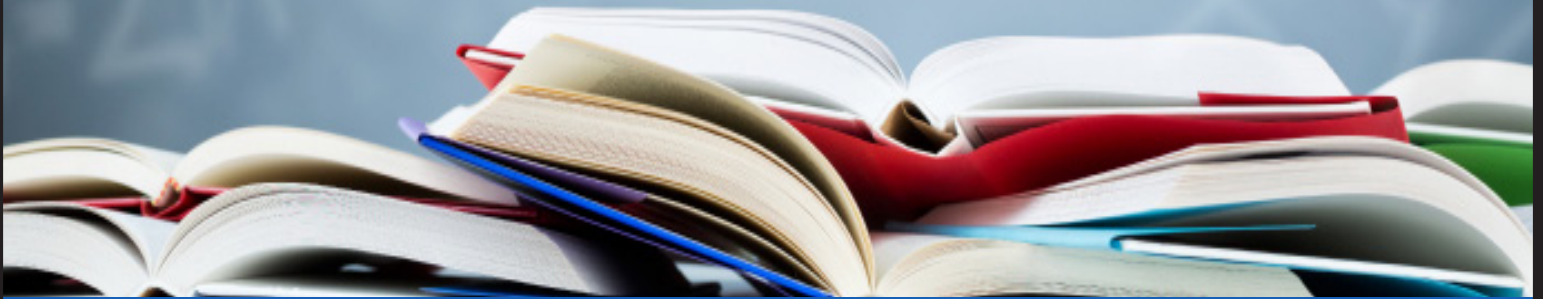


# Ventura Unified School District School Plan for Student Achievement



## Ventura High School

56 72652 5637822

### Contact Information:

**Marissa Rodriguez, Principal**

**[marissa.rodriguez@venturausd.org](mailto:marissa.rodriguez@venturausd.org)**

**Two North Catalina Street**

**Ventura, CA 93001**

**(805) 641-5116**

Ventura Unified  
SCHOOL DISTRICT



# Fiscal Year 2026-2027

*This page intentionally left blank.*

|                                                                                     |    |
|-------------------------------------------------------------------------------------|----|
| The School Plan for Student Achievement .....                                       | 1  |
| School Site Council Membership .....                                                | 2  |
| English Learner Advisory Committee (ELAC) Membership .....                          | 3  |
| Recommendations and Assurances .....                                                | 5  |
| District information .....                                                          | 6  |
| District Profile .....                                                              | 6  |
| District Promise .....                                                              | 6  |
| District Pillars .....                                                              | 6  |
| District Vision .....                                                               | 7  |
| District Mission .....                                                              | 7  |
| District Governing Principles .....                                                 | 7  |
| School Information .....                                                            | 8  |
| School Profile .....                                                                | 8  |
| School Vision .....                                                                 | 9  |
| School Mission .....                                                                | 9  |
| Student Enrollment by Ethnicity – 2024-2025 .....                                   | 10 |
| Student Enrollment by Grade – 2024-2025 .....                                       | 10 |
| Student Enrollment by Student Group – 2024-2025 .....                               | 11 |
| Comprehensive Needs Assessment .....                                                | 11 |
| Bully Prevention, Violence Prevention, and Substance Abuse Curricula .....          | 11 |
| School Plan for Student Achievement .....                                           | 12 |
| Budget .....                                                                        | 22 |
| 2026-2027 Centralized Support for Planned Improvements in Student Performance ..... | 23 |
| VUSD - Program Support Goals .....                                                  | 23 |
| References .....                                                                    | 25 |
| CAASPP – Grade 11 English Language Arts/Literacy & Mathematics – 2024-2025 .....    | 25 |
| School-Parent/Home Compact .....                                                    | 26 |
| VUSD - Parent Involvement Policy .....                                              | 27 |
| Ventura High School - Parent Involvement Policy .....                               | 29 |
| Parent Involvement Calendar .....                                                   | 31 |
| Professional Development Plan .....                                                 | 32 |
| School Accountability Report Card .....                                             | 33 |
| School Site Council Bylaws .....                                                    | 50 |

---

## The School Plan for Student Achievement

---

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

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

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

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

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

Marissa Rodriguez, Principal  
Ventura High School  
Two North Catalina Street, Ventura, CA 93001  
(805) 641-5116  
[marissa.rodriguez@venturausd.org](mailto:marissa.rodriguez@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 | Classified/<br>Other Staff | Parent or<br>Community Member | Student |
|------------------------------------------------------|-----------|--------------------|----------------------------|-------------------------------|---------|
| Marissa Rodriguez                                    | X         |                    |                            |                               |         |
| Mera Clobes                                          |           |                    | X                          |                               |         |
| Erin Shean                                           |           |                    | X                          |                               |         |
| Mary Anderson                                        |           |                    | X                          |                               |         |
| Linda Bergfeld                                       |           | X                  |                            |                               |         |
| Ann Griffin                                          |           | X                  |                            |                               |         |
| Lorilee Johnson                                      |           | X                  |                            |                               |         |
| Halina Cheung                                        |           | X                  |                            |                               |         |
| Kayla Ancheta Chey                                   |           |                    |                            | X                             |         |
| Todd Barbosa                                         |           |                    |                            | X                             |         |
| Shannon Richard                                      |           |                    |                            | X                             |         |
| Yesenia Munoz                                        |           |                    |                            | X                             |         |
| Arely De Jesus Martinez Ayala                        |           |                    |                            | X                             |         |
| Timothy Hingst                                       |           |                    |                            |                               | X       |
| Jair Diaz                                            |           |                    |                            |                               | X       |
| Leah Enerva                                          |           |                    |                            |                               | X       |
| Emerald Aparicio (SSC Secretary – non-voting member) |           |                    |                            |                               |         |
|                                                      |           |                    |                            |                               |         |
|                                                      |           |                    |                            |                               |         |
|                                                      |           |                    |                            |                               |         |
|                                                      |           |                    |                            |                               |         |
| Number of members in each category                   | 1         | 4                  | 3                          | 5                             | 3       |

**English Learner Advisory Committee (ELAC) Membership**

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

| Name of Members          | Principal | Certificated Staff | Classified/ Other Staff | Parent or Community Member | Student |
|--------------------------|-----------|--------------------|-------------------------|----------------------------|---------|
| Marissa Rodriguez        | X         |                    |                         |                            |         |
| Julisa Espana            |           |                    |                         | X                          |         |
| Martin Flores            |           |                    |                         | X                          |         |
| Maria Hazel Salinas      |           |                    |                         | X                          |         |
| Maria Hernandez          |           |                    |                         | X                          |         |
| Angelic Robles           |           |                    |                         | X                          |         |
| Yanet Hernandez          |           |                    |                         | X                          |         |
| Sandra Oros              |           |                    |                         | X                          |         |
| Abraham Lopez            |           |                    |                         | X                          |         |
| Agustin Alvarado         |           |                    |                         | X                          |         |
| Arely Martinez           |           |                    |                         | X                          |         |
| Eugenio Flores           |           |                    |                         | X                          |         |
| Jose Urena               |           |                    |                         | X                          |         |
| Laphatsada Richards      |           |                    |                         | X                          |         |
| Lucia Navarro            |           |                    |                         | X                          |         |
| Luz Arzate               |           |                    |                         | X                          |         |
| Maria Lopez              |           |                    |                         | X                          |         |
| Maria Angelina Hernandez |           |                    |                         | X                          |         |
| Julio Hernandez          |           |                    |                         | X                          |         |
| Maria del Carmen Lazaro  |           |                    |                         | X                          |         |
| Marisol Reyes            |           |                    |                         | X                          |         |
| Mayra Benitez            |           |                    |                         | X                          |         |
| Nuvia Martinez           |           |                    |                         | X                          |         |
| Odilia Flores Romero     |           |                    |                         | X                          |         |
| Oscar Navarro            |           |                    |                         | X                          |         |
| Ximena Julio             |           |                    |                         | X                          |         |
| Monica Garcia            |           |                    |                         | X                          |         |
| Jesus Prado              |           |                    |                         | X                          |         |
| Jesus Padilla            |           |                    |                         | X                          |         |
| Elpidia Moran            |           |                    |                         | X                          |         |

|                                    |   |  |  |    |  |
|------------------------------------|---|--|--|----|--|
| Marc dela Reynoso                  |   |  |  | X  |  |
| Lourdes Cardona                    |   |  |  | X  |  |
| Mario Cardona                      |   |  |  | X  |  |
| Aurora Antonio                     |   |  |  | X  |  |
| Maura Guzman Espanol               |   |  |  | X  |  |
|                                    |   |  |  |    |  |
|                                    |   |  |  |    |  |
|                                    |   |  |  |    |  |
| Number of members in each category | 1 |  |  | 34 |  |

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

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

**Recommendations and Assurances**

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

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

English Learner Advisory Committee

Parent Teacher Student Association

Ventura High School Staff

Ventura High School Associated Student Body

Signature of Authorized  
Representative

Julisa V. España  
[Signature]  
[Signature]  
[Signature]

- 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: 2.17.26

Attested:

[Signature]

Marissa Rodriguez, Principal

2.17.2026

Date

Timothy Kingst

SSC Chairperson

2-17-2026

Date

## District information

---

### District Profile

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

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

### District Promise

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

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

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

### District Pillars

We are committed to providing:

