Ventura Unified School District

School Plan for Student Achievement

DeAnza Academy of Technology and the Arts (DATA)
56 72652 6062152

Contact Information:
Carlos Cohen, Principal
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2060 Cameron Street
Ventura, CA 93001
(805) 641-5165

Ventura Unified
SCHOOL DISTRICT

Fiscal Year 2024-2025

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The School Plan for Student Achievement

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

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

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

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

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

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2060 Cameron Street
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carlos.cohen@venturausd.org

The district's Governing Board approved this revision of the school plan on June 25, 2024.

School Site Council Membership

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

Name of Members	Principal	Certificated Staff	Classified/ Other Staff	Parent or Community Member	Student
Carlos Cohen	X				
Alex Wulff		X			
Maklynn St. Clare		X			
Scott Pipkin		X			
Gricelda Navarro			X		
Bob Harrell				X	
Chris Anderson				X	
Anne Whatley				X	
Oakley Keeling					X
Noelia Herrera					X
Number of members in each category	1	3	1	3	2

English Language Advisory Council (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 Staff	Parents / Guardians of English Learners	Other
Carlos Cohen	X				
Maria Lopez			X		
Xiomara Lopez			X		
Noelia Herrera				X	
Francela Soriano				X	
Maria D Meneto				X	
Evelyn Soto				X	
Gustavo Hinojosa				X	
Inez Hinojosa				X	
Number of members in each category	1		2	6	

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:
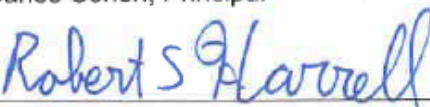
English Learner Advisory Committee

Leadership Team

Signature of Authorized Representative

Noelia Herrera L.

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

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

6) This SPSA was adopted by the SSC at a public meeting on: _____5/16/2024_____.

Attested:

Carlos Cohen
Carlos Cohen, Principal

5/22/24
Date

Robert S Harrell
SSC Chairperson

5/22/24
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 15,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

During the 2023-24 school year, Ventura Unified School District served 14,672 students in grades TK-12 including 14.3% students with disabilities, 14.6% English learners, 56.2% socioeconomically disadvantaged, 0.3% migrant education, 3.8% 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

De Anza Academy is located between the Pacific Ocean and the mountains, set on spacious grounds with beautiful, well-designed buildings. It serves a diverse student population that includes the attendance areas of Oak View, Casitas Springs, and Ventura Avenue. The school is located in an area that is generally considered to be in the lower socio-economic range. Because of the large percentage of disadvantaged students, we are considered a Title I school and receive funds accordingly.

During the 2023-24 school year, De Anza Academy served 548 students in grades 6-8. Student enrollment included 17.7% students with disabilities, 33.8% English learners, 75.2% socioeconomically disadvantaged, 1.3% migrant, 6.2% homeless, and 0.5% foster youth.

The school is located in an area has experienced a change in its demographics; student enrollment, diversity of ethnic groups, and the number of students from mid- to upper-level income families has increased.

De Anza Academy has a 1:1 student to computer ratio and incorporates the use of technology throughout all classrooms and subject matters.

Our certificated staff consists of 27 regular education classroom teachers, seven special education teachers, two counselors, one psychologist, one occupational therapist, and one speech therapist. We have one principal and two assistant principals.

Classified staff consists of one full-time office manager, one library media technician, one full-time office assistant, one full-time attendance clerk, a part-time health technician, one shared nurse, one full-time computer repair technician, four full-time custodians (one day and three night), one full-time cafeteria manager, three part-time bilingual paraeducators, and 11 para-educators in the special education, and one part-time Parent Liaison.

School Leadership
School Leadership consists of department chairpersons, the principal, two assistant principals, two counselors, activities director, and librarian and any other interested staff members. It hears the concerns of the staff and makes recommendations to the School Site Council who considers supporting the Leadership team with their approval of expenditures from any or all of the categorical accounts. Meeting monthly, it is representative of our staff and works to support the needs of students and teachers.

School Vision

De Anza Academy of Technology & the Arts (DATA) is a place of opportunity for all students to reach their highest potential as students and responsible members of our diverse community. Students, parents, faculty, and staff are vital participants in the learning process. DATA has a safe, nurturing, and respectful environment where teachers have the right to teach, students have the right to learn and parents have the responsibility to participate. Students, parents, and staff will work together to ensure all students are successful.

School Mission

De Anza Academy of Technology and the Arts (DATA) is a high achieving and innovative magnet school where students, community, and staff collaborate in authentic learning experiences. Together, we support an inclusive environment focused on relationships in order to develop skills for a global society.

Student Enrollment by Ethnicity – 2023-24

74.1%

0.5%

2.6%

0.2%

0.2%

0.4%

2.9%

19.3%

- ■ Black or African American
- ■ American Indian or Alaska Native
- ■ Asian
- ■ Filipino
- ■ Hispanic or Latino
- ■ White
- ■ Two or More Races
- ■ Foster
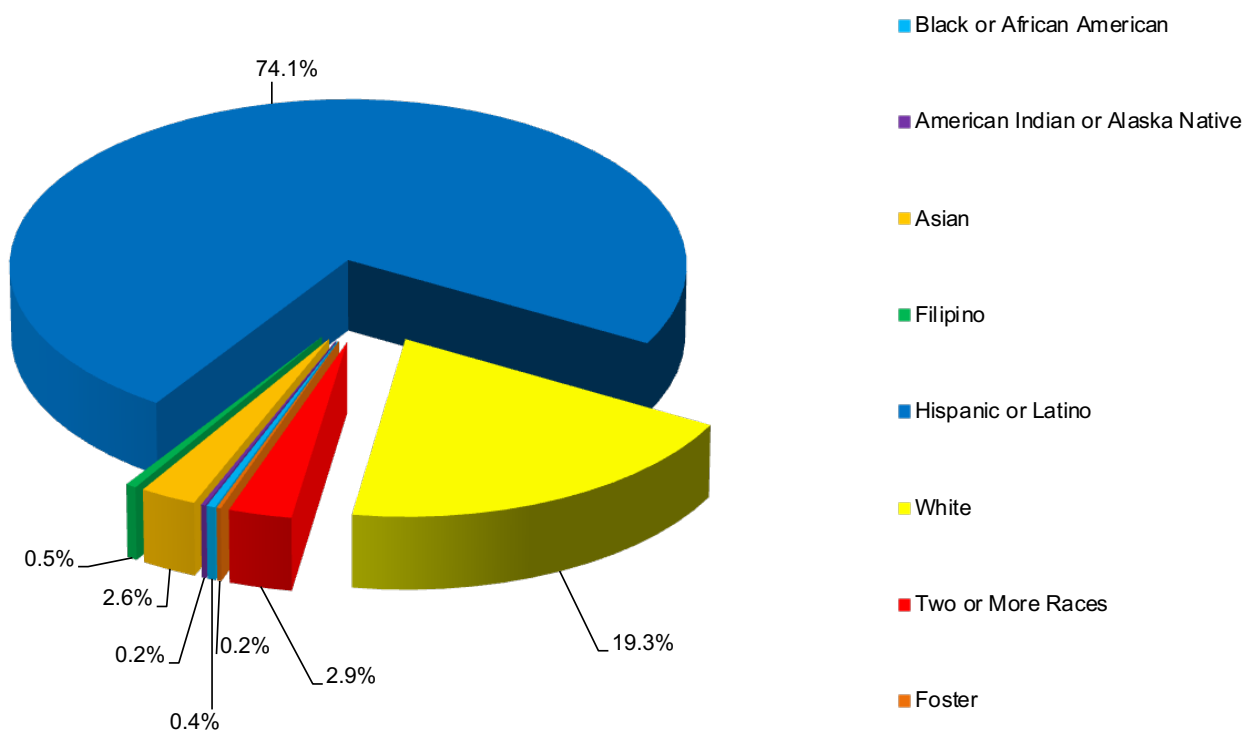
Student Enrollment by Grade – 2023-24

	Grade 6	Grade 7	Grade 8
	204	185	159
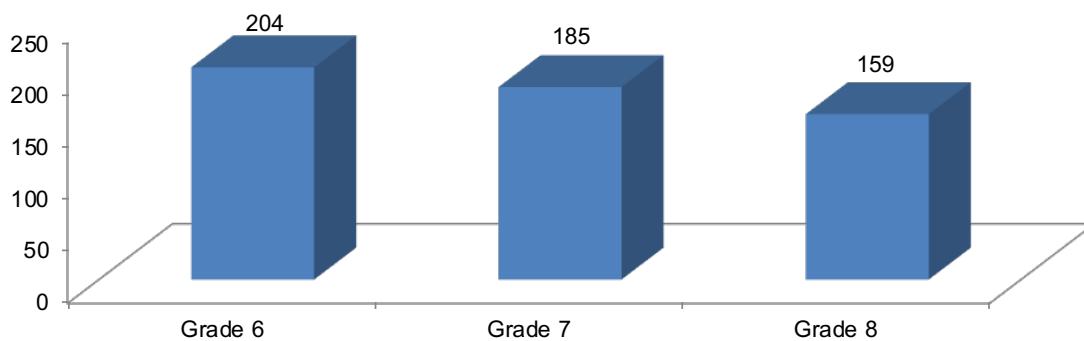
Student Enrollment by Student Group – 2023-24
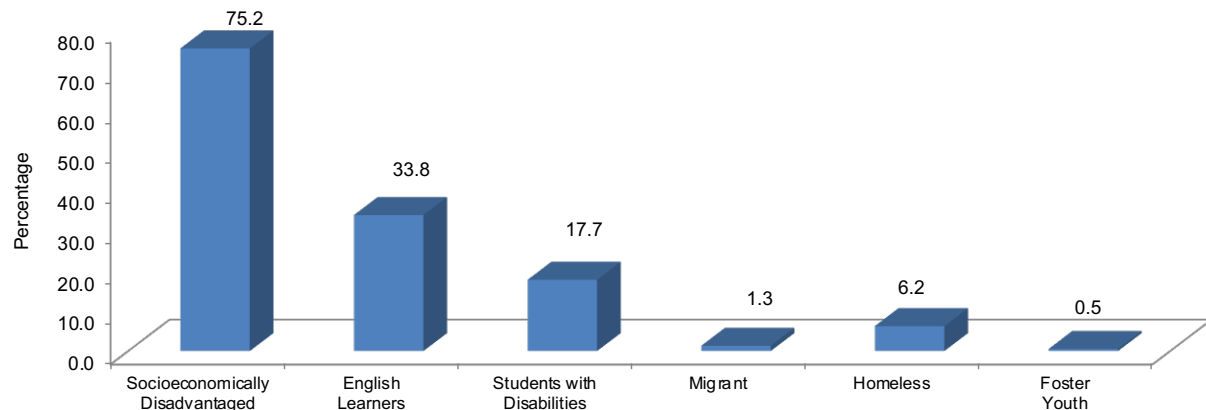
Comprehensive Needs Assessment

