Bulldog of the Month- Character recognition	all EL students, SWD, Hispanic students	$7,000	district LCAP

4.	Capturing Kids' Hearts-PD-relationship building, positive school culture program	all EL students, SWD, Hispanic students	$6,000 renewal	district LCAP Site LCAP
5.	Counseling support for EL students	EL students, SWD, Hispanic students	$27,000 $24,000	Title 1
6.	ASB monthly school spirit activities: dances, LTAs, games,	All students/families EL students, SWD, Hispanic students	$3,000	ASB funds
7.	Minga- for the most part, teachers are using manga to allow students to use the restroom, and we have used minga to monitor attendance at dances.	all students EL students, SWD, Hispanic students	$10,000	district LCAP funds
8.	Advertise to increase the percentage of students involved in a club, athletic team, or extracurricular activity. Promote teams at frosh events and on Buena Today.	all students EL students, SWD, Hispanic students	none	N/A
9.	E-sports- explore the creation of an E-sports club so students can connect over competitive gaming to build community and teamwork.	all students EL students, SWD, Hispanic students	$10,000	district LCAP funds

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-2026
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal Analysis: #2

An analysis of how this goal was carried out in the previous year.
Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Student survey results showed an increase in student participation. Results showed that 58% of students are involved in an activity at Buena, compared to 43% a few years ago. The wellness center continues to provide mental health services for students. Academic counselors and the wellness counselor make referrals for additional services as needed. Administration continues to use restorative and educational practices to address student behavior. Most teachers at Buena were trained in Capturing Kids' Hearts. This program brought increased focus on relationships between students and teachers. The Bulldog of the Month luncheon has been a positive school culture initiative. Students receive lunch, a certificate, and a Buena B sticker to celebrate their achievement. The monthly Bulldog of the Month luncheon has been a positive addition to improving school culture at Buena.

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

Goals and budget expenditures will remain the same with the addition of a Capturing Kids' Hearts review to support positive school culture.

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

Metrics used will not change: WASC surveys, student participation rates in clubs and athletics and extracurriculars.

Goal 3:

Family Involvement - Increase family/parent Involvement to increase student success and college and/or career readiness.

Identified Need:

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

There is a need to increase parent involvement in PTO, ELAC, and college and career center events. Parent participation with athletics and athletic and music boosters is high. There is a need to increase parents' perception of school safety

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey (WASC updated) spring 2025	• 61% of parents feel they are partners in their child's education. (part of boosters, ELAC, PTO, etc). • 90% of parents feel that they receive regular communication about school events through the website, parent newsletters or the website.	Improve parent involvement in school meetings/activities planning/extracurriculars, PTO, etc. Increase in the survey data by 5%. Improve parent safety using annual parent survey
Parent Project parent education seminar- Fall 2025	• We had about 3-4 parents attend the parenting classes.	Focus on college readiness seminars which have 20-50 parents

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.	Continue to keep the school website up to date and easily navigable. Continue to publish morning video announcements, Buena Today, and the Buena Update for the school and community.	All students/families: EL students, SWD, Hispanic students	$3,500 website update	Site funds
2.	Maintain a social media presence and bi-monthly parent newsletters where stakeholders can become informed on school happenings.	All students/families EL students, SWD, Hispanic students	none	N/A
3.	Continue to recruit stakeholders to participate in and attend ELAC, PTO, SSC, college info nights and parent boosters (band, football, etc).	All students/families EL students, SWD, Hispanic students	none	N/A
4.	College and career center monthly parent and student seminars. Parent Project seminar.	All students/families EL students, SWD, Hispanic students	none	N/A
5.	Acquire PA system to increase communication	All students	N/A	Bond funds

ANNUAL REVIEW:

SPSA Year Reviewed: 2025-2026
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal Analysis: #3

An analysis of how this goal was carried out in the previous year.
Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Parent participation in partnership activities has remained stable. We have advertised our English Learner meetings (ELAC) on a regular basis, and have 5-15 parents attend. We also had a few parent education nights that were attended by only a few parents. Our parent attendance at college and career-related activities is higher. The Parent Project training seminar had low attendance, between 2 and 5 parents. We also had an e-bike parent education seminar.

Most of our athletic teams have parent groups that support the teams by volunteering, selling food, and participating in fundraising activities. They organize senior nights, help organize end-of-season banquets and support team needs for uniforms and fundraising.

The wellness center continues to provide three family education nights to support parents. The College and Career Center provides regular parent and student sessions to prepare for college and the workforce. Buena's website provides up-to-date information to keep parents and students informed. The Buena Update monthly newsletter provides information to families on school-wide events.

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

Implementation and budgeted expenditures will remain the same.