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

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

**For the future of every student.**

### **District Vision**

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

### **District Mission**

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

### **District Governing Principles**

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

## School Information

---

### School Profile

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

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

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

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

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

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

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

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

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

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

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

### **School Vision**

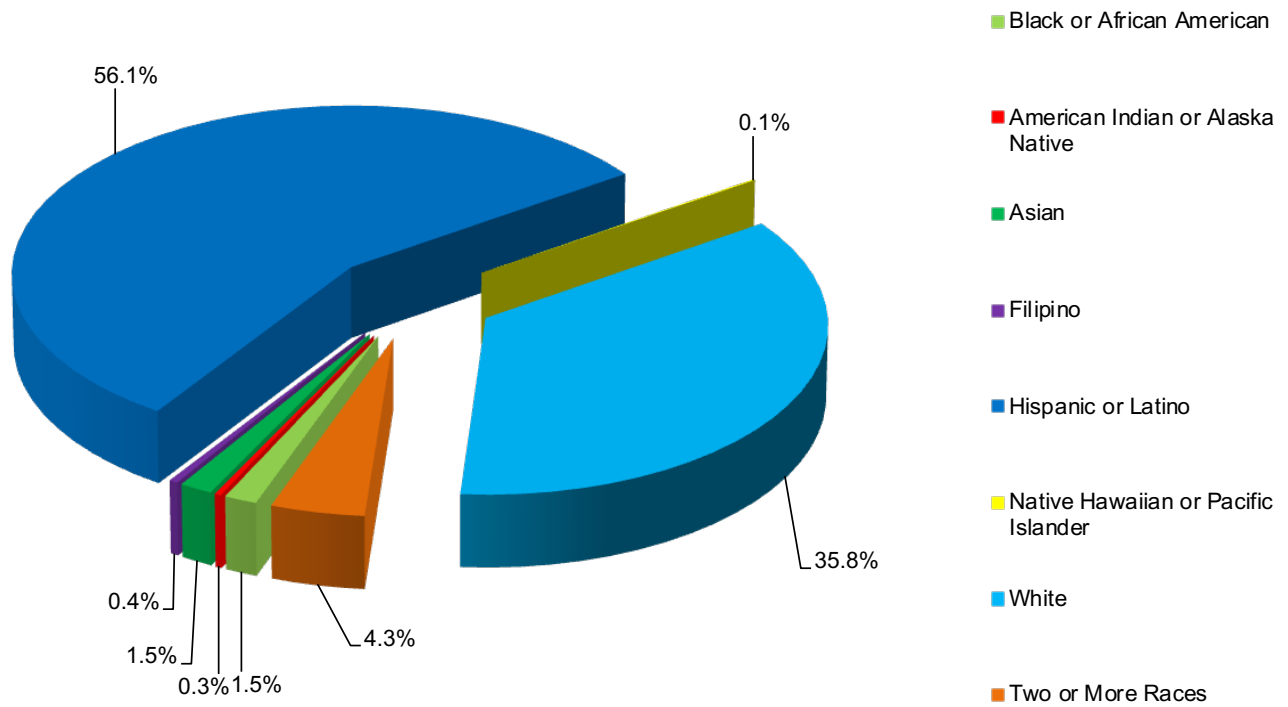
Ventura High School’s vision is to prepare all students for full participation in and contribution to the larger society by delivery of high-quality programs and instruction to all students in a caring atmosphere.

### **School Mission**

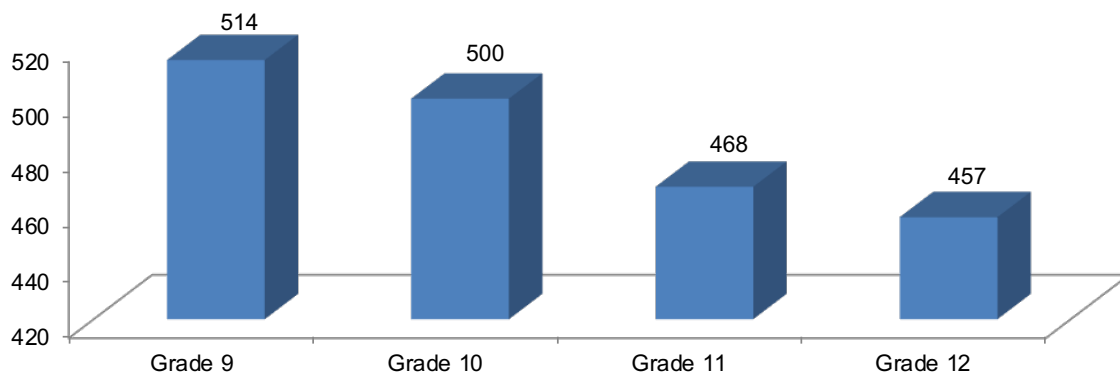
The mission of Ventura High School is to develop highly educated, well-rounded students who are excited about learning by:

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

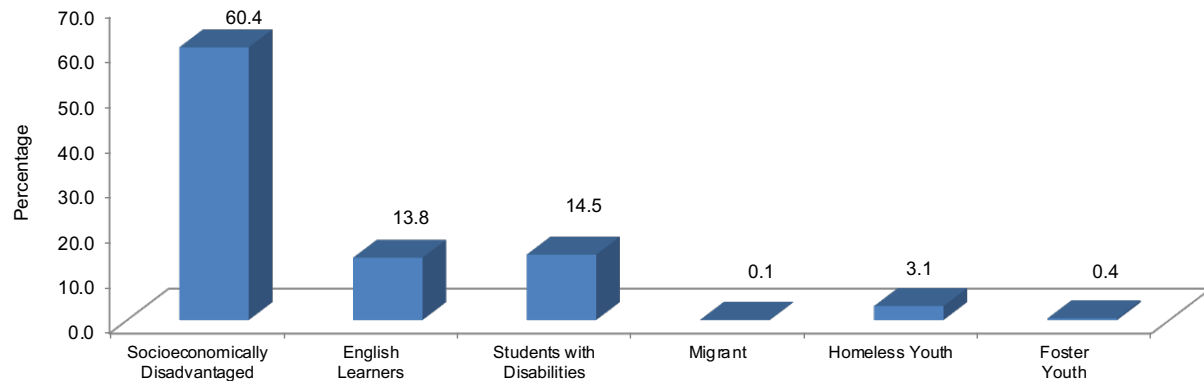
Student Enrollment by Ethnicity – 2024-2025



Student Enrollment by Grade – 2024-2025



## Student Enrollment by Student Group – 2024-2025



## Comprehensive Needs Assessment

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

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

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

## Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

# School Plan for Student Achievement

| School Name         | County-District-School CDS Code | School Site Council (SSC) Approval Date | Local Board Approval Date |
|---------------------|---------------------------------|-----------------------------------------|---------------------------|
| Ventura High School | 56726525637822                  | 2/17/26                                 |                           |

## Plan Description

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

Ventura High School (VHS) works diligently to meet ESSA requirements by aligning our programs, assessments, and resources with the District's LCAP and with federal, state, and local expectations. We regularly administer ELA and Math benchmarks, standardized assessments, and ensure all program requirements are met for every student group. Collaboration with stakeholders occurs through Leadership, Faculty, School Site Council, the English Learners Advisory Committee, Professional Learning Communities (PLCs), and various district-level groups.

During leadership meetings, we review areas of concern, identify issues that need to be addressed at department meetings and within PLCs, and develop new programs, policies, and procedures. These updates are then shared with SSC, ELAC, PLCs, and the full faculty. Our site continues to prioritize professional development and conferences to support strategies for addressing learning loss and fostering a culture where learning is essential. VHS also provides flexible learning environments and individualized programs, supported by layered academic and social-emotional intervention systems.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

| Personnel Involved:          | Date:           |
|------------------------------|-----------------|
| SSC                          | 02/17/2026      |
| Leadership Team/ Departments | Ongoing Monthly |
| ELAC                         | 01/18/2026      |

## Comprehensive Needs Assessment

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

### Dashboard Indicators:

English Language Arts Orange: English Learners, LTELs, Students with Disabilities

Mathematics Red: LTELs  
Orange: English Learners, Hispanic, Socioeconomically Disadvantaged, Students With Disabilities

EL Progress N-A

Graduation Rates N-A

Suspensions N-A

**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** – Improve learning outcomes for every student and close performance differences.

## 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.

Improve academic achievement for all students, with a particular focus on Students with Disabilities (SWD) and English Language Learners (ELL) in Mathematics. Data analysis indicates that while most subgroups show limited progress, significant performance gaps persist, with ELL and SWD performing below target.