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

- ✓ Analysis of Student Performance Data:
  - o ELPAC Reports
  - o District Benchmarks
  - o CAASPP Reports
  - o CST Science
  - o Teacher Created Assessments
- ✓ California School Climate Survey

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

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

De Anza Academy of Technology and the Arts's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. De Anza Academy of Technology and the Arts 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. DATA'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. De Anza Academy of Technology and the Arts has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **Project Alert - Grades 7 and 8** - a digitally delivered classroom-based substance abuse prevention program aimed at preventing and reducing experimental and continued use of drugs. Through a series of comprehensive lessons, Project ALERT motivates students against drug use, cultivates new non-use attitudes and beliefs, and equips students with the skills and strategies to resist drugs. The program features self-paced lessons, downloadable lesson plans, and supporting videos and posters.
- **Too Good for Drugs - Grade 6** - a school-based prevention program designed to reduce risk factors and enhance protective factors related to alcohol, tobacco, and other drug (ATOD) use. Interactive teaching methods encourage students to bond with pro-social peers and engage students through role-play, cooperative learning, games, small-group activities, and class discussions. The curriculum consists of 26 lessons; 14 core lessons delivered in the same class, and 12 infusion lessons included in other academic classes.
- **Anti-Bullying Week & "No One Eats Alone" Assembly**
- **Digital Citizenship**
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children.

Community Resource Guide

The Ventura Unified School District publishes a Community Resource Guide for its student, parents, and community. The guide is available at the district office and on the district website www.venturausd.org. The guide provides local and community resource contact information for:

- 24 Hour Hotline Numbers
- After School Childcare & Activities
- Alcohol, Tobacco, Other Drugs
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Educational Resources
- Family Support
- Health Notifications
- Healthcare
- Homeless Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention Information
- Low or No-Cost Health Insurance for Children
- Student Assistance/Support
- Teen Services
- Transportation
- Tutoring

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
De Anza Academy of Technology and the Arts (DATA)	**56726526062152**	**5/16/2024**	

Purpose and Description

Briefly describe the purpose of this plan (State whether School wide Program, Comprehensive Support and Improvement, Targeted Support and Improvement or Additional Targeted Support and Improvement

The purpose of this SPSA, developed collaboratively by student, staff and family stakeholders, is to increase students' achievement, close achievement gaps, increase student connectedness to their school and community, empower and educate parents, maximize our students' learning experience at DATA through powerful, engaging, accessible, relevant project based learning, and to demonstrate the meeting or exceeding of local and state learning standards. Ultimately, the plan is to prepare self-reliant and prepared scholars that will successfully transition to high school and beyond with the necessary critical thinking skills and experiences to be productive community members.

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

Increased student achievement, Student Connections to School, and Family Involvement through the robust and consistent following through of our action plan strategies and the refining of our practices as feedback is provided and data is received on our effectiveness. The ELAC and SSC, working in cooperation with the DATA staff Leadership Team will make adjustments as necessary to strategies and efforts to ensure completion of goals.

Stakeholder Involvement

How, when, and with whom did the 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:
ELAC	9/17/23, 1/16/24, 3/12/24, 4/18/24
SSC	10/19/23, 1/18/24, 2/15/24 3/20/24 4/25/24, 5/14/24
Leadership	1/9/24, 4/9/24

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, Expenditures, and Annual Review

Goal 1:

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

Identified Need:

Analysis of data has revealed that despite steady progress in most areas of different subgroups, there continues to be significant performance gaps with ELL and Students with Disabilities (SWD) achieving below target.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Assessments Met or Exceeded Standard - Quarterly Benchmarks - Khan Academy completion - Q1 vs Q4 SRI Scores - D&F Rates - ELPAC scores	CAASSP: 20-21: ELA 39.47%- Math 24.54% 21-22: ELA 42.22%- Math 26.00% 22-23: ELA 40.60%- MAth 30.32% 23-24: Not available	- 3%- 5 % growth in both ELA and Math - Increase EL, RFEP and SAI ELA and Math scores by 3%- 5% - Establish baselines for 24-25 new Metrics
Attendance Data	21-22: 45.4% 22-23: 40.8% 23-24:	Decrease of unexcused absences and tardies by 5%
Behavior-Suspensions	Suspensions: 18-19: 68 19-20: 68 20-21: 13 (COVID) 21-22: 43 22-23: 100 23-24: 73	10-15 % reduction in suspensions

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, all grades.

Strategy/Activity

Professional Development   1. Professional development to support staff and administration in strengthening knowledge, skills, and tools for effective instruction to support CCSS, ELD, and SPED instruction.   2. Teacher release dates for curriculum alignment (lesson/project/co-teaching planning, peer observations, and training in learning management platforms, working with mentees)..   3. Substitutes/ roving subs to cover peer observations/ peer planning

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. $5,000	Title I
2. $5,000	Supplemental
3. $2,000	Title 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, all grades.

Strategy/Activity

Parental Involvement/Communication with all stakeholders

1. DATA teacher led PBL/ Collaboration leaders
2. Parent Square electronic newsletter and email/text communications and website
3. DATA led Parent Connectedness Workshops: *Coffee with Cohen/ Cafe con Cohen*
4. Child care for parents to attend workshops, conferences, and/or site/district meetings and Para educators/Office Support Staff for tech and translation support

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. $2,000	Site Based
2. No funding required	N/A
3. $1,000	N/A
4. $2,000	Title 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, all grades

Strategy/Activity

STEM/Project Based Learning (PBL)
1. Grade level PBL meetings for planning of multidisciplinary semester projects.
2. Instructional supplies to implement grade level PBL with focus in academic areas that support ELA, Math, Science, and Social Science.
3. Participate in local and state PBL/STEAM Professional Development.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. No Funding required	N/A
2. $3,000	Site Based
3. $2,000	Site Based

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, all grades.

Strategy/Activity

Academic Support/Intervention
1. Continue Implementation of Block Schedule
2. Field Trip Opportunities in-person/virtually that connect academic content to students grade 6-8
3. Collaboration with ASES program in support student academic needs.
4. Bilingual Teacher/Para educators for ELL/ Newcomer academic language support.
5. Intervention Math and ELA AVID Tutoring Periods for 6, 7, and 8th grade.
6. ELA and Math after school tutoring
7. ELD and SAI targeted tutoring support and ELL Progress Monitor Liaison.
8. Wellness Center Counselor
9. School Counselor student support
10. Social-Emotional Learning for school-wide implementation (Using Second Step and Covey Leader in Me program Schoolwide, in ASES, AVID, SAI, Homeroom)
11. IDEA Academy: Technology focused pathway-Math, Makerspace, coding and humanities integration
12. Teaching of 7 Habits of Highly Effective people and W.I.G.'s goal setting to target academic, attendance and behavior growth
13. Academic, attitude and attendance motivational rallies through *Kicks for Kids "Just show up"*

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. No Funding Required	N/A
2. $5,000	Supplemental
3. No Funding Required	N/A
4. $16,441	Supplemental
5. No Site Funding Required	LCAP
6. $5,000	Title I
7. $5,000	Title I
8. District Funded	N/A
9. District Funded	N/A
10. $5,000	LCAP
11. No funding required	N/A
12. No funding required	N/A
13. No funding required	N/A

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, all grades.

Strategy/Activity

Technology to Support Instruction
1. Programs: No Red Ink and remote learning tools
2. District Technicians/Teacher Library to support and ensure proper functioning of technology for instruction and student access.
3. 1:1 computers for students to supplement instruction

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. $1,389	Site based
2. No Funding Required	N/A-District Funded
3. No Site Funding Required	N/A-District Funded

Annual Review:

SPSA Year Reviewed: 2023-24

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.

ANALYSIS:

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

ELA has made a concerted effort to increase reading and writing proficiency through the use of transitional methods and digital platforms such as NoRedInk, Newsela and the cored/block system we have. 6th grade students have made huge strides with their reading levels in part to the intentional use of data to create baseline scores, providing targeted reading interventions, and then sharing progress frequently with students. For example, the 6th grade cohort has a 1-2 grade reading level jump. This is critical, as a contrast, as there was a performance dip in the ELA CAASPP scores for 22-23 (largely due to a percentage of students not completing or taking their ELA exams in a subgroup). This year a focused incentives program with prizes was used to ensure that students put in a good faith effort and were present for every day for school and then for testing. The year long "*Just show up*" assemblies we have done, which includes incentives, has made a noticeable impact on our students' participation. Our math program has also made a focused effort to collaborate and expects all students to do nightly online math work, similar to having students read nightly for 30 minutes to close academic gaps, sharpen their skills, or get ahead. The main platforms being used are Khan Academy and Moby Max.

We have contributed to student academic engagement by making learning come to life through the use of curriculum like *TCI* (Teachers Curriculum Institute) and science lesson plans and field trip opportunities that connect academic content to students grade 6-8 through the MERITO Foundation. From reenacting or simulating historical events in social studies to doing lab work in the field on Santa Cruz Islands, our focus has been to make learning accessible and relevant. Through Leader in Me Core 2, we have the opportunity to establish academic goals, structures and systems of support. this year we focused on introducing the 7 Habits, paradigms about being proactive, responsible and setting personal goals. This coming year we will reinforce year 1 and then transition to the academic portion (Core 2) of *Leader in Me.*

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

This year we were able to use ESSR and LCAP funds for *W.E.B.* (Where Everybody Belongs) and *Leader in Me* training and program material. This was a major funding difference compared to previous years and what we can expect in future years.