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

Outcomes, metrics, and strategies will remain the same . We will increase advertisements for our parent events, athletic events, and clubs and activities to increase parent participation at these events.

Budget

Budget Summary Table

Description	Amount ($)
Total Funds Provided to the School Through the ConApp	$167,992.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$250,100.00

Overall total of funds included for this school: **$418,092.00**

Other Federal, State and Local Funds

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

Federal Programs	Allocation ($)
Title I 2025-2026 Carryover	$0.00
Title I 2026-2027 Allocation	$167,992.00

Subtotal of additional federal funds included for this school: **$167,992.00**

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

State or Local Programs	Allocation ($)
Site-Based Funds 2026-2027 Allocation	$69,889.00
Supplemental/LCAP Funds 2026-2027 Allocation	$97,400.00
District Multilingual Funds 2026-2027	$70,000.00
District LCAP Funds 2026-2027	$118,000.00
ASB Funds 2026-2027	$3,600.00

Subtotal of state or local funds included for this school: **$358,889.00**
Total of federal, state, and/or local funds for this school: **$526,881.00**

2026-2027 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

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

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

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

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

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

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

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

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

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

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

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

Migrant Education

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

Indian Education

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

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

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

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

References

CAASPP – Grade 11 English Language Arts/Literacy & Mathematics 2024-2025

	English Language Arts/Literacy 2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 11						
All Students Tested	352	331	331	21.75%	32.93%	25.68%	19.64%
Male	194	182	182	20.88%	26.92%	24.18%	28.02%
Female	157	148	148	22.97%	39.86%	27.70%	9.46%
African American	4	4	4	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	8	7	7	*	*	*	*
Filipino							
Hispanic or Latino	213	202	202	15.84%	32.67%	26.73%	24.75%
Hawaiian or Pacific Islander							
White (not Hispanic)	112	105	105	33.33%	30.48%	25.71%	10.48%
Two or More Races	13	11	11	27.27%	54.55%	9.09%	9.09%
Socioeconomically Disadvantaged	207	195	195	16.41%	32.82%	26.15%	24.62%
English Learners	27	23	23	0.00%	8.70%	39.13%	52.17%
Students with Disabilities	51	47	47	2.13%	23.40%	29.79%	44.68%
Migrant Education							
Homeless	6	5	5	*	*	*	*

	Mathematics 2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 11						
All Students Tested	352	332	332	6.02%	14.76%	22.29%	56.93%
Male	194	181	181	7.18%	16.57%	17.68%	58.56%
Female	157	150	150	4.67%	12.67%	28.00%	54.67%
African American	4	4	4	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	8	7	7	*	*	*	*
Filipino							
Hispanic or Latino	213	203	203	3.94%	10.34%	20.20%	65.52%
Hawaiian or Pacific Islander							
White (not Hispanic)	112	105	105	9.52%	21.90%	23.81%	44.76%
Two or More Races	13	11	11	0.00%	27.27%	45.45%	27.27%
Socioeconomically Disadvantaged	207	197	197	5.08%	8.63%	22.84%	63.45%
English Learners	27	25	25	0.00%	0.00%	8.00%	92.00%
Students with Disabilities	51	47	47	0.00%	4.26%	4.26%	91.49%
Migrant Education							
Homeless	6	6	6	*	*	*	*

Professional Development Plan

Buena High School believes strongly in providing all employees opportunities to develop professional skills and abilities as well as acquire training on current trends and educational strategies aimed at improving student achievement. The goals developed for this year's school plan have identified the areas and groups of teachers that will require additional support and training to ensure students meet state proficiency targets. Buena High has created a Professional Development Team (PDT) made up of Buena teachers. The PDT takes recommendations from staff members and develops and leads meaningful, relatable professional development sessions for our staff. The School Accountability Report Card, also included in this plan, provides: 1) an overview of the basic structure of staff development practices at the site and district level, and 2) site-based areas of concentration.

During the 2026-2027 school year, teachers at Buena High School will participate in the following trainings:

Buena's PD and PLC Guiding Coalition Plan 26-27		
August 2026	Capturing Kids' Hearts Review training (1 day)	Capturing Kids' Hearts trainer
September 2026	Staff training- board policies, mandated reporter, and sexual harassment prevention. Standard's Based Grading	Admin
October 2026	Staff Training-Trauma-informed, bullying prevention, suicide prevention, active assailant video	Admin
November 2026	PLC best practices-CFAs	PD team, Admin
January 2027	RTI best practices- in-class intervention	Dyer
March 2027	Literacy across content areas	Dyer
April 2027	Capturing Kids' Hearts review	PD team, Admin
May 2027	PLC best practices	PD team
Ongoing	PD for social sciences on Thinking Nation	District led
Ongoing	PD for co-teaching support: Co-Teachers will have monthly sessions, with one required training in August.	District led, Tiffany Dyer
Ongoing	ELA/MATH/SCI Mastery Connect and IXL quarterly training for formative assessments, CFAs, and district benchmarks with a focus on new teachers and a refresher for all teachers.	District led
Ongoing	ESJS PLC-quarterly meetings	District led
Ongoing	ML Liaison and SPED Dept.. chairs-training/collaboration for dually-identified ML students	District led
Ongoing	ELA/ELD teacher support: curriculum and assessment sessions	District-led