## Annual Measurable Outcomes

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

| Metric/Indicator        | Baseline/Actual Outcome                                                                                                                                                     | Expected Outcome |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| CAASPP ELA Test scores  | 22-23 to 23-24<br>ALL:63.4%to 54.69%<br>EL:15.09% to 3.85%<br>SAI:20%to 16.07%<br><br>23-24 to 24-25<br>ALL:54.69% to 60.32%<br>EL: 3.85% to 11.11%<br>SAI: 16.07%to 21.57% | 1-5% Increase    |
| CAASPP Math test scores | 22-23 to 23-24<br>ALL: 33.41% to 24.6%<br>EL: 3.85% to 0%<br>SAI:9.44% to 3.58%<br><br>23-24 to 24-25<br>ALL: 24.6% to 23.91%<br>EL: 0% to 0%<br>SAI: 3.58% to 6%           | 1-5% Increase    |

## Strategies/Activities Table

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                                                                       | Students<br>to be<br>Served | Proposed<br>Expenditures   | Funding<br>Source(s)                     |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------|------------------------------------------|
| 1                       | <b>Professional Development</b><br>1. Professional development to support staff and administration in strengthening knowledge, skills, and tools including technology for effective instruction to support CCSS, PLC, ELD, School Climate & Culture and SPED; including new teacher orientation dates throughout the school year. | All students, all grades.   | 1. \$50,000<br>2. \$20,000 | 1. Site-Based LCAP<br>2. Site-Based LCAP |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                           |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                 |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | 2. Teacher release dates for curriculum alignment and professional learning community collaboration.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                           |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                 |
| 2 | <b>Academic/Behavior/Social Emotional/College/Career Support/Intervention</b><br>(Reduce the percentage of D's/F's through early identification/intervention, counseling, proper response to intervention, skill building and alternative educational options).<br>1. 2-Bilingual Paraeducator Support<br>2. Full Time College/Career Technician<br>3. Wellness Counselor/Center<br>4. Family Liaison & Parent Outreach<br>5. Supplemental Education Services (Tutoring)<br>6. Instructional Materials<br>7. Saturday Groups/Academies-AP Placement/SAI Bootcamp<br>8. Field Trips<br>9. Mentor Teacher Advisor (Cougar Mentors)<br>10. ASSETS Tutoring<br>11. EL Intervention Teacher<br>12. Renaissance Program/Student Achievement & Recognition<br>13. Culture & Climate Activities | All students, all grades. | 1. District Funded (1)/\$46,407/\$50,000 (1)<br>2. No Site Funding Required<br>3. No Site Funding Required/\$5,000<br>4. \$110,000<br>5. \$23,000<br>6. \$75,000<br>7. No Site Funding Required<br>8. \$10,000 / \$5,000<br>9. \$5,000<br>10. No Site Funding Required<br>11. No Site Funding Required<br>12. \$10,000 / \$5,000<br>13. \$30,500 | 1. District Funded/Title 1/Site-Based LCAP<br>2. N/A District Funded<br>3. N/A District Funded/Site-Based Title 1<br>4. Site-Based LCAP<br>5. N/A District Funded (Restricted Lottery)<br>6. N/A District Funded<br>7. Site-Based/Title 1<br>8. Site-Based LCAP<br>9. N/A District Funded<br>10. N/A District Funded<br>11. Site-Based<br>12. LCAP/Site-Based<br>13. Site-Based |
| 3 | <b>Technology to Support Instruction</b><br>1. Supplemental instructional programs/subscriptions/materials as additional learning tools.<br>2. District Technicians/Teacher Library Support to ensure proper functioning of technology for instruction and student access.<br>3. 1:1 computers for students to supplement instruction.                                                                                                                                                                                                                                                                                                                                                                                                                                                  | All students, all grades. | 1. \$ 60,000<br>2. No Site Funding Required<br>3. No Site Funding Required                                                                                                                                                                                                                                                                       | 1. N/A District Funded (Restricted Lottery)<br>2. N/A District Funded<br>3. N/A District Funded                                                                                                                                                                                                                                                                                 |
| 4 | <b>Parental Involvement/Communication with all stakeholders</b><br>1. ASB Coordinated Activities<br>2. Electronic Newsletter/Updates: Parent Square/Social Media/Website<br>3. School Led Parent Connectedness Workshops and Materials: PIQE, Welcome Nights, etc.<br>4. Parent Project-ongoing 12 week program cohorts<br>5. Leader In Me Student/Parent/Staff PD & Materials                                                                                                                                                                                                                                                                                                                                                                                                          | All students, all grades. | 1. \$15,000<br>2. No Site Funding Required<br>3. \$10,000<br>4. \$10,000<br>5. No Site Funding Required / \$5,000                                                                                                                                                                                                                                | 1. Site-Based<br>2. N/A District Funded<br>3. Title 1<br>4. Title 1<br>5. Grant Funded                                                                                                                                                                                                                                                                                          |

**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:**

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

Progress is reflected in our CAASPP score comparisons consistently over the past 3 years. The strategies and activity goals implemented have positively supported both instruction and student learning. Effective delivery and execution of these actions have helped us move closer to achieving our overall goals. Additionally, our “Learning Is Required” and Cougar Habits for Success” agreements—both inside and outside the classroom—were developed to reinforce high expectations and support a rigorous learning environment across our school community.

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

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

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

An EL Intervention Teacher position, partially funded by the district, supports both SPSA and LCAP goals. This role has been instrumental in improving EL student outcomes. Our wellness counselor and the Wellness Center continue to provide essential early intervention and prevention services, supporting multiple programs and departments across campus. Their work helps address the needs of the whole student. Additionally, several minor adjustments have been made to ensure funding is used efficiently and aligned with district-provided resources and priorities.

**Goal 2:**

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

**Identified Need:**

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

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

**Annual Measurable Outcomes**

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

| Metric/Indicator               | Baseline/Actual Outcome                                                                                           | Expected Outcome                                       |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Attendance rates               | 92.64% (21-22) 92.95% (22-23)<br>93.77 (24-25)<br>2025-26 YTD 95.09%                                              | Increase by 1% or >                                    |
| Suspension Rates               | 10.8% (21-22) 4% (22-23)<br>1.8% (24-25)                                                                          | Decrease by 1% or >                                    |
| Program participation (ASSETS) | 22-23 110 students<br>23-24 194 students<br>24-25 447 students<br>25-26 645 students                              | 43% increase from 23-24 to present<br>Increase by 3-5% |
| EL Connectedness Program       | 221 EL total with 185 of those being LTELs. There are 14 LTEL groups.<br>ELPAC 23-24 10.68%<br>ELPAC 24-25 22.07% | Increase overall ELPAC./CAASPP scores by 3% or >       |

**Strategies/Activities Table**

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

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                              |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                   |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | tutors, organization, college search/<br>application.<br>2. Counselor Conferences (CASC, SEL,<br>MTSS, Restorative Justice, etc.)<br>3. Counselor Collaboration at site,<br>district, and county level.                                                                                                                                                                                                                                                   |                              |                                                                                                                                                                                                                                                                               | 3. Site-Based<br>LCAP                                                                                                                                                             |
| 3 | <b>Support Services/Intervention and School Systems</b><br>1. Family Liaison support for<br>parents/teachers<br>2. Transition Meetings/Articulation<br>3. Collaboration with School Resource<br>Officer<br>4. Wellness Center<br>Prevention/Intervention Program<br>5. EL Intervention Teacher<br>6. Climate & Culture-School Associated<br>Student Body/Club/Athletic/Other<br>Program Activities<br>7. Minga<br>8. School Safety Training & Initiatives | All students,<br>all grades  | 1. \$110,000<br>(Repeated<br>Exp-Goal 1)<br>2. No Site<br>Funding<br>Required<br>3. No Site<br>Funding<br>Required<br>4. No Site<br>Funding<br>Required<br>5. No Site<br>Funding<br>Required<br>6. \$15,000.00<br>(Repeated<br>Expenditure<br>7. \$10,000.00<br>8. \$5,000.00 | 1. Title 1<br>2. N/A District<br>Funded<br>3. N/A District<br>Funded<br>4. N/A District<br>Funded<br>5. N/A District<br>Funded<br>6. Site-Based<br>7. Site-Based<br>8. Site-Based |
| 4 | <b>Safe Learning Environment</b><br>1. Cougar Forum<br>2. Wellness Center<br>3. School Safety/Mental Health Safety<br>Professional Development                                                                                                                                                                                                                                                                                                            | All students,<br>all grades. | 1. No Site<br>Funding<br>Required<br>2. No Site<br>Funding<br>Required<br>3. \$2,500                                                                                                                                                                                          | 1. N/A<br>2. N/A District<br>Funded<br>3. Title 1                                                                                                                                 |

**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:**

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

Promoting student and parent connectedness to the school remains a priority across all areas of our system. Both new and traditional events continue to grow as innovative ideas emerge and as we align activities with current school and community needs. Communication efforts have expanded through social media, ParentSquare, the student daily bulletin, newsletters, and other platforms to better reach all Cougar families. Cougar Connect on student Canvas has also been updated and maintained to provide students with direct access to school information, activities, and events. Translation services and multilingual information are shared weekly.

Our Family Liaison, EL Intervention Teacher, and Parent Project facilitators play key roles in strengthening connections among students, staff, and families, contributing to a positive school climate where “everyone belongs.” Additionally, Minga has been implemented to improve student communication with an emphasis on safety and accountability.

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

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

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

The Wellness Center Counselor provides early prevention and intervention services, including early identification of concerns, timely referrals, and coordinated resources and supports based on student and family needs.

The EL Counselor position has transitioned into a regular school counselor role, and EL students have been equitably distributed among all counselors. After reviewing student needs and counselor feedback, it was collectively determined that broadening access to multiple counseling services would better support students and ensure they are not limited in the resources available to them. This shift also increases staff connections with our EL community and promotes greater equity across the counseling program.

The Parent Project program was offered in both the fall and spring to strengthen school-to-home support and enhance parent engagement.