There continues to be a greater need to push into classes with school wide initiatives and also to do more monitoring and reporting out of progress. Second Step is a district funded program and what could really bolster this program is for teachers to go beyond what is being shared by the counselors and integrate other teacher selected lessons into their curriculum. The same goes with other programs. Teachers that have done this have provided anecdotal information of how students are more engaged academically and conducting themselves better.

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 area where we need to focus on more this year is professional development to support staff and administration in strengthening knowledge, skills, and tools for effective instruction to support CCSS, ELD, and SPED instruction. We have worked with Educational Services to set aside 3 afternoons of minimum days quarterly for student centered, and teacher-training-teachers professional development training. We also have one afternoon a month to collaborate on the strategies in this goal. In addition to these opportunities, the principal has

Teacher release dates for curriculum alignment (lesson/project/co-teaching planning, peer observations, and training in learning management platforms, working with mentees). This includes substitutes.

Goal 2:

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

Identified Need:

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

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

1. California Healthy Kids Survey (CHKS)
2. Site created surveys
3. Attendance
4. Suspension Rates
	1. Baseline
	2. Baseline
	3. Baseline
	4. Suspensions:
	  a. 18-19: 68
	  b. 19-20: 68
	  c. 20-21: 13 (COVID)
	  d. 21-22: 43
	  e. 22-23: 100
	  f. 23-24: 73
		1. Increased percentages in the areas of reported feelings of safety, connectedness, and success.
		2. Same as #1 above
		3. Decrease of unexcused absences and tardies by 5% each year (measured at each quarter.) Decreased SARB letters.
		4. Decreased # of suspensions

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, all grades.

Strategy/Activity

Professional Development 1. Counselor Conferences (CASC, SEL, MTSS, Restorative Justice, etc.) 2. Counselor Collaboration at site, district, and county level. 3. Positive Behavior Intervention Support, Social-Emotional Learning, MTSS, NCPI, and Restorative Justice training for certificated/classified staff and administrators at Ventura County Office of Education. CHAMP's training. 4. Installing a gate between the end of the C building and H portables 5. Minga- Out of class monitoring and student announcement program 6. Attendance and mentoring assembly: Kicks for Kids *"Just Show up"*

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. $2,360	Title I
2. No funding required	N/A
3. No funding required	N/A
4. No funding required	N/A
5. $2,000 yearly	Site Based
6. No funding required	N/A

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, all grades.

Strategy/Activity

Parental Involvement
1. Continued Communication: *Navigator News, Weekly Update* electronic update via Parent Square, Q, social media, and school website.
2. *Words of Wisdom* Wednesday Homeroom presentation by Principal and guest speakers
3. DATA Staff Parent Hub led Parent Workshops on different topics: Literacy, Q, AVID, PBL, PBIS, ELL, Cyber Safety, Canvas, Zoom, as well as child care for parents to attend onsite conferences, workshops, etc.
4. Chaperones, coaching and mentoring

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s
1. No funding required	N/A
2. No funding required	N/A
3. No funding required	Duties as assigned/comp time
4. No funding required	N/A

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, all grades

Strategy/Activity

Support Services/Intervention and School Systems
1. Counselor focus on Social-Emotional, Academic, College/Career and Counselor focus on parental involvement in contacts with students. Second Step Program
2. Detention center hosts
3. 6th Grade Orientation-WEB/Compass Mentors Teacher Coordinators and PD
4. Collaboration with School Resource Officer and SAP counselor (Friday's at DATA)
5. Development of new academic pathways that build off of existing art, technology, and language programs and the marketing of said programs to increase enrollment at DATA (e.g. IDEA, Mariachi, AVID hybrid, Co-teaching)
6. Counselor to support SEL, Academics and parent outreach (eg., Second Step, SST's, and Academic Advisement)
7. Paraeducator(s) to support on site
8. Intervention teacher

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. No funding required	N/A District Funded
2. $1,000	Supplementary
3. $2,000	Discretionary
4. No Site Funding Required	N/A-District Funded
5. No Site Funding Required	N/A Staffing allocations
6. $92,017 (Rate and benefits)	Title I
7. $49,295 (Rate and benefits)	Title I or multilingual department
8. $16,243	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, all grades.

Strategy/Activity

Safe Learning Environment
1. New/Current communications with efficient radio system training.
2. Family Support Liaison to support students, staff and parents in attaining resources on and off campus during the school day as well as playing a support and campus safety resource during extra events.
3. Collaboration with School Resource Officer for *Learning the Ropes*
4. Student Assemblies focusing on Anti-bullying, inclusion, motivational, self-esteem

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. No Funding Required	N/A
2. Up to $22,605 (Rate and Benefits)	Supplemental
3. No Site Funding Required	N/A-District Funded
4. $5,000	Site Based/ (ASB funds)

Annual Review:

SPSA Year Reviewed: 2023-24

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.

ANALYSIS:

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

The Oasis Wellness Center at DATA middle school significantly enhanced the school's culture by creating an inclusive environment where students felt supported and valued. Our Wellness Center offered a variety of mental health resources, counseling services, and different group lessons. The center also fostered a sense of belonging and helped students build connections with trusted adults on campus. Students felt heard and had access to the care they needed. This commitment to student well-being helped promote a positive atmosphere throughout the campus, encouraging open communication and mutual respect. As a result, students were more engaged, motivated, and capable of achieving their full potential, contributing to a vibrant and proactive school community. The DATA Wellness had an average of 300 weekly visits and has also seen an increase in wellness center referrals. Every 6th, 7th, and 8th grade student also had the opportunity to take part in Counseling led lessons that focused on social-emotional, academic and college and career readiness. As a result of ongoing lessons, counselors also held a career fair where 50% of the student population attended. Students were able to utilize strategies from counseling lessons along with common language and expectations that were presented to them. 8th grade and 6th grade students were also able to participate in the WEB (Where Everyone Belongs) program this academic year. WEB is a middle school transition program that allows 8th grade students to lead and mentor the incoming 6th grade class through community building activities and academic check-ins. WEB promotes a positive school climate and connects all students involved to our school and each other. Throughout the school year, students were also able to participate in a variety of leadership opportunities including WEB, Green Team and Leader in Me which fostered positive school culture and climate.

As a result of our implementation of Minga at our school, students are safer and learning time has increased. Review of the data from our student information system shows that incidents in the restrooms or on campus during the first semester, there were 49 incidents in the 22/23 school year, but only 21 incidents in the first semester of the 23/24 school year; a drop of 57% year over year. The trend is holding up for the second semester as well with 93 incidents in 22/23, but only 47 so far in 23/24 with eight weeks of school remaining. So far, there is strong evidence that we have met the goal of reducing the number of bathroom incidents by 50%. As a direct result of our Minga hall pass program implementation this year, our students are more likely to be in class, less likely to be involved in a planned fight, or use a controlled substance, and less likely to be harassed or bullied in the restrooms.

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

To build on our success with Minga to improve our school climate and safety, our school would benefit from purchasing the additional Positive Behavior Intervention Tools available from the platform that allows teachers to report and assign positive behaviors and awards as well as disciplinary issues and consequences. This additional functionality costs $1850 per year.

This year we were fortunate to request, and receive, funds from Educational services to pay for programs like Leader in Me, WEB, and Minga. Because of their high costs, they would not have been fully covered by our three SSC managed funding sources. For this coming year, we will be reducing the site level expenditures (through reduction in what we are paying) and leaning more on district funds to cover them.

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.

Counselors will continue planning for presentations throughout the school year, utilizing Second Step and previous lessons provided. Every student will also receive at least one classroom lesson in the following domains; academic, social-emotional and college and career. We will also be looking to expand the Wellness Center and provide resources and opportunities for students both on campus and off campus. Future activities will include field trips, participation in resource fairs and opportunities to meet in groups such as; Learning the Ropes, Teen Intervene, Boys' groups and Girls' groups for personal growth and student success. Reports on the number of student check-ins to the Wellness Center will be collected and monitored, and pre and post survey information will be reviewed after each counseling lesson has been provided.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

Actively involve parents and engage community resources in effectively sharing and maximizing resources that supports academic, behavioral, and social emotional needs.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
- Participation and engagement levels as measured by attendance/sign in sheets - Participant surveys	- Baseline	- Initial participation with 70% positive reviews

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, all grades.

Strategy/Activity

Student/Family/Community Connectedness: 1. Digital Marquee with School Activities, Events, and Programs. 2. Quarterly Community Events for students, families, and community members. 3. Mariachi Music Program and maintenance of instruments 4. STEAM extracurricular activities, Discover DATA, DATA Fest, Science field trip chaperones 5. 7 Habits of Highly Effective Families, Triple P, and addition of Leader in Me program 6. Collaborate with community organizations and national businesses such as Merito Foundation, Ventura Land Trust, Patagonia, ePlus, Cisco, and other local businesses to provide enrichment experiences to students, teachers, and families. (e.g. G.R.I.T., Bicycle training, science lessons/field trips, etc.) 7. Creation of Parent Committee to support school activities, fundraise and develop parent programs. 8. Increase number of members in ELAC and participation in multilingual learner programs 9. Bilingual Family Liaison 10. Childcare/ Para support

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s
1. No Funding Required	N/A
2. $1,500	Supplemental
3. No Funding Required	District
4. $855.00	Supplemental
5. $7,000	LCAP
6. No funding required	N/A
7. No funding required	N/A
8. No funding required	N/A
9. Up to $22,605 (rate and benefits)	Supplemental (duplicate)
10. $2,000	Title 1

Annual Review:

SPSA Year Reviewed: 2023-24

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.

ANALYSIS:

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

To support achieving goals 1 and 2, we have used this goal- regarding family/community outreach- to create a Parent Committee to assist us where they can on our initiatives- since DATA has been without a PTA for years. From morale boosting activities, to serving as chaperones, fundraisers and committee leads, this committee has been assisting on doing great things on campus and also getting the word out for me to the community at large about our academic programs and resources. This second semester we have been focused on addressing/satisfying staff needs and carrying out/promoting our student programs. We have a couple of key staff members such as our ASB teacher and assistant principal that oversees ASB on this committee to ensure we have an authentic two way free flowing exchange of ideas, roles and duties. The principal has worked consistently to attract and encourage parents to serve as reps to our various district committees such as LCAP, SSC, ELAC, DELAC, Music and PAC.