School Accountability Report Card

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

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

Ventura Unified SCHOOL DISTRICT

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 appropriated 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 Dinking - 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		
Dropout Rate (%)	1.9	4.3	3.8
Graduation Rate (%)	87.1	93.5	95.6
	State		
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				
	2022-23			
Subject	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: *StudySync*	N - Local	0%
2019	Houghton Mifflin: *Read 180*	N - Local	0%
2017	Houghton Mifflin Harcourt: *The Real Book*	N - Local	0%
History-Social Science			
2019	McGraw-Hill: *World History, Culture and Geography*	N - Local	0%
2018	Cengage: *The Western Civilization*	N - Local	0%
2019	McGraw-Hill: *Principles of American Democracy*	N - Local	0%
2015	Academic Innovations: *Career Choices and Changes*	N - Local	0%
2019	Houghton Mifflin Harcourt: *American History: Reconstruction to the Present*	N - Local	0%
2019	Houghton Mifflin Harcourt: *Economics*	N - Local	0%
2015	W. W. Norton & Company: *American Politics Today*	N - Local	0%
2019	BFW/Worth: *Krugman's Economics for AP*	N - Local	0%
2015	Academic Innovations: *Get Focused, Stay Focused*	N - Local	0%
2018	Pearson: *Government in America*	N - Local	0%
2018	Various Sources: *Ethnic & Social Justice Studies*	N - Local	0%
Mathematics			
2021	Bedford, Freeman & Worth: *Calculus for the AP Course*	N - Local	0%
2018	Mathematics Vision Project (MVP): *Secondary Math 1, 2 & 3 (Honors)*	N - Local	0%
2018	Mathematics Vision Project (MVP): *Secondary Math 1, 2 & 3*	N - Local	0%
2018	McGraw-Hill: *Integrated Math 1*	N - Local	0%
Science			
2016	W.H. Freeman & Company: *Environmental Science for AP*	N - Local	0%
2008	Pearson Prentice Hall: *Chemistry*	N - Local	0%
2022	Bedford, Freeman & Worth: *Biology for the AP Course*	N - Local	0%
2024	Bedford, Freeman & Worth: *Environmental Science for the AP Course*	N - Local	0%
2008	Glencoe McGraw-Hill: *Marine Biology*	N - Local	0%
2021	Discovery Education: *Earth & Space Science Discovery*	N - Local	0%
2021	Discovery Research: *Model Based Biology*	N - Local	0%
2021	CPO Science: *Foundations of Physical Science*	N - Local	0%
2021	Houghton Mifflin Harcourt: *California Science Dimensions - Physics in the Universe*	N - Local	0%
	Science Laboratory Equipment	N/A	0%
Foreign Language			
2020	Manzana Learning: *Manzana Learning World Language Curriculum*	N - Local	0%
2020	American Eagle Co., Inc: *VOCES World Language Curriculum*	N - Local	0%
Health			
2011	Holt, Rinehart & Winston: *Lifetime Health*	N - Local	0%
2011	Holt, Rinehart & Winston: *Lifetime Health Sexuality & Responsibility*	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 Pathologsts	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.

School Site Council Bylaws

VUSD School Site Council (SSC) Bylaws
High Schools

Updated: 4/11/2025, Educational Services Division

Background: As a result of the Federal Program Monitoring (FPM) compliance audit that VUSD underwent in the Spring of 2025, VUSD revised its SSC and Single Plan for Student Achievement (SPSA) processes to conform to the latest FPM and California Department of Education (CDE) guidance. The CDE performs audits of SSCs and SPSAs to monitor the compliance of Title I fund expenditures. CA Education Code requires SPSAs and SSCs for schools that receive federal government funding through the state's Consolidated Application (ConApp) process (e.g., Title I funds for low income students). Federal law, state law, VUSD Board Policies (BP 0420) and VUSD Administrative Regulations (AR 0420), however, do not require SPSAs and SSCs at non-Title I schools. However, VUSD's current practice is that all schools, regardless of Title I funding, do so primarily as a means of creating a strategic plan (SPSA) with parent/family input (SSC) along with that of site staff and the site leadership team.