**Goal 3:**

**Family Involvement** - Increase parent and community involvement.

**Identified Need:**

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

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

**Annual Measurable Outcomes**

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

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

**Strategies/Activities Table**

| <b>Strategy/Activity #</b> | <b>Description</b>                                                                                                                                                                                                                                                                                              | <b>Students to be Served</b>          | <b>Proposed Expenditures</b>                                                                                                                                          | <b>Funding Source(s)</b>                                                                                         |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 1                          | <b>Parent School Culture and Climate Forums</b> <ol style="list-style-type: none"> <li>1. Increased Communication: Weekly updates, Parent Square, Q, social media and school website</li> <li>2. School Led Parent Workshops on different topics: Community Organizations</li> <li>3. Parent Project</li> </ol> | All families and students grades 9-12 | <ol style="list-style-type: none"> <li>1. No Funding Required</li> <li>2. \$5,000.00 (Repeated Expenditure)</li> <li>3. \$10,000.00 (Repeated Expenditure)</li> </ol> | <ol style="list-style-type: none"> <li>1. N/A District Funded</li> <li>2. Title 1</li> <li>3. Title 1</li> </ol> |

**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:**

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

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

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

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

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

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

**Budget****Budget Summary Table**

| Description                                                       | Amount (\$)  |
|-------------------------------------------------------------------|--------------|
| Total Funds Provided to the School Through the ConApp             | \$195,296.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$383,500.00 |

Overall total of funds included for this school: **\$578,796.00**

**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 | \$195,296.00    |

Subtotal of additional federal funds included for this school: **\$195,296.00**

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         | \$90,569.00     |
| Supplemental Funds 2026-2027 Allocation       | \$113,900.00    |
| Restricted Lottery Funds 2026-2027 Allocation | \$134,890.00    |
| Supplemental AVID Funds 2026-2027 Allocation  | \$20,000.00     |
| Grant Funds 2026-2027                         | \$5,000.00      |

Subtotal of state or local funds included for this school: **\$364,359.00**

Total of federal, state, and/or local funds for this school: **\$559,655.00**

## 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 &amp; Mathematics – 2024-2025

|                                   | English Language Arts/Literacy |                              |                                      |                      |              |                        |                  |
|-----------------------------------|--------------------------------|------------------------------|--------------------------------------|----------------------|--------------|------------------------|------------------|
|                                   | 2024-25                        |                              |                                      |                      |              |                        |                  |
|                                   | Number of<br>Students Enrolled | Number of<br>Students Tested | Number of<br>Students With<br>Scores | Standard<br>Exceeded | Standard Met | Standard Nearly<br>Met | Standard Not Met |
|                                   |                                |                              |                                      |                      |              |                        |                  |
| Grade 11                          |                                |                              |                                      |                      |              |                        |                  |
| All Students Tested               | 456                            | 427                          | 426                                  | 32.39%               | 27.93%       | 20.89%                 | 18.78%           |
| Male                              | 241                            | 228                          | 228                                  | 27.63%               | 25.88%       | 21.49%                 | 25.00%           |
| Female                            | 213                            | 197                          | 196                                  | 37.24%               | 30.61%       | 20.41%                 | 11.73%           |
| African American                  | 6                              | 5                            | 5                                    | *                    | *            | *                      | *                |
| American Indian or Alaskan Native |                                |                              |                                      |                      |              |                        |                  |
| Asian                             | 5                              | 5                            | 5                                    | *                    | *            | *                      | *                |
| Filipino                          | *                              | *                            | *                                    | *                    | *            | *                      | *                |
| Hispanic or Latino                | 260                            | 247                          | 247                                  | 20.65%               | 29.96%       | 24.70%                 | 24.70%           |
| Hawaiian or Pacific Islander      |                                |                              |                                      |                      |              |                        |                  |
| White (not Hispanic)              | 164                            | 151                          | 151                                  | 49.01%               | 24.50%       | 15.23%                 | 11.26%           |
| Two or More Races                 | 19                             | 17                           | 16                                   | 50.00%               | 37.50%       | 6.25%                  | 6.25%            |
| Socioeconomically Disadvantaged   | 277                            | 258                          | 257                                  | 19.07%               | 29.96%       | 26.07%                 | 24.90%           |
| English Learners                  | 49                             | 45                           | 45                                   | 0.00%                | 11.11%       | 28.89%                 | 60.00%           |
| Students with Disabilities        | 60                             | 52                           | 51                                   | 7.84%                | 13.73%       | 23.53%                 | 54.90%           |
| Migrant Education                 | *                              | *                            | *                                    | *                    | *            | *                      | *                |
| Homeless                          | 12                             | 12                           | 12                                   | 0.00%                | 33.33%       | 16.67%                 | 50.00%           |

|                                   | Mathematics                    |                              |                                      |                      |              |                        |                  |
|-----------------------------------|--------------------------------|------------------------------|--------------------------------------|----------------------|--------------|------------------------|------------------|
|                                   | 2024-25                        |                              |                                      |                      |              |                        |                  |
|                                   | Number of<br>Students Enrolled | Number of<br>Students Tested | Number of<br>Students With<br>Scores | Standard<br>Exceeded | Standard Met | Standard Nearly<br>Met | Standard Not Met |
|                                   |                                |                              |                                      |                      |              |                        |                  |
| Grade 11                          |                                |                              |                                      |                      |              |                        |                  |
| All Students Tested               | 456                            | 418                          | 414                                  | 10.87%               | 13.04%       | 22.71%                 | 53.38%           |
| Male                              | 241                            | 226                          | 225                                  | 12.89%               | 11.56%       | 22.67%                 | 52.89%           |
| Female                            | 213                            | 190                          | 187                                  | 8.56%                | 14.44%       | 22.46%                 | 54.55%           |
| African American                  | 6                              | 5                            | 5                                    | *                    | *            | *                      | *                |
| American Indian or Alaskan Native |                                |                              |                                      |                      |              |                        |                  |
| Asian                             | 5                              | 5                            | 5                                    | *                    | *            | *                      | *                |
| Filipino                          | *                              | *                            | *                                    | *                    | *            | *                      | *                |
| Hispanic or Latino                | 260                            | 242                          | 241                                  | 5.39%                | 10.79%       | 18.26%                 | 65.56%           |
| Hawaiian or Pacific Islander      |                                |                              |                                      |                      |              |                        |                  |
| White (not Hispanic)              | 164                            | 148                          | 145                                  | 18.62%               | 15.86%       | 28.97%                 | 36.55%           |
| Two or More Races                 | 19                             | 16                           | 16                                   | 12.50%               | 31.25%       | 25.00%                 | 31.25%           |
| Socioeconomically Disadvantaged   | 277                            | 256                          | 254                                  | 4.72%                | 8.66%        | 22.05%                 | 64.57%           |
| English Learners                  | 49                             | 46                           | 46                                   | 0.00%                | 0.00%        | 4.35%                  | 95.65%           |
| Students with Disabilities        | 60                             | 50                           | 50                                   | 2.00%                | 4.00%        | 8.00%                  | 86.00%           |
| Migrant Education                 | *                              | *                            | *                                    | *                    | *            | *                      | *                |
| Homeless                          | 12                             | 11                           | 11                                   | 0.00%                | 0.00%        | 9.09%                  | 90.91%           |

## School-Parent/Home Compact

**Ventura High School**  
**HOME-SCHOOL COMPACT**  
**2025-2026**

**Student Name:** \_\_\_\_\_

**501#** \_\_\_\_\_

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

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

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

**PARENT/GUARDIAN SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

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

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

**STUDENT SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

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

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

**TEACHER SIGNATURE:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**Principal Agreement:**

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

- Work to create a safe, clean, kind school so that all students can learn. (4 key words)
- Encourage all students to work hard, do their best, graduate from high school, and attend college.
- Promote an environment that recognizes student achievement and character development.
- Help students become responsible citizens of our school community and follow all school and classroom rules.
- Work to build home-school partnerships that improve student achievement.
- Provide opportunities for all stakeholders (students, parents and or guardians, teachers, school/district personnel, and community members) to be involved in the planning and implementation of the Single Plan for Student Achievement.
- Collaborate with the necessary personnel to secure services for students w/ attendance, behavior, or academic concerns.
- Communicate regularly with parents/guardians through Parent Square, website, social media, and parent meetings.
- Work with parents and the school leadership team to develop a comprehensive parent education calendar,

**PRINCIPAL SIGNATURE** \_\_\_\_\_ **DATE:** \_\_\_\_\_

### VUSD - Parent Involvement Policy

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

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

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

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

#### Title I Schools

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

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

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

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

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

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

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

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

#### Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

## Ventura High School - Parent Involvement Policy

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

### Title I School-Level Parental Involvement Policy Ventura High School

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

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

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

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

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

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

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

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

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

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

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

**Parent Involvement Calendar**

Ventura High School anticipates the following school events for the 2026-2027 school year which are opportunities for parents to be involved:

- ELAC, SSC, PTSA, Boosters, Attendance, Parent Project Meetings held monthly
- September-Welcome Back Events, BTSN, Jr/Sr Counselor Presentations,
- October-Soph/Freshman Counselor Presentations
- November-Site School of Choice, Dia De Los Muertos, FAFSA December-Las Posadas, FAFSA
- January-Welcome Incoming Freshman Night, FAFSA
- Fall/Spring/Winter Sports
- Feb-June
  - Music Events
  - Drama Events
  - Dance and Talent Shows

### Professional Development Plan

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

During the 2026-2027 school year, Ventura High School plans to participate in the following trainings:

- Professional Learning Communities
- Artificial Intelligence (AI)
- Leader in Me
- Culture & Climate

# 2024-25 School Accountability Report Card

Published January 2026



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

MARISSA RODRIGUEZ, PRINCIPAL  
GRADES 9-12

## PRINCIPAL'S MESSAGE

Dear Cougar Students and Families,

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

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

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

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

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

With Cougar pride,  
Marissa Rodriguez  
Principal

## DISTRICT & SCHOOL DESCRIPTION

### District Vision Statement

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

## Board of Education

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

## District Administration

DR. ANTONIO CASTRO  
SUPERINTENDENT

DR. GREG BAYLESS  
ASSISTANT SUPERINTENDENT  
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

DR. AHSAN MIRZA  
ASSISTANT SUPERINTENDENT  
BUSINESS SERVICES

## VENTURA UNIFIED SCHOOL DISTRICT

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



**District Mission Statement**

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

**Ventura Unified School District**

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Over 14,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

**Ventura High School**

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

Ventura High School, established in 1889 as the first high school in Ventura, currently serves a diverse student body in all grade levels. Students are offered and provided with a rigorous standards-based, comprehensive curriculum supplemented with a wide variety of extracurricular and enrichment activities. Ventura High School is proud of its standing as the leader in the Channel League and CIF-Southern Section athletics and award winning performing arts program. Partnering with parents and the community, Ventura High provides an environment that promotes academic excellence, social development, career preparation, and a desire to learn.