Our community outreach effort continues to support many of our student academic, SEL, and extracurricular activities. Our largest community partner is the MERITO Foundation through our *Avenue to the Channel Islands* grant. We are in the second year of a three year grant worth $650,000. This grant has allowed our science teachers to participate in professional development and receive lesson plans that are NGSS aligned and relevant to our county. Students have also been able to participate in field trips ranging from biking to nature, exploring tide pools, lab experiments on tall ships, kayak/snorkeling lessons, and camping trips to Santa Cruz and Santa Catalina Island. Both last year and this year, our students have competed in environmental and energy science projects and have come in 2nd and 1st place as a result of what they learned with MERITO. This year one of our science teachers was recognized as Teacher of the Year. Our second largest community participant is Patagonia and their continued support of our G.R.I.T. GIrls ReImagining Tomorrow program that provides professional speakers, career exploration and field trips to IT and cybersecurity organizations ranging from NOAA, Raytheon, and Fathowerx to name a few. After this year we will change the name from G.R.I.T. to G.E.M.S- Girls in Engineering, Math and Science to more reflect the foci we have at DATA.

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 were no major differences between the intended implementation and/or the budgets expenditures to implement the strategies/activities to meet the articulated goals. We were fortunate this year, and last, to have both MERITO and Patagonia be such significant partners in bringing learning opportunities and resources to our students. If we are to continue to provide these opportunities, or add to them, there needs to be a concerted effort by all stakeholders to network and seek more community participation on our campus and work closely with administration and the Parent Committee to integrate community organizations into our existing structures as well as to fundraise.

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.

There are no major changes to the goals, strategies, annual outcomes, metrics or activities, however, there were small adjustments (lowering of potential expenses) to the expenditures for some items as district LCAP, parcel tax, and potential Prop 28 funds will cover some or all of selected strategies. Programs like the 7 Habits of Highly Effective Families, Parent Project, Mariachi and hiring of a bilingual family liaison will be listed in the site strategies and activities section.

Budget

Other Federal, State and Local Funds

The School Site Council intends for De Anza Academy of Technology for the Arts to participate in the following programs:

Federal Programs	Allocation ($)
Title I 2023-24 Carryover	$0.00
Title I 2024-25 Pre-Allocation	$107,200.00
Title I 2024-25 Allocation	$24,900.00

Subtotal of additional federal funds included for this school: **$132,100.00**

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 2023-24 Carryover	$0.00
Site-Based Funds 2024-25 Allocation	$26,852.00
Supplemental Funds 2023-24 Carryover	$0.00
Supplemental Funds 2024-25 Allocation	$37,350.00

Subtotal of state or local funds included for this school: **$64,202.00**

Total of federal, state, and/or local funds for this school: **$196,302.00**

2024-25 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.

CAASPP – Grade 6 English Language Arts/Literacy – 2022-23

	English Language Arts/Literacy 2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 6						
All Students Tested	179	167	167	11.98%	24.55%	24.55%	38.92%
Male	104	99	99	11.11%	25.25%	23.23%	40.40%
Female	75	68	68	13.24%	23.53%	26.47%	36.76%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	5	5	5	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	123	114	114	7.02%	20.18%	28.07%	44.74%
Hawaiian or Pacific Islander							
White (not Hispanic)	46	43	43	16.28%	37.21%	20.93%	25.58%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	131	122	122	7.38%	18.03%	28.69%	45.90%
English Learners	53	49	49	0.00%	8.16%	28.57%	63.27%
Students with Disabilities	35	33	33	3.03%	3.03%	6.06%	87.88%
Migrant Education	*	*	*	*	*	*	*
Homeless							

CAASPP – Grade 6 Mathematics – 2022-23

	Mathematics						
	2022-23						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
				Grade 6			
All Students Tested	179	159	159	18.24%	18.24%	20.13%	43.40%
Male	104	95	95	20.00%	21.05%	20.00%	38.95%
Female	75	64	64	15.63%	14.06%	20.31%	50.00%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native							
Asian	5	5	5	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	123	107	107	6.54%	17.76%	21.50%	54.21%
Hawaiian or Pacific Islander							
White (not Hispanic)	46	42	42	42.86%	21.43%	16.67%	19.05%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	131	115	115	8.70%	15.65%	20.00%	55.65%
English Learners	53	47	47	0.00%	4.26%	17.02%	78.72%
Students with Disabilities	35	29	29	3.45%	3.45%	13.79%	79.31%
Migrant Education	*	*	*	*	*	*	*
Homeless							

CAASPP – Grade 7 English Language Arts/Literacy – 2022-23

| | English Language Arts/Literacy | | | | | | |
| | 2022-23 | | | | | | |
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	157	144	144	20.14%	22.92%	18.75%	38.19%
Male	90	81	81	25.93%	24.69%	17.28%	32.10%
Female	67	63	63	12.70%	20.63%	20.63%	46.03%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	121	109	109	10.09%	20.18%	21.10%	48.62%
Hawaiian or Pacific Islander							
White (not Hispanic)	23	22	22	50.00%	31.82%	13.64%	4.55%
Two or More Races	7	7	7	*	*	*	*
Socioeconomically Disadvantaged	122	111	111	10.81%	21.62%	20.72%	46.85%
English Learners	52	41	41	0.00%	0.00%	19.51%	80.49%
Students with Disabilities	21	15	15	0.00%	6.67%	26.67%	66.67%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 7 Mathematics – 2022-23

| | Mathematics | | | | | | |
| | 2022-23 | | | | | | |
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	157	141	139	16.55%	12.95%	15.11%	55.40%
Male	90	80	78	24.36%	15.38%	12.82%	47.44%
Female	67	61	61	6.56%	9.84%	18.03%	65.57%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	121	108	107	4.67%	12.15%	16.82%	66.36%
Hawaiian or Pacific Islander							
White (not Hispanic)	23	20	19	57.89%	15.79%	5.26%	21.05%
Two or More Races	7	7	7	*	*	*	*
Socioeconomically Disadvantaged	122	111	109	5.50%	8.26%	18.35%	67.89%
English Learners	52	43	42	0.00%	0.00%	4.76%	95.24%
Students with Disabilities	21	16	15	0.00%	6.67%	0.00%	93.33%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless							

CAASPP – Grade 8 English Language Arts/Literacy – 2022-23

| | English Language Arts/Literacy | | | | | | |
| | 2022-23 | | | | | | |
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 8						
All Students Tested	197	189	189	17.99%	24.34%	22.75%	34.92%
Male	119	116	116	21.55%	21.55%	18.10%	38.79%
Female	78	73	73	12.33%	28.77%	30.14%	28.77%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	7	7	7	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	147	139	139	6.47%	24.46%	26.62%	42.45%
Hawaiian or Pacific Islander							
White (not Hispanic)	37	37	37	45.95%	27.03%	13.51%	13.51%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	150	143	143	9.79%	18.88%	27.27%	44.06%
English Learners	55	52	52	0.00%	5.77%	19.23%	75.00%
Students with Disabilities	33	32	32	3.13%	3.13%	18.75%	75.00%
Migrant Education	*	*	*	*	*	*	*
Homeless							

CAASPP – Grade 8 Mathematics – 2022-23

| | Mathematics | | | | | | |
| | 2022-23 | | | | | | |
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
				Grade 8			
All Students Tested	197	179	177	14.12%	11.30%	13.56%	61.02%
Male	119	107	105	17.14%	14.29%	10.48%	58.10%
Female	78	72	72	9.72%	6.94%	18.06%	65.28%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native							
Asian	7	6	6	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	147	134	132	6.06%	6.82%	14.39%	72.73%
Hawaiian or Pacific Islander							
White (not Hispanic)	37	34	34	32.35%	26.47%	11.76%	29.41%
Two or More Races	5	4	4	*	*	*	*
Socioeconomically Disadvantaged	150	137	135	5.19%	8.89%	12.59%	73.33%
English Learners	55	52	50	0.00%	4.00%	8.00%	88.00%
Students with Disabilities	33	28	26	0.00%	0.00%	11.54%	88.46%
Migrant Education	*	*	*	*	*	*	*
Homeless							

2024-25 Supplemental Funds Program Budget

2024-2025 BUDGET
School Site: DATA Middle School
Program: Supplemental

2024-2025 Allocation	$	37,350.00
Total Available Funding:	$	37,350.00

Expenditures:			Budget	
1000s - Certificated Salaries				
	1103	Teachers, Extra hours	$	-
		Teacher Release Time	$	5,000.00
		Detention	$	1,000.00
	1106	Teachers, Sub	$	-
		Other	$	-
2000s - Classified Salaries				
	2103	Paraed, Extra hours	$	-
	2201	Family Liaison Pos 4696 .3125 FTE	$	16,373.00
		Bilingual Para		
		Other	$	-
3000s - Employee Benefits				
		23.16% for Certificated	$	1,390.00
		38.06% for Classified	$	6,232.00
4000s - Books and Supplies				
	4200	Books Other Than Textbooks	$	-
	4300	Materials and Supplies (STEAM)	$	855.00
	4400	Equipment not Capitalized	$	-
5000s - Services & Other Operating Expenses				
	5202	Conferences/Travel	$	-
	5600	Rentals and Repairs	$	-
	5719	Transportation for field trips	$	5,000.00
	5710	Graphics	$	-
	5800	Contracted Services	$	-
		Parent Presentations (eg. CyberCop)	$	1,500.00
	5806	Internet Publications/Software	$	-
6000s - Capital Outlay				
	6400	Capital Equipment >$5,000 ea.	$	-
Total			$	37,350.00

Budget Balance		$	-

Principals Signature:	*Carlos Ulloa*
Date:	5/14/24
School Site Council Approval (Chair)	*Roberto Nevarel*
Date:	5/14/24
English Learner Advisory Committee Review:	*Noelia Herrera S.*
Date:	5/14/24
Director, Special Projects Approval:	*B. Powers*
Date:	6/3/24