Summary of Purpose & Process of VUSD SSCs (CA SSC Operation Guide):

1. SSCs must perform a comprehensive needs assessment annually based on the district LCAP goals and metrics and the school site's specific student performance data.
2. SSCs support the development of SPSAs, which includes measurable goals, strategies/activities to achieve those goals and a proposed budget for the funding of the strategies/activities.
    a. SPSA goals must directly address areas identified as areas of need from the comprehensive needs assessment. These goals must be aligned to the district LCAP (required by CDE).
    b. SPSA strategies/activities must be designed to directly improve student academic achievement.
    c. SPSA budgets:
        i. At Title I sites, Federal and State law require that all allocated Title I funds must be expended on SPSA goals/strategies identified from the comprehensive needs assessment that directly support student academic achievement. Other non-Title I funds may be identified by the school site Principal as proposed budget* expenditures implementing strategies/activities in support of SPSA goals identified in the comprehensive needs assessment.
        ii. At non-Title I sites, non-Title I funds allocated to the site must be identified by the Principal as proposed budget* expenditures implementing strategies/activities in support of SPSA goals identified in the comprehensive needs assessment.
            1. *Note: Separate stand-alone budget sheets (e.g., Title I, Supplemental, Site-Based) which were included in previous years' SPSAs, will not be included in SPSAs beginning with the 2025-26 SPSA. The overall budget and expenses are already included in the SPSA in context with the strategy/activity and goal and "students served by this activity and goal"; all SSC budget conversations should be in the context of SPSA goals and targeted students.
3. SSC's must agendize the monitoring of progress towards the SPSA goals (e.g., similar to the statutorily required district LCAP mid-year update).
4. SSCs and English Learner Advisory Committee (ELAC) vote to recommend the SPSA to the board of education for final approval
5. SSCs perform other duties assigned by the local board
    a. Vote on proposals related to Ventura Unified Education Association (VUEA)/District Article 27 and Ventura Education Support Professionals (VESPA) Article 42 Collective Bargaining Agreement processes
    b. Serve as the site's designated Safety Planning Committee, which reviews and approves the annual Comprehensive School Safety Plan (CSSP) to the Board of Education
6. SSC meetings shall conform to the Greene Act (CA Education Code Section 35147) (see SSC bylaws)

VUSD SSC Bylaws: SSC bylaws are an optional local district decision per CDE SSC guidance. Beginning in the spring of 2025 for the development of the 2025-26 SPSAs, based on FPM guidance received through the Spring 2025 compliance audit, VUSD is implementing common SSC bylaws for each grade band (i.e., Elementary, K8, Middle and High School) so that VUSD can ensure that all SSC processes conform to CDE and Federal requirements, as well as VUEA & VESPA contractual language wherever applicable, and for efficient and transparent SSC processes. Below are the VUSD High School SSC Bylaws.

VUSD High Schools
School Site Council (SSC) Bylaws

Article I - Preamble

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

Article II - Role of the School Site Council

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

Article III - Membership

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

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

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

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

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

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

School Group Members (High Schools):

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

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

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

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

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

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

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

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

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

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

Article IV - Officers

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

Chairperson Duties:

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

Vice-Chairperson Duties:

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

Secretary Duties:

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

Article V - Meetings

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

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

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

- *Posting the notice of meeting at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice must specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon (EC Section 35147[c][1]).*
  - ***Note**: Required notification of a VUSD SSC meeting shall occur both in a formal paper posting in the most visible location possible on campus for parent/community and electronic notification via school communication system (e.g., ParentSquare).*
- *Shall be open to the public and allow for any member of the public to address the SSC during the meeting on any item within the subject matter jurisdiction of the SSC. The SSC may not take any action on any item of business unless that item appeared on the posted agenda or unless the SSC members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the SSC subsequent to the posting of the agenda (EC Section 35147[c][1]).*
  - ***Note**: the time on the SSC meeting agenda and the allowable duration of public comments at SSC meetings shall be determined by SSC consensus or SSC vote if necessary.*
- *Allowing for questions or brief statements made at a meeting by members of the SSC or public that do not have a significant effect on students or employees in the school or school district, or that can be resolved solely by the provision of information, need not be described on an agenda as items of business. If the SSC violates the procedural meeting requirements of this section, upon demand of any person, the SSC must reconsider the item at its next meeting, after allowing for public input on the item (EC Section 35147[c][2]).*
- *Provide upon request any meeting materials to any member of the public pursuant to the California Public Records Act (EC Section 35147[d]).*

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

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

Article VI - Formal SSC Votes

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

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

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

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