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

**Student Enrollment by Grade Level**

2024-25

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

**LOCAL CONTROL ACCOUNTABILITY  
PLAN (LCAP)**

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

## PARENT INVOLVEMENT

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

### Opportunities to Volunteer

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

### Committees

- School Site Council
- English Learner Advisory Council
- Parent Teacher Student Association
- District English Learner Advisory Council (DELAC)
- Superintendent's Parent Advisory Council
- Booster Clubs (football, flag football, music/band)
- Special Education District Advisory Committee (SEDAC)

### School Activities

- Back to School Night
- Parent Project
- School of Choice - Open House
- Student Performances
- Sports Events

- Art Shows
- Science Clubs
- Chalk Festival
- Readers Faire
- Dances
- Counselors' College & Career Parent Nights
- Family Forums
- Cougar Mentors
- Student Forum

## STUDENT ACHIEVEMENT

### Physical Fitness

In the spring of each year, Ventura High School is required by the state to administer a physical fitness test to all students in ninth grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://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:<br>Aerobic Capacity | Component 2:<br>Abdominal Strength &<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4: Upper<br>Body Strength and<br>Endurance | Component 5:<br>Flexibility |
| 9                                                                                                                                                                                                                                                                               | 90%                              | 91%                                               | 91%                                                               | 91%                                                  | 91%                         |
| <p><i>Note: The administration of the PFT requires only participation results for these five fitness areas.</i></p> <p><i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i></p> |                                  |                                                   |                                                                   |                                                      |                             |

### 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/](http://www.cde.ca.gov/ta/tg/ca/).

| CAASPP Test Results in ELA and Mathematics for All Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                          |          |          |              |                   |       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------|----------|--------------|-------------------|-------|
| 2024-25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                          |          |          |              |                   |       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Percent of Students Meeting or Exceeding State Standards |          |          |              |                   |       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | School                                                   |          | District |              | State             |       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 23-24                                                    | 24-25    | 23-24    | 24-25        | 23-24             | 24-25 |
| English-Language Arts/Literacy (Grades 3-8 and 11)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 55.0                                                     | 60.0     | 47.0     | 49.0         | 47.0              | 48.0  |
| Mathematics (Grades 3-8 and 11)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 25.0                                                     | 24.0     | 37.0     | 37.0         | 35.0              | 37.0  |
| <p><i>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.</i></p> <p><i>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.</i></p> |                                                          |          |          |              |                   |       |
| CAASPP Test Results in ELA by Student Group                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                          |          |          |              |                   |       |
| 2024-25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                          |          |          |              |                   |       |
| Student Groups                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Total Enrollment                                         | # Tested | % Tested | % Not Tested | % Met or Exceeded |       |
| All Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 456                                                      | 427      | 93.64    | 6.36         | 60.33             |       |
| Female                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 213                                                      | 197      | 92.49    | 7.51         | 67.86             |       |
| Male                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 241                                                      | 228      | 94.61    | 5.39         | 53.51             |       |
| American Indian or Alaska Native                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 0                                                        | 0        | 0        | 0            | 0                 |       |
| Asian                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | --                                                       | --       | --       | --           | --                |       |
| Black or African American                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | --                                                       | --       | --       | --           | --                |       |
| Filipino                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | --                                                       | --       | --       | --           | --                |       |
| Hispanic or Latino                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 260                                                      | 247      | 95.00    | 5.00         | 50.61             |       |
| Native Hawaiian or Pacific Islander                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 0                                                        | 0        | 0        | 0            | 0                 |       |
| Two or More Races                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 19                                                       | 17       | 89.47    | 10.53        | 87.50             |       |
| White                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 164                                                      | 151      | 92.07    | 7.93         | 73.51             |       |
| English Learners                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 49                                                       | 45       | 91.84    | 8.16         | 11.11             |       |
| Foster Youth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | --                                                       | --       | --       | --           | --                |       |
| Homeless                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 0                                                        | 0        | 0        | 0            | 0                 |       |
| Military                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | --                                                       | --       | --       | --           | --                |       |
| Migrant Services                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | --                                                       | --       | --       | --           | --                |       |
| Socioeconomically Disadvantaged                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 276                                                      | 257      | 93.12    | 6.88         | 49.22             |       |
| Students with Disabilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 60                                                       | 52       | 86.67    | 13.33        | 21.57             |       |

| CAASPP Test Results in Mathematics by Student Group                                                                                                                                                                                                                                                                                                                                                                                                                |                  |          |          |              |                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------|----------|--------------|-------------------|
| 2024-25                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                  |          |          |              |                   |
| Student Groups                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Total Enrollment | # Tested | % Tested | % Not Tested | % Met or Exceeded |
| All Students                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 456              | 418      | 91.67    | 8.33         | 23.91             |
| Female                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 213              | 190      | 89.20    | 10.80        | 22.99             |
| Male                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 241              | 226      | 93.78    | 6.22         | 24.44             |
| American Indian or Alaska Native                                                                                                                                                                                                                                                                                                                                                                                                                                   | 0                | 0        | 0        | 0            | 0                 |
| Asian                                                                                                                                                                                                                                                                                                                                                                                                                                                              | --               | --       | --       | --           | --                |
| Black or African American                                                                                                                                                                                                                                                                                                                                                                                                                                          | --               | --       | --       | --           | --                |
| Filipino                                                                                                                                                                                                                                                                                                                                                                                                                                                           | --               | --       | --       | --           | --                |
| Hispanic or Latino                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 260              | 242      | 93.08    | 6.92         | 16.18             |
| Native Hawaiian or Pacific Islander                                                                                                                                                                                                                                                                                                                                                                                                                                | 0                | 0        | 0        | 0            | 0                 |
| Two or More Races                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 19               | 16       | 84.21    | 15.79        | 43.75             |
| White                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 164              | 148      | 90.24    | 9.76         | 34.48             |
| English Learners                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 49               | 46       | 93.88    | 6.12         | 0.00              |
| Foster Youth                                                                                                                                                                                                                                                                                                                                                                                                                                                       | --               | --       | --       | --           | --                |
| Homeless                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 0                | 0        | 0        | 0            | 0                 |
| Military                                                                                                                                                                                                                                                                                                                                                                                                                                                           | --               | --       | --       | --           | --                |
| Migrant Services                                                                                                                                                                                                                                                                                                                                                                                                                                                   | --               | --       | --       | --           | --                |
| Socioeconomically Disadvantaged                                                                                                                                                                                                                                                                                                                                                                                                                                    | 276              | 255      | 92.39    | 7.61         | 13.44             |
| Students with Disabilities                                                                                                                                                                                                                                                                                                                                                                                                                                         | 60               | 50       | 83.33    | 16.67        | 6.00              |
| <i>Note: ELA &amp; 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.</i> |                  |          |          |              |                   |
| <i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>                                                                                                                                                                                                                                                                                                               |                  |          |          |              |                   |
| <i>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.</i>                                                                                                                     |                  |          |          |              |                   |

| 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<br>(Grades 5, 8 and 10)                                                                                                                                                                                                                                                                                                                                                                                | 32.13                                                    | 28.44 | 33.34    | 31.52 | 30.73 | 32.33 |
| <i>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.</i> |                                                          |       |          |       |       |       |
| <i>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</i>                                                                                                                                                                                                                                                           |                                                          |       |          |       |       |       |
| <i>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.</i>                                                                 |                                                          |       |          |       |       |       |

| CAASPP Test Results in Science by Student Group |                  |          |          |              |                   |
|-------------------------------------------------|------------------|----------|----------|--------------|-------------------|
| 2024-25                                         |                  |          |          |              |                   |
| Student Groups                                  | Total Enrollment | # Tested | % Tested | % Not Tested | % Met or Exceeded |
| All Students                                    | 463              | 441      | 95.25    | 4.75         | 28.44             |
| Female                                          | 244              | 230      | 94.26    | 5.74         | 28.19             |
| Male                                            | 214              | 206      | 96.26    | 3.74         | 27.94             |
| American Indian or Alaska Native                | --               | --       | --       | --           | --                |
| Asian                                           | --               | --       | --       | --           | --                |
| Black or African American                       | --               | --       | --       | --           | --                |
| Filipino                                        | --               | --       | --       | --           | --                |
| Hispanic or Latino                              | 257              | 244      | 94.94    | 5.06         | 17.50             |
| Native Hawaiian or Pacific Islander             | 0                | 0        | 0        | 0            | 0                 |
| Two or More Races                               | 19               | 19       | 100      | 0.00         | 26.32             |
| White                                           | 166              | 158      | 95.18    | 4.82         | 42.68             |
| English Learners                                | 48               | 45       | 93.75    | 6.25         | 0.00              |
| Foster Youth                                    | 0                | 0        | 0        | 0            | 0                 |
| Homeless                                        | --               | --       | --       | --           | --                |
| Military                                        | --               | --       | --       | --           | --                |
| Migrant Services                                | --               | --       | --       | --           | --                |
| Socioeconomically Disadvantaged                 | 292              | 279      | 95.55    | 4.45         | 19.34             |
| Students with Disabilities                      | 69               | 60       | 86.96    | 13.04        | 1.67              |

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

## SCHOOL FACILITIES & MAINTENANCE

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

### Facilities Maintenance

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Campus repair and/or improvement projects for the 2024-25 school year include the following:

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

Every morning before school begins, the day custodian and assistant principal in charge of facilities inspect the entire campus for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian/athletic attendants and seven evening custodians are assigned to Ventura High School. The day custodian is responsible for:

- Restrooms
- Cafeteria
- Event Setup/Cleanup
- Trash Removal
- General Cleaning & Custodial Functions

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

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

- Auditorium
- Common Use Areas
- Restrooms
- Classrooms
- Gyms
- Routine Maintenance
- Office Areas

The principal, assistant principal in charge of facilities, and the day custodian communicate daily concerning maintenance and school safety issues.