2024-2025 BUDGET

School Site: DATA Middle School

Program: Site Based Fund

2024-2025 Allocation	$	26,852.00
Total Available Funding:	$	26,852.00

Expenditures:		Budget
1000s - Certificated Salaries		
1103	Teachers, Extra hours	$ -
	PBL Teachers leading training/After school	$ 2,000.00
1106	Teachers, Sub	$ -
	Other	$ -
2000s - Classified Salaries		
2103	Paraed, Extra hours	$ -
2403	Clerical, Extra hours	$ -
	Other	$ -
3000s - Employee Benefits		
	23.16% for Certificated	$ 463.00
	38.06% for Classified	$ -
4000s - Books and Supplies		
4200	Books Other Than Textbooks	$ -
4300	Materials and Supplies	$ -
	Supplies for PBL (STEAM)	$ 3,000.00
4400	Equipment not Capitalized	$ -
5000s - Services & Other Operating Expenses		
5202	Conferences/Travel	$ -
5600	Rentals and Repairs	$ -
5719	Transportation for field trips	$ -
5710	Graphics	$ -
5800	Contracted Services	$ -
	Student Assemblies(Anti bullying/racsim/	$ 5,000.00
	Readin/Writing specialist	$ 13,000.00
5806	Internet Publications/Software	$ -
	Minga	$ 2,000.00
	Additional Software/ Programs	$ 1,389.00
5900	Communications	$ -
6000s - Capital Outlay		
6400	Capital Equipment >$5,000 ea.	$ -
Total		$ 26,852.00

Budget Balance		$ -

Principals Signature:	*Carla Vloh*
Date: 5/14/24	
School Site Council Approval: (Chair)	
Date: 5/14/24	*Robert Harrell*
Director, Special Projects Approval:	*B Fowler*
Date: 6/3/24	

2024-2025 BUDGET

School Site:	**DATA Middle School**	
Program:	**Title I**	

2024-2025 Pre Allocation	$	107,200.00
2024-2025 Additional Allocation	$	24,900.00
Total Available Funding:	$	132,100.00

Pre-Allocated Expenditures		Budget	
1000s - Certificated Salaries			
	Intervention Teacher .153 FTE	$	16,243.00
	Counseling .88 FTE	$	71,011.00
	Other	$	-
2000s - Classified Salaries			
	Paraed	$	-
	Family Liaison	$	-
	Other	$	-
3000s - Employee Benefits			
	Certificated	$	19,946.00
	Classified	$	-
Total		$	107,200.00

Additional Expenditures:			Budget	
1000s - Certificated Salaries				
	1103	Teachers, Extra hours	$	-
		Teacher (Site based PD)		-
		Tutoring (ELA/EL)	$	5,000.00
		Tutoring (Math)	$	5,000.00
	1106	Teachers, Sub	$	2,000.00
		Other	$	-
2000s - Classified Salaries				
	2103	Paraed, Extra hours	$	-
		Chidcare/ Para Support	$	2,000.00
		Other	$	-
3000s - Employee Benefits				
		23.16% for Certificated	$	2,779.00
		38.06% for Classified	$	761.00
4000s - Books and Supplies				
	4200	Books Other Than Textbooks	$	-
	4300	Materials and Supplies	$	-
	4400	Equipment not Capitalized	$	-
5000s - Services & Other Operating Expenses				
	5202	Conferences/Travel	$	-
		Counselor Conferences	$	2,360.00
		Teacher/ Classifed Conferences	$	5,000.00
	5600	Rentals and Repairs	$	-
	5719	Transportation for field trips	$	-
	5710	Graphics	$	-
	5800	Contracted Services	$	-
	5806	Internet Publications/Software	$	-
6000s - Capital Outlay				
	6400	Capital Equipment >$5,000 ea.	$	-
Total			$	24,900.00

Budget Balance		$	-

Principals Signature:	*[signature]*
Date:	5/14/24
School Site Council Approval: (Chair)	*[signature] Robert S. Harrell*
Date:	
Director, Special Projects Approval:	*[signature]*
Date:	6/3/24

De Anza Academy	School Plan for Student Achievement
Of Technology and the Arts	Fiscal Year 2024-2025

School-Parent/Home Compact

De Anza Academy of Technology & the Arts
HOME-SCHOOL COMPACT
2024-2025

The goal of De Anza Academy of Technology & the Arts is to develop each student's potential for the intellectual, physical, and emotional growth that will prepare him or her for success in high school, college, career, and life.

Parent/Guardian Agreement:
I want to see my child succeed; therefore, I will strive to do the following:
- Make sure that my child is at school and on time every day.
- Set high expectations for my child and discuss them regularly (promotion, high school graduation, college, vocational training, etc.).
- Hold my child accountable for his/her work and behavior.
- Provide time, place, and materials for homework and review with them daily.
- Ensure that my child reads every day according to their grade level.
- Help my child make healthy choices.
- Drop-off and pick-up my child in the designated parking lot located at the side of the school by the baseball field.

PARENT/GUARDIAN SIGNATURES:

_____ 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, and ready to learn.
- Set high expectations for myself (good grades, promotion from middle school, graduate from high school, college/career ready, etc.).
- Follow our campus and classroom rules as outlined in the Student Handbook.
- Follow the Navigator Code: Be Respectful, Be Kind, Be Responsible, and Be Ready to Learn - including school events.
- Follow CHAMPs, the 7 Habits of Highly Effective People, Where Everybody Belongs, and other practices we have learned.
- Complete and return my homework assignments on time.
- Read a book at my grade level every night.
- Be responsible with school property and learning materials, and bring my charged chromebook every day.
- Make healthy choices.
- Complete my community service hours.
- Ask for help when needed.

STUDENT SIGNATURE:

_____ DATE: _____

HOME-SCHOOL COMPACT, CONTINUED

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.
- Provide necessary assistance to parents, so they can help their children with schoolwork.
- Provide regular opportunities for communication with students and families.
- Maintain a positive school environment for parents/families, students, and staff.
- Participate in Professional Development opportunities to improve my practice and stay current with new research.

HOMEROOM 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, and kind school so 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, 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 with attendance, behavior, and/or academic concerns.
- Communicate regularly with staff/parents/guardians through ParentSquare, website, social media, and parent meetings.
- Work with parents and the school leadership team to develop a comprehensive parent education calendar.
- Participate in Professional Development opportunities to improve my practice and stay current with new research.

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)

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

Support for programs that reach parents/guardians and family members at home, in the community, and at school

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

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

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

DATA Parent Involvement Policy

De Anza Academy of Technology and the Arts - Parent Involvement Policy

De Anza Academy of Technology and the Arts (DATA) will follow the guidelines developed with parent input as listed below in accordance with the *No Child Left Behind Act of 2001*. This policy will be distributed to parents of students participating in the Title I program, and will be updated periodically.

Policy Guidelines

• De Anza Academy will convene an annual meeting to explain Title I Program Description, school parent involvement policy, and the rights of parents of program participants. De Anza Academy participated in the federal School wide Title I program aimed at the improvement of the entire educational program at the school. Parents are informed about our Title I status at our first big meeting of the year for Back to School Night, and are kept updated throughout the year at meetings at the school site as well as in literature sent home.

• De Anza Academy shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

• Involve parents in an organized, ongoing, and timely way to plan, review and improve planning and policy documents, such as:

   ➢ The *Single Plan for Student Achievement* is put together with input from parents and community members as represented in School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Advisory Committee (PAC). Parents are elected to be District English Language Acquisition Committee (DELAC) reps and SSC reps.
   PTA, ELAC, Back to School Night, and Title I meetings are held in both English and Spanish as needed with translation provided by school and/or district staff.
   ➢ The School Site Council is composed of 3 parents, 3 students, and 6 staff members.
   ➢ The School-Parent Compact is a written agreement of what schools and parents are each supposed to do to help students achieve. The compact is sent home in October, signed, and returned to school. Families receive multiple copies of the compact in order to ensure that they know the contents. Staff members in the office monitor who has completed the compact or not.
   ➢ Plans exist for training school staff on how to strengthen ties between home and school.

• Provide parents of participating students with

   ➢ *Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if parents express an interest in doing so through the ELAC, PAC, SSC, and Intouch announcements. We have Back to School Night, at which we explain Title I and the compact. Newsletters including a calendar of events are sent home monthly to keep parents up to date on what is happening in our school. Parents are invited to parent conferences, SST, and Individualized Education Plan (IEP) meetings as appropriate for their child's needs. De Anza invites parents to participate in training such as the Parent Institute for Quality Education (PIQE) and Parenting Wisely.*
   ➢ *All information sent home in English and Spanish, whether by phone through Intouch or in print. We have a bilingual Parent Liaison who is able to call home in either language, and we have a bilingual office manager, attendance clerk, and Health Tech to help facilitate parent needs in the office.*
   ➢ *Parents have access to a description and explanation of curriculum to be used*
   ➢ *The forms of academic assessment used to measure student progress*
   ➢ *Proficiency levels that students are expected to meet*
   ➢ *Materials and training on how to improve their child's achievement*
   ➢ *We have a website available for parents to access for more information at:*
   https://www.venturausd.org/data/home.aspx

• At De Anza, we coordinate with the city of Ventura to have the afterschool program ASES on our campus. ASES provides tutoring, fun activities, and a safe environment for 110 students.

• We work with elementary schools such as Sheridan Way, E.P. Foster, Will Rogers, and Sunset as well as the high schools our children will attend to encourage partnerships with elementary, middle and high schools and build bridges to add continuity to a child's learning experience within Ventura Unified. For example, tutors from the college work with our students in AVID, and we have held joint meetings with our feeder elementary schools.

• De Anza coordinates with several community organizations as well, such as the Kiwanis Club, which works with our students through Builder's Club, the East Ventura Optimist Club, Leadership Ventura, Chamber of Commerce and Lions' Club.

• We offer a flexible schedule of meetings that is convenient to parents, with most family meetings held in the late afternoon or evenings by parent request and availability. This includes PTA, ELAC, parent conferences, and Title I meetings. SST meetings are held on an as needed basis pending referrals.

• We have a part-time School-Family Liaison to provide other reasonable support for parental involvement at parents' request. Literature, resources, videotapes, etc. are available for parents to use. We hold community-based events, such as Health Fairs, including a Blood Drive, and other information to coordinate health services for families.

• Partnerships with Ventura College, CSUCI, Vita Art Center, Patagonia, ePlus, Cisco, Merito Foundation, City of Ventura, Ventura Land Trust and CAPS-TV.

• Invite parents in as guest speakers about careers.

• Partner with Ventura County Museum for student displays.

• Train parents in technology-related issues, training prior to the start of the school year, putting information in the student Agenda, and offering information on cyber-bullying and information literacy.

