# 2023-24 School Accountability
# Report Card

Published January 2025

## DE ANZA ACADEMY OF TECHNOLOGY AND THE ARTS

2060 CAMERON STREET, VENTURA, CA 93001

(805) 641-5165

CLARA ORTIZ, PRINCIPAL

GRADES 6-8

## PRINCIPAL'S MESSAGE

Welcome to the 2024-2025 school year at De Anza Academy of Technology & the Arts (DATA)!

My name is Clara Ortiz, and I am thrilled to step into the role of principal at DATA Middle School. As I join this vibrant community, I am excited to build on the strong foundation of success that has been established here. DATA has always been a hub of innovation, collaboration, and academic excellence, and I look forward to working with our staff, students, and families to advance our mission.

At DATA, we proudly embrace our identity as Navigators. We believe that every student is a Navigator, equipped to chart their own course toward success. This year, we will continue to focus on creating a learning environment that empowers students to take ownership of their educational journey, as we say at DATA, "Navigators Lead the Way". Our dedicated staff is here to guide and support you, offering the tools and resources necessary to navigate the challenges and opportunities ahead.

We are committed to fostering an environment where each student feels valued, respected, and empowered to reach their full potential. Our focus extends beyond the classroom to provide authentic learning experiences that create meaningful connections between what students learn and the real world. This approach encourages critical thinking, creativity, and problem-solving skills. You'll see students thriving through collaborative projects, from designing Makerspace and Art products to tending our student garden.

Relationships are central to our school community. Strong, positive connections among students, families, and staff are essential for building a supportive and inclusive environment.

Together, we cultivate a culture of trust, respect, and empathy, ensuring everyone feels a sense of belonging and contributes to our collective success.

As we embark on this new school year, I encourage you to fully embrace the spirit of exploration and discovery that defines our Navigators. Approach each challenge as a chance to grow and every success as a milestone on your unique journey. Thank you for joining the DATA family. I look forward to the remarkable achievements we will reach together this year. If you have any questions or need assistance, don't hesitate to visit us or give us a call—we're here to support you in creating the best possible learning and social experience for your student and family.

In Partnership,

Clara Ortiz,
DATA 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.

## 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.

## Board of Education
CALVIN PETERSON
JAMES FORSYTHE
DR. JERRY DANNENBERG
SHANNON TRANI FREDERICKS
SABRENA RODRIGUEZ

## District Administration
DR. ANTONIO CASTRO
SUPERINTENDENT

DR. GREG BAYLESS
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MS. GINA WOLOWICZ
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

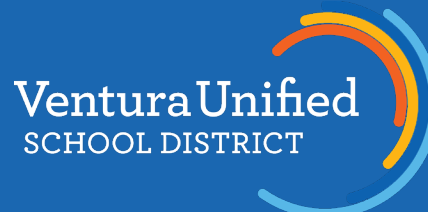AHSAN MIRZA
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

## VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100

VENTURA, CALIFORNIA 93001

(805) 641-5000

*www.venturausd.org*

# DISTRICT & 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. 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, 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 2023-24 school year, 548 students were enrolled, including 17.7% in special education, 33.8% qualifying for English Language Learner support, 6.2% homeless, 0.5% foster youth, 1.3% migrant, and 75.2% 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 2023-24 | | | |
|---|---|---|---|
| Student Group | % of Total Enrollment | Grade Level | # of Students |
| Female | 42.0% | Grade 6 | 204 |
| Male | 58.0% | Grade 7 | 185 |
| Non-Binary | 0.0% | Grade 8 | 159 |
| American Indian or Alaskan Native | 0.2% | | |
| Asian | 2.6% | | |
| Black or African American | 0.4% | | |
| Filipino | 0.5% | | |
| Hispanic or Latino | 74.1% | | |
| Native Hawaiian or Pacific Islander | 0.0% | | |
| Two or More Races | 2.9% | | |
| White | 19.3% | | |
| English Learners | 33.8% | | |
| Foster Youth | 0.5% | | |
| Homeless | 6.2% | | |
| Migrant | 1.3% | | |
| Socioeconomically Disadvantaged | 75.2% | Total Enrollment | |
| Students with Disabilities | 17.7% | 548 | |

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, ASB/leadership, and more than 20 different clubs on campus!