**Campus Supervision**

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, administrators and campus supervisors patrol the campus, entrance areas, and designated common areas. Administrators, campus supervisors, and some teachers monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, campus supervisors, and administrators monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

To enhance two-way routine communication and facilitate an immediate response to urgent situations, campus supervisors, administrators, nurse's office, school office, guidance office, attendance office, and school resource officer possess hand-held radios while on campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

**Facilities Inspections**

The district's maintenance department inspects Ventura High School on an annual basis in accordance with Education Code §17592.72(c)(1). Ventura High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 23, 2025. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

| School Facility Good Repair Status     |               |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------|---------------|------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Item Inspected                         | Repair Status |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Inspection Date:<br>September 23, 2025 | Good          | Fair | Poor | Repair Needed and Action Taken or Planned                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Systems                                | X             |      |      | Health Office - The sink cabinet surface is peeling and deteriorated; Classroom 53 - Teacher has installed a heat lamp pointed at the thermostat                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Interior Surfaces                      |               |      | X    | Multipurpose, Wrestling Room, Main Street Gym Lobby - Ceiling tiles falling and missing throughout; Room 40 Dance Room - Ceiling tiles falling; Auditorium - Multiple broken chairs, chair fabric is deteriorated on multiple chairs; Little Theatre - The wall finish is excessively peeling at windows at the north wall, broken seat on the third row; East Stairwell - Contrasting stripe is missing from the top and bottom step of all levels; West Side South Stairwell - Excessive paint peeling on the third floor of the southwest stairwell; West Side North Stairwell - Excessive paint peeling on the second and third floor stair landing; Drama 314 - Excessive peeling paint at the outside of the south door; Classroom 50 - Damaged VCT at the east side of the room; Classroom 51, Classroom 55, Classroom 57, Classroom 66, Classroom 276, Classroom 125, Classroom 91, Classroom 104/105, Classroom 53, Weight Room, Classroom 208, Classroom 209, Classroom 211 - Water damaged ceiling tiles; Classroom 60 - Ceiling tiles falling above teachers desk; Classroom 61 - Hole in the VCT flooring in multiple locations, water damaged ceiling tile; Classroom 62, Classroom 172, Classroom 275, Classroom 278 - Damaged VCT in multiple locations; Classroom 67 - Hole in the VCT flooring at south door and south wall west corner; Classroom 68 - VCT flooring has gaps between tiles in various locations throughout the room, wall tile falling off south wall; Classroom 69, Classroom 94, Classroom 170 - VCT flooring has gaps between tiles in various locations throughout the room; Classroom 171 - VCT tile damaged in multiple locations, ceiling tile falling; Classroom 173 - Ceiling tiles falling; Classroom 279 - Damaged wall surface throughout the room, exit door blocked by furniture, couch; Building 70 2nd Floor Corridor - Damaged/falling ceiling at the south end of the corridor; Girls Locker Room - Excessive peeling paint at the ceiling in multiple locations; Main Street Gym - Ceiling tiles missing in multiple locations; Classroom 122 - Wall surface is peeling at the west wall; Classroom 123 - Water damaged ceiling tiles, wall panel peeling in multiple locations; Classroom 124 - Carpet seam is frayed at the center of the room; Classroom 126 - Damaged VCT tiles at the north wall; Classroom 127 - Ceiling tiles water damaged at the east wall; Classroom 133 - Wall covering is peeling in various locations, damaged VCT at the door; Classroom 134 - Multiple damaged desks throughout the room; Classroom 81 - Damaged VCT in multiple locations; Classroom 93 - VCT damaged at west and east walls, water damaged ceiling tiles; Library - Water damaged and missing ceiling tiles; Classroom 107 - VCT flooring has bubbles and blisters throughout, water damaged ceiling tiles; Classroom 108, Classroom 110, Classroom 111, Classroom 112, Classroom 113 - VCT flooring has bubbles and blisters throughout; Classroom 109, Career Center - VCT flooring has bubbles and blisters throughout, cabinet door by the exit door is damaged and falling off |
| Cleanliness                            | X             |      |      | Classroom 110 - Ants present at door/trash cans at time of inspection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                                                                                                                                                         |           |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Electrical                                                                                                                                                              |           | X    |      | Auditorium - Loose power cord in front of an exit door, trip hazard; Room/Hall 21 - Light switches are missing the knobs; Classroom 22 - GFCI by the center sink, right of the exterior door, does not function; Classroom 23 - Outlet next to out of order sink does not function, no power at time of testing; Classroom 52 - Electrical outlet cover plate is missing from the wire mold on the south wall; Classroom 55 - Wire mold end cap is missing on the west wall; Classroom 61 - Wire mold end cap missing at the north wall; Classroom 63 - Electrical outlet cover plate is missing from the wire mold on the east and south walls; Classroom 64 - Multiple (3) GFCI outlets do not function, do trip when tested; Classroom 66 - North fire extinguisher is out of service date (6/18/24); Classroom 67 - Outlet next to the north door does not function, no power; Classroom 278 - The electrical outlet in the wire mold on the south wall is missing the cover plate; Classroom 123 - Security alarm panel falling off the wall and hanging by wires; Classroom 125 - Electrical outlet missing cover plate on the east wall; Classroom 128 - Broken j box cover plate on the west wall; Classroom 92 - Electrical outlet cover plate is missing from the wire mold on the west wall; Classroom 93, Classroom 100 - East wall wire mold outlet is missing cover plate; New Building 1st Floor Exterior - Exterior GFCI next to the Boys' RR does not have a cover plate and does not function |
| Restrooms/Fountains                                                                                                                                                     | X         |      |      | Classroom 23 - Center sink is out of order; Main Street Gym - Multiple drinking fountains on the south wall do not function; Classroom 212 - Sink on the south wall is out of order                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Safety                                                                                                                                                                  |           |      | X    | Admin - Fire alarm panel in troubled state, additional and missing devices; Cafeteria Exterior - Excessive peeling paint at the south windows and wall; 1st Floor Dressing - Fire extinguisher is missing from the room; Auditorium Exterior - Excessive peeling paint in multiple locations; Room 35 Metal Shop - Classroom fire extinguisher is out of service date (6/18/24); Classroom 50 - Fire extinguisher is damaged and will not function properly; Classroom 52 - Fire extinguisher does not have the code required service tag; Building 70 2nd Floor Corridor - Excessive peeling paint throughout the corridor; Main Street Gym Exterior - Excessive peeling paint at the south wall by the parking area; Building 80 Exterior - Excessive peeling paint on the exterior louvers on the east side of the building; Building 90/100 Girls' RR - Excessive peeling paint at the skylight                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Structural                                                                                                                                                              |           |      | X    | Admin Exterior - The rain gutter facing the interior courtyard is falling down; Room 40 Dance Room - The fascia and plywood eave above the west door is rotted and damaged; Building 118-122 - The hand rail at room 118 is bent and encroaches on the accessible pathway, ramp siding is deteriorated at room 120 and 121, excessive rust on all the gutters on the west side of the portables, holes in the ramp surface at rooms 118, 119, 120, lower ramp rails is damaged/missing at Room 119; Building 123-125 Exterior - Excessive rust at the north and south roof beams for room 125, gutters are rusted out on the north side of all rooms, foundation rot at room 123, ramp rail corner is damaged on room 125; Portable Restroom Exterior - The ramp surface is deteriorated; Building 126-128 Exterior - The foundation at room 127 east side is showing signs of rot and deterioration; Building 130-135 Exterior - The foundation at room 134 west side is showing signs of rot and deterioration, ramp transition to asphalt is loose; New Building 1st Floor Exterior - The seismic joint rubber cover is torn and damaged by room 110 and Admin; New Building 2nd Floor Exterior - Expansion joint at the elevator ceiling and wall is damaged                                                                                                                                                                                                                                                |
| External                                                                                                                                                                | X         |      |      | Auditorium - Stage east exit door is blocked by storage; Auditorium Exterior - Multiple cracked windows at the west elevation; Building 20 Exterior - Contrasting stripe is faded at the south stairs; Building 30 Exterior - Contrasting stripe is faded at the west stairs, exterior north door of the wood shop is deteriorated; Classroom 275 - North door sticks and must be forced open; Main Street Gym Exterior - Contrasting stripe is faded at the east stairs; Building 90/100 Girl's RR - The exit door hits the jam, must be forced open and closed; Classroom 93 - Exterior door pull is missing screws; Classroom 94 - Exterior door pull is missing a screw; Classroom 103 - The key is stuck in the interior lock cylinder, door pull is missing a screw                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Overall Summary of School Facility Good Repair Status</b>                                                                                                            |           |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                         | Exemplary | Good | Fair | Poor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Overall Summary                                                                                                                                                         |           |      |      | X                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <i>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.</i> |           |      |      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| Graduation Rate by Student Group (Four-Year Cohort Rate) |                              |                            |                        |
|----------------------------------------------------------|------------------------------|----------------------------|------------------------|
| 2024-25                                                  |                              |                            |                        |
| Student Groups                                           | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
| All Students                                             | 463                          | 449                        | 97.0                   |
| Female                                                   | 246                          | 243                        | 98.8                   |
| Male                                                     | 213                          | 202                        | 94.8                   |
| American Indian or Alaska Native                         | --                           | --                         | --                     |
| Asian                                                    | --                           | --                         | --                     |
| Black or African American                                | --                           | --                         | --                     |
| Filipino                                                 | --                           | --                         | --                     |
| Hispanic or Latino                                       | 257                          | 248                        | 96.5                   |
| Native Hawaiian or Pacific Islander                      | 0                            | 0                          | 0                      |
| Two or More Races                                        | 22                           | 21                         | 95.5                   |
| White                                                    | 162                          | 158                        | 97.5                   |
| English Learners                                         | 93                           | 90                         | 96.8                   |
| Foster Youth                                             | --                           | --                         | --                     |
| Homeless                                                 | 46                           | 38                         | 82.6                   |
| Migrant Services                                         | --                           | --                         | --                     |
| Socioeconomically Disadvantaged                          | 324                          | 311                        | 96.0                   |
| Students with Disabilities                               | 72                           | 67                         | 93.1                   |