Parent Involvement Calendar

Individual classes and grade levels have parent meetings and send home class newsletters on a regular basis. There are also many activities within classes and grade levels in which parent participation is sought. Parent involvement at all levels is an essential component of the culture of DATA.

• Chaperone Field Trips, Dances, Merito Foundation, at sporting events (as needed, all year)
• Office Help (as needed)
• Fall & Spring Fundraisers
• School Club Volunteers/Committees (as needed)
• School Site Council (once a month)
• English Learner Advisory Council (once a month)
• Parent Committee
• Safety Committee (fall and as needed)
• Back to School Night (fall)
• Health Fairs (spring)
• Family Festivals (winter and spring)
• Dances (fall and spring)
• Volleyball & Basketball Games (fall)
• Cross Country & Volleyball games (Fall)
• AVID Parent Night (winter)
• Renaissance (quarterly)
• School wide Assemblies and Rallies (as needed)
• Title I Parent Night (fall and winter)
• Spring Arts Showcase (spring)
• Open House (winter)
• Mariachi Group (spring)
• Music Department Concerts (quarterly)
• MERITO foundation Field Trip ChaperoneWinterfest (winter)
• Community Events (throughout year/ site and ESC)
• Family Forums
• 7 Habits of Highly Effective Families
• Winterfest (winter)
• DATAfest (spring)

Professional Development Plan

De Anza Academy of Technology and the Arts 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 proficient 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 2024-2025 school year, teachers at DATA will participate in the following trainings:

In-House Training:

- Technology Training ranging from Promethean board use to MakerSpace equipment
- *Leader in Me* 7 Habits of Highly Effective People. Continue Year 1 roll out with transition to year 2 program in the spring.
- Universal Design for Learning (UDL)
- Multi-Tiered System of Supports (MTSS)
- Online Learning Platform such as Canvas and Google Classroom
- Digitalportfolios
- NoRedInk
- EdPuzzle
- CHAMPS/ PBIS training with a focus on de-escalation techniques and strategies

Offsite

- CAPS media video production
- AVID strategies
- Nonviolent Crisis Intervention
- W.E.B. *Where Everybody Belongs* training for 6th grade orientation teacher and student leaders
- Counselors, admin and teacher conferences with focus on student academic/behavioral engagement and interventions

2022-23 School Accountability
Report Card

Published January 2024

DE ANZA ACADEMY OF TECHNOLOGY AND THE ARTS

2060 CAMERON STREET, VENTURA, CA 93001

(805) 641-5165

CARLOS COHEN, PRINCIPAL
GRADES 6-8

PRINCIPAL'S MESSAGE

Dear Families and Community Members,

As Principal of De Anza Academy of Technology and the Arts- (DATA), I am honored to serve our students, staff, families, and community in my role of preparing our students for a full and successful transition to high school, community and beyond! And on behalf of the incredible staff of DATA, we are also very proud to share with you what DATA is all about.

De Anza MIddle School has been serving students in our community since the 1950s, and starting in 2012, our school restructured into De Anza Academy of Technology and the Arts (DATA), the District's first block scheduled, 1-1 computer, high achieving and innovative magnet middle school where students, community, and staff are committed to collaborate in authentic learning experiences. SInce 2012, DATA has been recognized as a CA Distinguished School, Common Sense School, VC Stem Golden Gear School, Magnet School and more.

Together, we support an inclusive environment focused on relationships in order to develop skills for a global society. De Anza Academy of Technology & the Arts (DATA) is a place of opportunity for all students to reach their highest potential as students and responsible members of our diverse community. Students, parents, faculty, and staff are vital participants in the learning process. DATA has a safe, nurturing, and respectful environment where teachers have the right to teach, students have the right to learn and parents have the responsibility to participate. Students, parents, and staff will work together to ensure all students are successful.

You know you are at DATA when you see students helping each other succeed by collaborating on designing Makerspace and Art products to market and sell, and leaning in and working shoulder to shoulder on a project based lesson recreating Roman architecture or tilling and tending to the soil and flowers and produce of a student garden. Our teaching staff takes great pride in providing a safe and secure learning environment while offering a wide array of exciting and unique challenging academic, artistic, and social emotional learning programs such as G.R.I.T, Mariachi, IDEA Academy, and Leader in Me.

Our administrative staff is committed to establishing a school environment that allows our students to flourish and grow intellectually, emotionally, and socially and to teach our Navigators how to lead the way for themselves and others both on and off campus. As a result, our school has powerful community partnerships with local organizations such as the MERITO Foundation, Harmony Project, West Side Community Alliance and international companies ranging from ePlus to Patagonia providing our students and staff real world learning experiences.

Unique and relevant experiences are being provided here at DATA as we boldly go forward into the 21st century! Again, welcome to DATA. You are always welcome to stop by the school or if you cannot find what you are looking for on our website, please feel free to give us a call; we are happy to help in creating the best learning and social experience for your student and family.

In Service,

Carlos V. Cohen, Principal

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
DR. JERRY DANNENBERG
CALVIN PETERSON
JAMES FORSYTHE
ALICIA LAVERE
SABRENA RODRIGUEZ

District Administration
DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

AHSAN MIRZA
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100
VENTURA, CALIFORNIA 93001

(805) 641-5000

www.venturausd.org

District Mission Statement

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

DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 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.

De Anza Academy of Technology & the Arts

De Anza Academy of Technology & the Arts serves students in grades six through eight following a traditional calendar. At the beginning of the 2022-23 school year, 553 students were enrolled, including 19.9% in special education, 32.9% qualifying for English Language Learner support, 5.8% homeless, 0.2% foster youth, 0.7% migrant, and 75.9% qualifying for free or reduced price lunch. De Anza Academy of Technology & the Arts is a recipient of the Universal Meals Program, a federal grant that provides funds to offer free breakfast and lunch for every student.

Student Enrollment by Student Group and Grade Level 2022-23			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	40.5%	Grade 6	185
Male	59.5%	Grade 7	163
Non-Binary	0.0%	Grade 8	205
American Indian or Alaskan Native	0.2%		
Asian	2.5%		
Black or African American	0.4%		
Filipino	0.5%		
Hispanic or Latino	72.7%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	2.9%		
White	20.8%		
English Learners	32.9%		
Foster Youth	0.2%		
Homeless	5.8%		
Migrant	0.7%		
Socioeconomically Disadvantaged	75.9%	Total Enrollment 553	
Students with Disabilities	19.9%		

DATA is a Magnet Middle School offering 21st Century curriculum including technology infused learning, project based learning, Visual Thinking Strategies, S.T.E.M. and thriving Art and Music Programs. Teachers align their Classroom Environments with Real World Environments emphasizing on: Critical Thinking & Problem Solving – Communication – Collaboration – Creativity & Innovation.

We offer many clubs on campus, from Builder's Club, which does community service projects with the local Kiwanis, to the Spanish Club, Anime Club, ASB/leadership, and more!

DATA leads the pack in integrating the Common Core standards by instituting PBL across the campus. Students answer a guiding question as they go from science, to English to PE and beyond. It challenges them to build their own learning and connect the ideas they learned in one place to the application of that knowledge in another. It is truly a career minded education all students will need to enter the workforce. It also happens to be a fun and engaging way to learn!

School Mission

De Anza Academy of Technology and the Arts (DATA) is a high achieving and innovative magnet school where students, community, and staff collaborate in authentic learning experiences. Together, we support an inclusive environment focused on relationships in order to develop skills for a global society.

School Vision

De Anza Academy of Technology & the Arts (DATA) is a place of opportunity for all students to reach their highest potential as students and responsible members of our diverse community. Students, parents, faculty, and staff are vital participants in the learning process. DATA has a safe, nurturing, and respectful environment where teachers have the right to teach, students have the right to learn and parents have the responsibility to participate. Students, parents, and staff will work together to ensure all students are successful.

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

California Assessment of Student Performance and Progress Test Results in Science						
All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	De Anza		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
Science (Grades 5, 8, & 10)	31.22	31.72	32.31	32.57	29.47	30.29

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who receive scores.

PARENT INVOLVEMENT

Parents are encouraged to be involved in their child's learning environment either by volunteering in the classroom, participating in an advisory or decision making school group, or simply attending school events. Parents stay informed on upcoming events and school activities through our ParentSquare automated call/message system, the school website, our online calendar, flyers, the school's social media pages (Twitter, Facebook, Instagram), ASB Twitter account, the weekly online school bulletin, and Parent Q Connect. Contact the school office at 641-5165 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
• Chaperone Field Trips, Dances, at sporting events
• Office Help
• Fall & Spring Fundraisers
• School Club Volunteers

Committees
• School Site Council
• English Learner Advisory Council
• Parent Committee
• Safety Committee
• Grant Committee

School Activities
• Back to School Night
• Health Fairs
• Family Festivals
• Dances
• Volleyball & Basketball Games
• Cross Country Meets
• AVID Parent Night
• Renaissance
• Schoolwide Assemblies
• Title I Parent Night
• Spring Arts Showcase
• Open House
• Mariachi Group
• Music Department Concerts
• Winterfest
• Community Events
• Fall and Spring Fundraisers
• Leader in Me Lighthouse Team
• 7 Habits of Highly Effective Families Training

STUDENT ACHIEVEMENT

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

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)

2022-23

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	205	195	95.12	4.88	31.96
Female	79	73	92.41	7.59	24.66
Male	126	122	96.83	3.17	36.36
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino					
Hispanic or Latino	152	143	94.08	5.92	19.01
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	39	38	97.44	2.56	63.16
English Learners	55	53	96.36	3.64	0
Foster Youth					
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	129	122	94.57	5.43	17.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	40	95.24	4.76	10.26

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress
Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11

Percentage of Students Meeting or Exceeding the State Standards

	De Anza		VUSD		CA	
	21-22	22-23	21-22	22-23	21-22	22-23
English-Language Arts/Literacy	41	40	47	47	47	46
Mathematics	26	30	35	36	33	34

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)
2022-23

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	551	518	94.01	5.99	39.96	551	497	90.2	9.8	29.82
Female	225	209	92.89	7.11	36.84	225	202	89.78	10.22	20.3
Male	326	309	94.79	5.21	42.07	326	295	90.49	9.51	36.43
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	15	15	100	0	73.33	15	14	93.33	6.67	78.57
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	401	372	92.77	7.23	29.03	401	359	89.53	10.47	17.42
Native Hawaiian or Pacific Islander										
Two or More Races	17	17	100	0	76.47	17	16	94.12	5.88	56.26
White	112	108	96.43	3.57	63.89	112	102	91.07	8.96	60.4
English Learners	161	143	88.82	11.18	4.9	161	143	88.82	11.18	2.86
Foster Youth										
Homeless										
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	336	312	92.86	7.14	26.92	336	303	90.18	9.82	16.67
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	110	101	91.82	8.18	9.9	110	92	83.64	16.36	6.74

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

California Physical Fitness Test Results				
2022-23				
% of Students Tested				
Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Grade Level Seventh 86%	96%	92%	94%	96%

Note: The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas.

Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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/.

Physical Fitness
In the spring of each year, De Anza Academy of Technology and the Arts is required by the state to administer a physical fitness test to all students in seventh 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.

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. De Anza Academy of Technology & the Arts's original facilities were built in 1956; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

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

Every morning before school begins, school administrators, the campus supervisor, and the custodian inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three evening custodians are assigned to the De Anza Academy of Technology & the Arts. The day custodian is responsible for:

• Restrooms
• Cafeteria Setup/Cleanup
• General Cleaning and Custodial Functions

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

• Classrooms
• Library
• Gym
• Office Areas
• Restrooms
• Routine Maintenance

The principal communicates with custodial staff as needed concerning maintenance and school safety issues.

Campus Description	
Year Built	1956
Acreage	29
Bldg. Square Footage	78721
	Quantity
# of Permanent Classrooms	34
# Portable Buildings	14 (2 DATA Charter)
# of Restrooms (student use)	2 sets
Gym	1
Library	1
Cafeteria/Multipurpose Room	1

School Facility Good Repair Status				
Item Inspected				**Repair Status**
Inspection Date: July 25, 2023	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces			✓	Classroom A3 - Ceiling tiles falling, broken VCT floor tile by the west door; Classroom A5 - Ceiling tile falling at the HVAC access hatch; Classroom A9, A10, A13, B4 - The laminate is peeling at the countertops; Classroom A11, A12, B10, B11, B13 - The laminate is peeling at the countertops and cabinets; Classroom A12 - Floor tile is damaged at northeast corner; Classroom B2 - Ceiling tile falling next to the HVAC hatch; Classroom B4 - Broken VCT floor tile by lab table; Classroom B7 - Floor tile missing at the east door; Classroom B11 - Broken VCT floor tile; Classroom C2 - Ceiling tile missing in room C2A; Classroom C4 - Ceiling tiles falling; Classroom C7 - VCT floor tile damaged by the south door; Gym, Cafeteria - Ceiling tiles missing and falling in multiple locations throughout; Building E Exterior - The ceiling is peeling in multiple areas in the exterior covered eating area
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			Parking Lot/Front - Contrasting stripe is faded and missing from the front office steps
Structural	✓			
External		✓		Classroom A5 - Deficiency noted; Building A Exterior, Building B Exterior - Excessive peeling paint at the HVAC condensate pipe chases

Overall Summary of School Facility Good Repair Status			
Exemplary	**Good**	**Fair**	**Poor**
Overall Summary	✓		

Percentage Description Rating:
Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Chronic Absenteeism by Student Group (2022-23)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	592	582	129	22.2
Female	245	241	62	25.7
Male	347	341	67	19.6
Non-Binary				
American Indian or Alaska Native	--	--	--	--
Asian	15	15	1	6.7
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	431	423	109	25.8
Native Hawaiian or Pacific Islander				
Two or More Races	17	17	0	0
White	123	121	19	15.7
English Learners	193	189	49	25.9
Foster Youth	--	--	--	--
Homeless	48	45	18	40
Socioeconomically Disadvantaged	454	447	118	26.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	122	120	40	33.3

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Suspensions and Expulsions									
	De Anza			VUSD			CA		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Suspensions	1.57%	5.44%	9.97%	0.17%	2.74%	3.22%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.00%	0.01%	0.00%	0.07%	0.08%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Suspensions & Expulsions by Student Group (2022-23)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	9.97%	0.00%
Female	9.39%	0.00%
Male	10.37%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	12.53%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	5.88%	0.00%
White	3.25%	0.00%
English Learners	13.47%	0.00%
Foster Youth	0.00%	0.00%
Homeless	14.58%	0.00%
Socioeconomically Disadvantaged	12.11%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	13.11%	0.00%

Note: Double dashes (--) appear in the table when the number of students is ten or fewer, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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, teachers, campus supervisors, a counselor, and administrators patrol the campus, entrance areas, and designated common areas. Two counselors, three administrators, three teachers and the campus supervisor monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed two counselors, campus supervisors, teachers, and three administrators monitor student behavior and ensure students

either leave campus or travel to after-school activities in a safe and orderly manner.

De Anza Academy of Technology & the Arts is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for De Anza Academy of Technology & the Arts 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 November 2023.

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

Facilities Inspections

The district's maintenance department inspects De Anza Academy of Technology & the Arts on an annual basis in accordance with Education Code §17592.72(c)(1). De Anza Academy of Technology & the Arts uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on July 25, 2023. During fiscal year 2023-24, all restrooms were fully functional and available for student use at the time of the inspection.

CLASSROOM ENVIRONMENT

Positive Behavior & Climate for Learning

De Anza Academy of Technology & the Arts' positive behavior policies are based upon a schoolwide positive behavior, CHAMPS and Restorative Justice approaches, which are used as guides to develop school expectations, 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. At the beginning of each semester, administrators lead an assembly to reinforce bully prevention strategies, and behavior expectations. On an as needed basis, administrators visit homeroom classes to address unacceptable trends in behavior. De Anza Academy of Technology & the Arts employs CHAMPS, a positive climate support program focused on improving classroom behavior, establishing clear behavior expectations, reducing misbehavior, motivating students to put forth their best effort, increasing academic engagement, and teaching students to behave respectfully and to value diversity.

De Anza Academy of Technology & the Arts was trained on Social Emotional Learning and Restorative Justice Practices and continues to implement and employ these practices schoolwide.

Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for De Anza Academy of Technology and the Arts for the 2022-23 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 Average Class Size and Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Average Class Size and Class Size Distribution

	2020-21			
	Average	Number of Classes*		
Subject	Class Size	1-22	23-32	33+
English	54	3	3	3
Math	31	2	9	2
Science	38		6	6
Social Science	46	1	3	5
	2021-22			
English	23	7	8	3
Math	24	5	8	2
Science	40	2	2	12
Social Science	24	5	8	3
	2022-23			
English	23	5	11	
Math	24	6	5	2
Science	26	4	8	1
Social Science	24	3	11	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

CURRICULUM & INSTRUCTION

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 October 10, 2023, 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 #23-33 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

Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2019	Yes	McGraw Hill Education: *Studysync*	0%
2019	Yes	Houghton Mifflin: *Read 180*	0%
2017	Yes	Houghton Mifflin Harcourt: *The Real Book*	0%
Math			
2016	Yes	McGraw Hill Education: *California Math, Course 1, 2 & 3 (Volumes 1 & 2)*	0%
2016	Yes	CPM: *Core Connections, Course 1, 2 & 3*	0%
Science			
2020	Yes	McGraw Hill: *California Inspire Science*	0%
Social Science			
2022	Yes	TCI: *History Alive! The Ancient World*	0%
2022	Yes	TCI: *History Alive! The Medieval World and Beyond*	0%
2022	Yes	TCI: *History Alive! The United States through Industrialism*	0%

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 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.

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 2021-22, 2022-23, and 2023-24 years, the teachers at De Anza Academy of Technology and the Arts had the opportunity to participate in districtwide staff development training focused on:

2021-22 Trainings:
• CA History Framework
• Inspire Science
• Intro CPM
• Intro CA Math
• Canvas
• ALEKS Online Math
• Teacher's Curriculum Institute and National Geographic History-Social Science Curriculum
• Science Common Assessment Training
• Implicit Bias
• Illuminate/DnA Student Assessment System
• SPED and EL ELA Course Placement Criteria

2022-23 Trainings:
• Active Assailant
• Ag in the Classroom
• Behavior Management Strategies

• Bully Prevention
• CHAMPS Overview
• Co-Teaching Training
• Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
• Dual Language Retreat
• Ellevation Training
• Ethnic and Social Justice Studies
• Expanded Learning Training
• Gizmos
• Indian Ed Curriculum Training
• Integrate to Innovate - Deeper Dive into Secondary Digital Platforms
• Lexia English
• Mandated Reporter
• Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
• Multi-Tiered Systems of Support
• Nonviolent Crisis Intervention
• Planning Inquiry Lessons in History
• Promoting Positive Behavior in the Classroom
• Read 180
• Secondary Math Overview
• SIRAS and Case Management
• Social and Emotional Learning: Community Circles
• SPARK Training
• Study Sync Refresher
• Supporting Multilingual Learners Across Content
• TCI Curriculum Training
• Trauma Informed Practices
• Suicide Prevention

2023-24 Trainings:
• Trauma Informed Practices
• Dual Language Education
• MAP Reports
• ELPAC Task Types
• Multilingual Learner Liaisons Collaboration

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher

input, teacher evaluations, and the Healthy Kids Survey. During the 2022-23 school year, De Anza Academy of Technology and the Arts staff development activities concentrated on:

• English Language Development (ELD) Training
• Leader in Me Training

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.

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0	1
Misassignments	1.6	0.1
Vacant Positions	0	0
Total Teachers Without Credentials and Misassignments	1.6	1.1

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.6	0.6
Local Assignment Options	1.9	4
Total Out-of-Field Teachers	2.6	4.6

Class Assignments / Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.1	0.6
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.8	0

Note: For more information, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

School Year 2020-21						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.1	68.36	526.1	80.91	228366.1	83.12
Intern Credential Holders Properly Assigned	1.8	6.43	9	1.4	4205.9	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.6	6.04	20.1	3.09	11216.7	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.6	9.5	65.1	10.03	12115.8	4.41
Unknown	2.7	9.64	29.7	4.57	18854.3	6.86
Total Teaching Positions	28	100	650.2	100	274759.1	100

School Year 2021-22						
Teacher Preparation and Placement / Authorization/Assignment	School #	School %	District #	District %	State #	State %
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.7	66.63	515.8	78.78	234405.2	84
Intern Credential Holders Properly Assigned	0.6	2.48	6.2	0.96	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	4.36	23.3	3.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.6	17.55	66	10.09	11953.1	4.28
Unknown	2.3	8.87	43.2	6.6	15831.9	5.67
Total Teaching Positions	26.6	100	654.7	100	279044.8	100

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

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

PROFESSIONAL STAFF

Teacher Assignment
The charts in this report identify the number of teachers at De Anza Academy of Technology and the Arts, 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 De Anza Academy of Technology and the Arts 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.