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

# 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 (Facebook, Instagram), ASB Twitter account, the weekly online school bulletin, and Parent Q Connect. Contact the

| 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 | |
| | 22-23 | 23-24 | 22-23 | 23-24 | 22-23 | 23-24 |
| Science (Grades 5, 8, & 10) | 31.72 | 30.26 | 32.57 | 33.34 | 30.29 | 30.73 |

*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.*

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
• ELOP After School Volunteer
• School Club Volunteers

Committees
• School Site Council
• English Learner Advisory Council
• Parent Teacher Student Association (PTSA)
• Safety Committee

School Activities
• Back to School Night
• Dances
• Volleyball & Basketball Games
• Cross Country Meets
• Renaissance
• Schoolwide Assemblies
• Title I Parent Night
• Spring Arts Showcase
• Discover DATA
• Mariachi Group
• Merito Foundation
• Music Department Concerts
• Winterfest
• Wrestling
• Community Events
• Fall and Spring Fundraisers
• Leader in Me Lighthouse Team

# 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 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

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

#### 2023-24

| | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students Tested | 160 | 155 | 96.88% | 3.12% | 30.32% |
| Female | 70 | 67 | 95.71% | 4.29% | 19.40% |
| Male | 90 | 88 | 97.78% | 2.22% | 38.64% |
| American Indian or Alaskan Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 123 | 118 | 95.93% | 4.07% | 16.10% |
| Native Hawaiian or Pacific Islander | | | | | |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 21 | 21 | 100.00% | 0.00% | 80.95% |
| English Learners | 54 | 51 | 94.44% | 5.56% | 0.00% |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | | | | | |
| Socioeconomically Disadvantaged | 106 | 101 | 95.28% | 4.72% | 17.82% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 23 | 21 | 91.30% | 8.70% | 4.76% |

*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 | |
|---|---|---|---|---|---|---|
| | 22-23 | 23-24 | 22-23 | 23-24 | 22-23 | 23-24 |
| English-Language Arts/Literacy | 40 | 43 | 47 | 47 | 46 | 47 |
| Mathematics | 30 | 31 | 36 | 37 | 34 | 35 |

*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)
### 2023-24

| | 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 | 556 | 537 | 96.58% | 3.42% | 42.83% | 556 | 532 | 95.68% | 4.32% | 31.45% |
| Female | 237 | 226 | 95.36% | 4.64% | 43.36% | 237 | 226 | 95.36% | 4.64% | 26.11% |
| Male | 319 | 311 | 97.49% | 2.51% | 42.44% | 319 | 306 | 95.92% | 4.08% | 35.41% |
| American Indian or Alaskan Native | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Asian | 15 | 15 | 100.00% | 0.00% | 73.33% | 15 | 15 | 100.00% | 0.00% | 66.67% |
| Black or African American | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Hispanic or Latino | 415 | 397 | 95.66% | 4.34% | 29.97% | 415 | 393 | 94.70% | 5.30% | 17.60% |
| Native Hawaiian or Pacific Islander | | | | | | | | | | |
| Two or More Races | 16 | 16 | 100.00% | 0.00% | 81.25% | 16 | 16 | 100.00% | 0.00% | 68.75% |
| White | 104 | 103 | 99.04% | 0.96% | 79.61% | 104 | 102 | 98.08% | 1.92% | 72.55% |
| English Learners | 170 | 163 | 95.88% | 4.12% | 3.68% | 170 | 162 | 95.29% | 4.71% | 1.24% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 361 | 345 | 95.57% | 4.43% | 27.83% | 361 | 340 | 94.18% | 5.82% | 15.04% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Students with Disabilities | 98 | 92 | 93.88% | 6.12% | 10.87% | 98 | 91 | 92.86% | 7.14% | 3.33% |

*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 | | | | |
|---|---|---|---|---|
| **2023-24** | | | | |
| % of Students Tested | | | | |
| | Abdominal Strength and Endurance | Trunk Extensor and Strength and Flexibility | Upper Body Strength and Endurance | |
| Aerobic Capacity | | | | Flexibility |
| **Grade Level** | | | | |
| Seventh | 98.0% | 98.5% | 99.5% | 98.0% | 99.5% |