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

### School Site Safety Plan

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

Campus culture promotes a secure learning environment. All persons are to be treated with dignity and respect. The district, schools, students, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. Bullying and harassment are not tolerated. The school district has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. Students and their parents receive information annually regarding district policies concerning anti-bullying and harassment.

## CLASSROOM ENVIRONMENT

### Dropouts & Graduation Rates

Ventura High School's teachers and administrative staff practice the early identification of and inter-vention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include parent conferences, counseling, APEX, ASSETS program for tutoring support, the FLEX program, part-time credit recovery teachers, flexible learning programs, independent study, evaluation of credit completion rates, transcript reviews, two intervention teachers, one part-time EL intervention teacher, social workers, behavior specialist, 9th grade Cougar Mentor project to connect 9th graders with juniors and seniors to mentor with teacher advisors for peer mentoring, grade checks,

online independent study thru adult education, adult school enrollment, concurrent enrollment in community college, summer school, coordination of services meetings with Wellness Center staff, and referral to a continuation high school. Understanding that the needs of each student are different, 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/>.

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

| Chronic Absenteeism by Student Group |                       |                                         |                           |                          |
|--------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| 2024-25                              |                       |                                         |                           |                          |
| Student Groups                       | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| All Students                         | 2050                  | 2004                                    | 342                       | 17.1                     |
| Female                               | 984                   | 970                                     | 173                       | 17.8                     |
| Male                                 | 1051                  | 1020                                    | 163                       | 16.0                     |
| American Indian or Alaska Native     | --                    | --                                      | --                        | --                       |
| Asian                                | 30                    | 30                                      | 2                         | 6.7                      |
| Black or African American            | 32                    | 32                                      | 9                         | 28.1                     |
| Filipino                             | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                   | 1166                  | 1131                                    | 213                       | 18.8                     |
| Native Hawaiian or Pacific Islander  | --                    | --                                      | --                        | --                       |
| Two or More Races                    | 89                    | 87                                      | 13                        | 14.9                     |
| White                                | 716                   | 708                                     | 104                       | 14.7                     |
| English Learners                     | 305                   | 288                                     | 65                        | 22.6                     |
| Foster Youth                         | --                    | --                                      | --                        | --                       |
| Homeless                             | 109                   | 97                                      | 38                        | 39.2                     |
| Migrant Services                     | --                    | --                                      | --                        | --                       |
| Socioeconomically Disadvantaged      | 1270                  | 1240                                    | 262                       | 21.2                     |
| Students with Disabilities           | 318                   | 305                                     | 94                        | 30.8                     |

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

### Chronic Absenteeism

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

### Class Size

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

### Discipline & Climate for Learning

Ventura High School's discipline policies are based upon a schoolwide discipline plan and the Response to Intervention behavior model, which are used as guides to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. To provide students an opportunity to discuss school rules and expectations with administration, we have developed a PowerPoint presentation to discuss the most common school rules and expectations in order for us to be successful as a school. Discipline policies are outlined in the student agenda; a copy of the agenda is provided to every student and is available on the school website.

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

Ventura High School employs Restorative Justice and other means of correction. The Resource Officer is available to those students who have received referrals for suspension, and students who are having trouble with behavior issues in school.

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

*\*Number of classes indicates how many classes fall into each size category (a range of total students per class).*

*\*\*\*"Other" category, if applicable, is for multi-grade level classes.*

| Suspensions & Expulsions |       |       |       |
|--------------------------|-------|-------|-------|
|                          | 22-23 | 23-24 | 24-25 |
| School                   |       |       |       |
| % Students Suspended     | 3.42  | 2.90  | 1.17  |
| % Students Expelled      | 0.00  | 0.00  | 0.05  |
| District                 |       |       |       |
| % Students Suspended     | 3.22  | 2.81  | 2.10  |
| % Students Expelled      | 0.01  | 0.00  | 0.01  |
| State                    |       |       |       |
| % Students Suspended     | 3.60  | 3.28  | 2.94  |
| % Students Expelled      | 0.08  | 0.07  | 0.06  |

| Suspensions and Expulsions by Student Group |                  |                |
|---------------------------------------------|------------------|----------------|
| 2024-25                                     |                  |                |
| Student Groups                              | Suspensions Rate | Expulsion Rate |
| All Students                                | 1.17             | 0.00           |
| Female                                      | 0.71             | 0.00           |
| Male                                        | 1.62             | 0.00           |
| American Indian or Alaska Native            | 0.00             | 0.00           |
| Asian                                       | 0.00             | 0.00           |
| Black or African American                   | 0.00             | 0.00           |
| Filipino                                    | 0.00             | 0.00           |
| Hispanic or Latino                          | 1.80             | 0.00           |
| Native Hawaiian or Pacific Islander         | 0.00             | 0.00           |
| Two or More Races                           | 1.12             | 0.00           |
| White                                       | 0.28             | 0.00           |
| English Learners                            | 1.97             | 0.00           |
| Foster Youth                                | 0.00             | 0.00           |
| Homeless                                    | 2.75             | 0.00           |
| Migrant Services                            | 0.00             | 0.00           |
| Socioeconomically Disadvantaged             | 1.81             | 0.00           |
| Students with Disabilities                  | 2.83             | 0.00           |

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

- ELPAC Task Types
- Multilingual Learner Liaisons Collaboration

#### 2024-25 Trainings:

- District Assessments
- Trauma Informed Practices
- Multi-Tiered System of Supports (MTSS)
- Department Level Collaboration
- Dual Language Education
- MAP Reports
- ELPAC Task Types
- Multilingual Learner Liaisons Collaboration

#### 2025-26 Trainings:

- Sonday (Structured Literacy Supplemental Curriculum)
- IXL (Online Platform - Various Subjects)
- Professional Learning Communities (PLCs)
- ESGI (Online Platform for Assessing/Progress Monitoring Early Literacy)
- AMIRA (At Risk for Reading Difficulty Screener Training and Structured Literacy)
- California Reading and Literacy Project (CRLP)
- Co-Teaching
- Healthy Campus (Online Platform for Conducting Wellness Services)

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

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

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2024-25 school year, Ventura High School's staff development activities concentrated on:

- Anti-Bias/Anti-Racist (ABAR) Training
- Co-Teaching
- Critical Reading and Writing
- CTE Pathway Certification & Training
- Data Analysis
- EL Intervention Strategies
- ELD Model Lesson Training
- Ethnic Studies Training
- Mathematics 1, 2 & 3 Training
- Professional Learning Communities (PLCs)
- SPED Training
- Technology Training (Google Classroom, Landing Pages, Study Sync, Read 180, System 44, Digital Citizenry)
- WASC Collaboration
- Leader in Me 7 Habits
- Trauma Informed Practices
- Mandated Trainings (Emergency, Child Abuse)

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

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

## CURRICULUM & INSTRUCTION

### Staff Development

All professional development activities at Ventura Unified School District are aligned to the California State Standards. Staff development concentrations are selected and identified based on State Standards implementation, the new science standards, teacher surveys, and district initiatives. Findings from formative assessment results indicate that reading, writing, and mathematics are the primary focus areas.