Counseling & Support Staff
De Anza Academy of Technology and the Arts 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 De Anza Academy of Technology and the Arts 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.

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: 2021-22 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student
For the 2021-22 school year, Ventura Unified School District spent an average of $15,181 of total general funds to educate each student (based on 2021-22 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Academic Counselors and Other Support Staff 2022-23		
	No. of Staff	FTE*
Academic Counselor	2	2.0
Health Technician	1	0.6
Occupational Therapist	1	0.1
Psychologist	1	0.9
Student Assistant Program Counselor	1	0.5
School Nurse	1	0.3
School Resource Officer	As needed	
Speech & Language Pathologist	1	0.9

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 and Administrative Salaries 2021-22		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	49,458	55,550
Mid-Range Teacher Salary	71,219	84,645
Highest Teacher Salary	98,645	111,284
Average Principal Salaries:		
Elementary School	121,009	139,860
Middle School	128,391	146,440
High School	133,982	158,447
Superintendent Salary	235,497	278,268
Percentage of Budget For:		
Teacher Salaries	28.16	32.21
Administrative Salaries	5.15	4.89

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Expenditures Per Pupil and School Site Teachers Salaries 2021-22					
	Dollars Spent Per Student				
Expenditures Per Pupil	De Anza	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,653	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,238	N/A	N/A	N/A	N/A
Unrestricted (Basic)	6,415	6,550	97.9%	7,607	86.1%
Average Teacher Salary	69,879	79,491	N/A	90,632	N/A

Note: Cells with N/A values do not require data.

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2021-22 school year, the district received categorical, special education, and support programs funds for:

- A-G Completion Grant
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- American Rescue Plan – Homeless Children and Youth
- Child Nutrition: Food Service Staff Training Funds
- Child Nutrition: Kitchen Infrastructure Upgrade Funds
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- COVID Relief Funding
- Department of Rehabilitation
- Educator Effectiveness
- Education Protection Account
- Expanded Learning Opportunities Program
- Indian Education
- Lottery: Instructional Materials
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Other State: Locally Defined
- Special Education
- 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 De Anza Academy of Technology and the Arts and comparisons of the school to the district and the county. DataQuest is a dynamic system that provides reports for school accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

California School Dashboard
The California School Dashboard (Dashboard) 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 December 2023.

Adopted October 3, 2019

De Anza Academy of Technology and the Arts
School Site Council Bylaws

Article I--NAME OF COUNCIL

The name of this council shall be the De Anza Academy of Technology and Arts School Site Council (SSC).

Article II--ROLE OF COUNCIL

The School Site Council (SSC), in consultation with the Principal, shall develop and approve the Single Plan for Student Achievement and related expenditures in accordance with all state and federal laws and regulations. Recommendations for development of the plan shall be obtained from all school advisory committees. Following approval of the Single Plan by the school district governing board, the SSC shall have an ongoing responsibility to review implementation of the plan with the principal, teachers, and other school staff members. The SSC shall regularly evaluate the progress made toward the school goals, and make modifications to the plan when deemed necessary. Modifications shall be submitted for school district governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures. The SSC shall carry out other duties and responsibilities assigned to it in the California Education Code.

ARTICLE III--MEMBERS
Section 1—Size and Composition

The School Site Council shall be composed of no less than 12 members.

The needs and resources of the Single Plan for Student Achievement require that membership include a board representation of three parents/guardians, five staff members and the principal, and three students. Representation on the council shall be: the principal, at least three teacher representatives elected by the teachers at the school, two other school personnel elected by the classified personnel at the school, three parents/guardians, and three students elected by the parents/guardians or the students at the school. The council shall be composed to ensure parity between (a) the principal, classroom teachers, and other school personnel and, (b) equal numbers of parents/guardians and students. Teachers are not required to be Permanent (tenured), but teachers shall always compose the majority of those persons
representing the school staff. Council members representing parents/guardians may be employees of the district, but may not serve as a parent/guardian representative at the site of their employment.

Section 2—Term of Office

Council members shall be elected for 2-year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years, unless a member leaves the council prior to the end of his/her term.

Section 3—Selection/Election of Members

Elections for the school employee representatives and student representatives to the SSC shall be held in September of the school year of service, and shall be facilitated by the principal.

The principal shall ensure that parents/guardians are advised of their right to seek membership to the SSC, and shall facilitate elections for the parent/guardian member representatives to SSC.

The elections for the parent/guardian representatives to the council shall be held in September of the school year of service.

Each candidate will have the opportunity to submit a Candidate's Statement, which will appear on the ballot by the candidate's name. The number of ballots distributed will be one per household, regardless of the number of students in the household.

The voting will take place in the month of September.

The names of the parent/guardian members elected to the School Site Council will be posted at the school, and made available to parents and community members.

Section 4—Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the council. No absentee ballots shall be permitted. An alternative representative may not cast a vote in the absence of the selected member. The role of an alternate is for information collection only.

Section 5—Termination of Membership

A member shall no longer hold membership should he or she no longer meets the membership requirements under which he or she was elected. Membership shall automatically terminate for any member who is absent from three consecutive regular meetings. The council, by two-thirds vote of all members, may suspend or expel a member.

Section 6—Transfer of Membership

Membership in the School Site Council is not transferable or assignable.

Section 7—Resignation

Any member may resign by filing a written resignation to the School Site Council chairperson.

Section 8—Vacancy

Any vacancy on the council shall be filled for the remainder of the school year by appointment by the chairman and/or principal, and with approval by a majority vote of the council. If the unexpired term is for another full year thereafter, the term for that year shall be filled by the regular selection process in the fall.

ARTICLE IV--OFFICERS
Section 1--Officers

The officers of the council shall be a chairperson, vice-chairperson, secretary and other officers the council may deem desirable.

Section 2—Election and Term of Office

The officers of the School Site Council shall be elected annually at the first meeting of the year and shall serve for one year or until a successor has been elected or the end of their term.

Section 3--Vacancy

The School Site Council for the remainder of the term shall fill a vacancy of any office.

Section 4--Chairperson

The chairperson shall preside at all meetings of the School Site Council and may sign all letters, reports, and other communications of the School Site Council. In addition, the chairperson shall perform all duties incidental to the office of the chairperson and such duties as may be prescribed by the School Site Council. The Principal, with the assistance of the SSC chairman shall prepare the agendas for the meetings

Section 5--Vice Chairperson

The vice-chairperson shall represent the chairperson in his/her assigned duties, and shall substitute for the chairperson in his/her absence.

Section 6—Secretary

The secretary shall keep the minutes of the School Site Council meetings, both regular and special. The secretary shall promptly transmit to each of the members, the school district, and other persons as the School Site Council may deem necessary, true and accurate copies of the minutes of such meetings, see that all notices are duly given in accordance with the provisions of these bylaws, be custodian of the School Site Council records and keep a roster of the email address and telephone numbers of each member of the School Site Council that shall be furnished to the secretary by such member. The secretary shall perform all duties incidental to the office of secretary and such other duties as from time to time may be assigned by the chairperson or by the School Site Council.

ARTICLE V—COMMITTEES
Section 1—Standing and Special Committees

The School Site Council may from time to time establish and abolish such standing or special committees as it may desire. No standing or special committee may exercise the authority of the School Site Council.

The purpose, rationale, description and guidelines of standing committees shall be attached or removed from these bylaws as an addendum with a two-thirds vote of the council.

The purpose, rationale, description, and guidelines of special committees shall be contained in the minutes of the meeting that approved the committee.

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Section 2--Membership
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Unless otherwise determined by the School Site Council in its decision to establish a committee, the chairperson and/or principal of the School Site Council may appoint members to the various committees.

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Section 3--Term of Office
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Each member of a committee shall continue as such for the term of his or her appointment until his or her successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

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Section 4--Rules
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Each committee may adopt rules for its own governance not inconsistent with these bylaws or with rules adopted by the School Site Council, Board Policy, or California Education Code.

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Section 5--Quorum
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Unless otherwise provided in the decision of the School Site Council designating a committee, a majority of the committee shall constitute a quorum, and the act of a majority of members present at a meeting where a quorum is present shall be the act of the committee.

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Section 6—Vacancy
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A vacancy in the membership of any committee may be filled by an appointment made in the same manner as provided in the case of the original appointment.

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ARTICLE VI—MEETINGS OF THE SCHOOL SITE COUNCIL

Section 1—Regular Meetings
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The School Site Council shall meet a minimum of six times per year.

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Section 2—Special Meetings
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Special meetings may be called by the chairperson or by majority vote of the School Site Council

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Section 3—Place of Meetings
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The School Site Council shall hold its regular meetings and its special meetings in a facility provided by the school that is readily accessible to the public, including handicapped persons.

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Section 4—Notice of Meetings
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Public Notice shall be given of all regular meetings at least 72 hours in advance of the meeting. Any change in the established date, time, or location must be given special notice. Any required notice shall be in writing, shall state the day, time, and location of the meeting, and members shall be contacted not less than 72 hours or more than two weeks prior to the date of such meeting

Section 5—Decisions of the School Site Council

All decisions of the School Site Council shall be made only after an affirmative vote of a majority of its members in attendance provided a quorum is in attendance.

Section 6--Quorum

The presence of one-half plus one of the total memberships shall be required to attend in order to constitute a quorum necessary for the transaction of the business of the School Site Council. No decision of the School Site Council shall be valid unless a majority of members then holding office concur therein by their votes.

Section 7—Conduct of Meetings

All meetings of the School Site Council shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaptation thereof.

Section 8—Meetings Open to the Public

All meetings of the School Site Council and of its standing or special committees shall be open at all times to the public. An opportunity to address the council for a maximum of two minutes per individual will be provided at the end of each meeting, with an aggregate maximum of no more than sixteen minutes per meeting.

Bylaws adopted on October 3, 2019, De Anza Academy of Technology and Arts School Site Council