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

#### 2023-24 Trainings:

- Trauma Informed Practices
- Dual Language Education
- MAP Reports

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

### Instructional Materials

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

On September 23, 2025, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #25-22 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

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

| Textbooks               |                                                                                 |                                       |                          |
|-------------------------|---------------------------------------------------------------------------------|---------------------------------------|--------------------------|
| Adoption Year           | Publisher & Series                                                              | From Most Recent State Adoption (Y/N) | Pupils Lacking Textbooks |
| <b>Foreign Language</b> |                                                                                 |                                       |                          |
| 2020                    | Manzana Learning: <i>Manzana Learning World Language Curriculum</i>             | N - Local                             | 0%                       |
| 2020                    | American Eagle Co., Inc: <i>VOCES World Language Curriculum</i>                 | N - Local                             | 0%                       |
| <b>Health</b>           |                                                                                 |                                       |                          |
| 2011                    | Holt, Rinehart & Winston: <i>Lifetime Health</i>                                | N - Local                             | 0%                       |
| 2011                    | Holt, Rinehart & Winston: <i>Lifetime Health Sexuality &amp; Responsibility</i> | N - Local                             | 0%                       |

In addition to core subject areas, districts are required to disclose in their SARC the sufficiency of instructional materials used for their visual/performing arts curricula. During the 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 PREPARATION & CAREER READINESS

### College Preparation Courses

Students are encouraged to take required courses if they plan on attending a four-year college or university. The following table illustrates the proportion of courses taken and successfully completed in relation to the number of course enrollments (sum of total enrollment in all classes).

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

### Admission Requirements for California Public Universities University of California

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

### California State University

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

### Advanced Placement

In 2024-25, Ventura High School offered advanced placement courses for those students seeking to qualify for college credit. Sophomores, juniors, and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

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

### Career Readiness

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

- Career Education Center
- Workability
- Career Pathways
- Community Service Partnerships for CTE Programs

### On Campus Pathway Sequences:

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

### CTE Student Organization:

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

**Off-Campus ROP Courses:**

Auto Service  
Computer Repair & Maintenance  
Culinary Arts I, II  
Floral Design  
Honors Robotics  
Landscaping  
Practical Compute Literacy  
Robotics

**On-Campus CTE Courses:**

Agricultural Biology  
Automotive Technology Concentrator & Capstone  
Computer Science (A and Principles)  
Construction Concentrator & Capstone  
Culinary and Hospitality Concentrator & Capstone  
Environmental Field Study  
Ornamental Horticulture (Landscaping)  
Patient Care  
Professional Theatre/Play Production  
Robotics  
Set Design and Construction  
Weldings & Fabrication Concentrator & Capstone

Individual student assessment of work readiness skills takes place through:

- End of course exams
- Completion of course-required projects
- On-the-job observation
- Classroom observation
- Post-graduate surveys

Career ambassadors program gives leadership opportunities for students in the area of career readiness. For more information, students should contact the counselor.

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

Career Education Center (CEC) programs are offered in partnership with the Ventura County Office of Education. A variety of career technical education courses are available on and off-campus to help prepare high school students (16 years and older) for entry-level employment, upgrading current job skills, or obtaining more advanced levels of education. Off-campus CEC courses are offered at the county's Camarillo Airport Campus; free bus transportation is available to participating students.

Workability provides work experience opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan.

For more information on career technical programs, CEC, workability, partnership academies, and work experience, contact the counselor or visit the state's career technical website at [www.cde.ca.gov/ci/ct/](http://www.cde.ca.gov/ci/ct/).

**Career Technical Education Program Participation****2024-25**

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

**PROFESSIONAL STAFF****Counseling & Support Staff**

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

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

**Academic Counselors & Other Support Staff  
(Nonteaching Professional Staff)****2024-25**

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

*Note: One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.*

**Teacher Preparation and Credentials**

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

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

| Teachers Without Credentials and Misassignments<br>(Considered "Ineffective" under ESSA)<br>Authorization / Assignment |               |       |       | Credentialed Teachers Assigned Out-of-Field<br>(Considered "out-of-field" under ESSA) / Indicator |               |       |       |
|------------------------------------------------------------------------------------------------------------------------|---------------|-------|-------|---------------------------------------------------------------------------------------------------|---------------|-------|-------|
|                                                                                                                        | School Number |       |       |                                                                                                   | School Number |       |       |
|                                                                                                                        | 21-22         | 22-23 | 23-24 |                                                                                                   | 21-22         | 22-23 | 23-24 |
| Permits and Waivers                                                                                                    | 1.0           | 1.0   | 1.8   | Credentialed Teachers<br>Authorized on a Permit or<br>Waiver                                      | 1.1           | 1.3   | 1.1   |
| Misassignments                                                                                                         | 1.2           | 3.4   | 2.5   | Local Assignment Options                                                                          | 9.0           | 9.6   | 8.2   |
| Vacant Positions                                                                                                       | 0.0           | 0.0   | 0.0   | Total Out-of-Field Teachers                                                                       | 10.2          | 11.0  | 9.3   |
| Total Teachers Without<br>Credentials and<br>Misassignments                                                            | 2.2           | 4.4   | 4.3   |                                                                                                   |               |       |       |

| Teacher Preparation and Placement Authorization |                                                                                                          |                                                |                                                                                  |                                                                                |         |                          |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------|------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------|--------------------------|
|                                                 | Fully (Preliminary or Clear)<br>Credentialed for Subject and<br>Student Placement (properly<br>assigned) | Intern Credential Holders<br>Properly Assigned | Teachers Without Credentials<br>and Misassignments<br>("ineffective" under ESSA) | Credentialed Teachers<br>Assigned Out-of-Field ("out-of-<br>field" under ESSA) | Unknown | Total Teaching Positions |
| 2023-24                                         |                                                                                                          |                                                |                                                                                  |                                                                                |         |                          |
| School #                                        | 57.5                                                                                                     | 0.0                                            | 4.3                                                                              | 9.3                                                                            | 12.2    | 83.4                     |
| School %                                        | 68.98                                                                                                    | 0.0                                            | 5.15                                                                             | 11.22                                                                          | 14.64   | 100                      |
| District #                                      | 476.8                                                                                                    | 4.6                                            | 32.6                                                                             | 51.8                                                                           | 34.2    | 600.2                    |
| District %                                      | 79.43                                                                                                    | 0.78                                           | 5.44                                                                             | 8.64                                                                           | 5.7     | 100                      |
| State #                                         | 230039.4                                                                                                 | 6213.8                                         | 16855                                                                            | 12112.8                                                                        | 13705.8 | 278927.1                 |
| State %                                         | 100                                                                                                      | 2.23                                           | 6.04                                                                             | 4.34                                                                           | 4.91    | 100                      |
| 2022-23                                         |                                                                                                          |                                                |                                                                                  |                                                                                |         |                          |
| School #                                        | 66.9                                                                                                     | 0.0                                            | 4.4                                                                              | 11.0                                                                           | 6.8     | 89.2                     |
| School %                                        | 75.0                                                                                                     | 0.0                                            | 4.94                                                                             | 12.36                                                                          | 7.68    | 100                      |
| District #                                      | 495.7                                                                                                    | 6.9                                            | 37.3                                                                             | 61.4                                                                           | 32.7    | 634.2                    |
| District %                                      | 78.16                                                                                                    | 1.09                                           | 5.9                                                                              | 9.68                                                                           | 5.17    | 100                      |
| State #                                         | 234405.2                                                                                                 | 4853.0                                         | 12001.5                                                                          | 11953.1                                                                        | 15831.9 | 279044.8                 |
| State %                                         | 84.0                                                                                                     | 1.7                                            | 4.3                                                                              | 4.3                                                                            | 5.7     | 100.0                    |
| 2021-22                                         |                                                                                                          |                                                |                                                                                  |                                                                                |         |                          |
| School #                                        | 69.8                                                                                                     | 0.2                                            | 2.2                                                                              | 10.2                                                                           | 7.9     | 90.4                     |
| School %                                        | 77.19                                                                                                    | 0.22                                           | 2.43                                                                             | 11.36                                                                          | 8.79    | 100                      |
| District #                                      | 515.8                                                                                                    | 6.2                                            | 23.3                                                                             | 66.0                                                                           | 43.2    | 654.7                    |
| District %                                      | 78.78                                                                                                    | 0.96                                           | 3.56                                                                             | 10.09                                                                          | 6.6     | 100                      |
| State #                                         | 234405.2                                                                                                 | 4853.0                                         | 12001.5                                                                          | 11953.1                                                                        | 15831.9 | 279044.8                 |
| State %                                         | 84.0                                                                                                     | 1.7                                            | 4.3                                                                              | 4.3                                                                            | 5.7     | 100.0                    |

*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.*

| Class Assignments / Indicator                                                                                                                                                                                              |               |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------|-------|
|                                                                                                                                                                                                                            | School Number |       |       |
|                                                                                                                                                                                                                            | 21-22         | 22-23 | 23-24 |
| Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)                                                                                        | 1.1           | 4.8   | 2.4   |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)                                                                           | 1.2           | 0.8   | 4.0   |
| Note: For more information refer to the Updated Teacher Equity Definitions web page at <a href="https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp">https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp</a> . |               |       |       |

## 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 <a href="https://www.cde.ca.gov/ds/fd/cs/">https://www.cde.ca.gov/ds/fd/cs/</a> . |           |                                             |

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

**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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

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

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

**SARC DATA****DataQuest**

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

**California School Dashboard**

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

**Internet**

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

**Disclosure**

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

## School Site Council Bylaws

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

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

**Article II - Role of the School Site Council**

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

**Article III - Membership**

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

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

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

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

| Role                                                                                           | Amount |
|------------------------------------------------------------------------------------------------|--------|
| School Staff Members: Principal or their designee                                              | 1      |
| School Staff Members: Classroom teachers                                                       | 3      |
| School Staff Members: Classified Unit Member*<br>*Note: Per VESPA/District Contract Article 42 | 1      |
| Parents/Community/Student* members<br>*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 close to one-half of membership group's (e.g., Parent/Community/Student member and Staff Member groups) seats are up for election any given year.

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

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

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

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

Training of all SSC members by the school site Principal, both new and returning, shall take place annually using the latest district-provided SSC training materials. The training shall be agendaized 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