*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.*

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

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: August 6, 2024 | Good | Fair | Poor | **Repair Needed and Action Taken or Planned** |
| Systems | ✓ | | | Classroom A6 - AC unit is not working |
| Interior Surfaces | | | ✓ | Classroom A6 - Ceiling tiles falling at the HVAC access hatch; Classroom A7 - Water damaged and missing ceiling tiles throughout the room; Classroom A9, Classroom A10, Classroom A13, Classroom B4 - The laminate is peeling at the countertops; Classroom A10 - Ceiling tiles falling throughout; Classroom A11, Classroom A12, Classroom B10, Classroom B11, Classroom B13 - The laminate is peeling at the countertops and cabinets; Classroom A12 - Floor tile is damaged at north east corner; Classroom B2 - Ceiling tile falling next to the HVAC hatch; Classroom B4, Classroom B13 - Water damaged and falling ceiling tiles throughout; Classroom B5 - Damaged VCT floor tile at the west door, ceiling tiles falling above the teacher's desk; Classroom B6 - Water damaged ceiling tiles at the west wall; Classroom B7 - Floor tile missing at the east door; Classroom B8 - Damaged VCT floor tile at the west door, damaged carpet at the east walls; Classroom C2 - Ceiling tile missing in room C2A; Classroom C3 - Water damaged ceiling tiles; Classroom C4 - Ceiling tiles falling; Gym - Ceiling tiles missing and falling in multiple locations throughout, water damaged ceiling at the north east vestibule; 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 | ✓ | | | Classroom B3 - Signs of termite damage and droppings at the east exterior door |
| Electrical | ✓ | | | Classroom A1 - Electrical outlet falling out of the wire mold by the teacher's desk, southeast corner; Classroom C7 - Electrical outlet falling out of the wire mold on the west wall |
| Restrooms/Fountains | ✓ | | | Classroom A11 - Left sink faucet is loose and needs to be tightened; Building B Boy's RR - Left urinal is out of order |
| Safety | ✓ | | | Classroom A5, Classroom A13 - Fire extinguisher is out of service date (6/22/23); Classroom C1 - Fire extinguisher located under the stairs is out of service date (6/22/23) |
| Structural | ✓ | | | |
| External | | | ✓ | Classroom A5 - Deficiency noted; Building A Exterior - Excessive peeling paint at the HVAC condensate pipe chases; 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 (2023-24) | | | | |
|---|---|---|---|---|
| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| All Students | 580 | 571 | 118 | 20.70% |
| Female | 251 | 244 | 54 | 22.10% |
| Male | 329 | 327 | 64 | 19.60% |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 16 | 15 | 0 | 0.00% |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 431 | 425 | 106 | 24.90% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 17 | 17 | 1 | 5.90% |
| White | 109 | 107 | 10 | 9.30% |
| English Learners | 199 | 198 | 48 | 24.20% |
| Foster Youth | -- | -- | -- | -- |
| Homeless | 54 | 50 | 26 | 52.00% |
| Socioeconomically Disadvantaged | 448 | 440 | 112 | 25.50% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 109 | 107 | 32 | 29.90% |

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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Suspensions | 5.44% | 9.97% | 8.10% | 2.74% | 3.22% | 2.81% | 3.17% | 3.60% | 3.28% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.01% | 0.00% | 0.07% | 0.08% | 0.07% |

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 (2023-24) | | |
|---|---|---|
| Student Group | Suspensions Rate | Expulsions Rate |
| All Students | 8.10% | 0.00% |
| Female | 9.60% | 0.00% |
| Male | 7.29% | 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 | 9.51% | 0.00% |
| Native Hawaiian or Pacific Islander | 0.00% | 0.00% |
| Two or More Races | 11.76% | 0.00% |
| White | 3.67% | 0.00% |
| English Learners | 12.06% | 0.00% |
| Foster Youth | 0.00% | 0.00% |
| Homeless | 12.96% | 0.00% |
| Socioeconomically Disadvantaged | 10.04% | 0.00% |
| Students Receiving Migrant Education Services | 0.00% | 0.00% |
| Students with Disabilities | 11.93% | 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, two 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 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 and updated in November 2024, and shared with school staff in December 2024.

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 August 6, 2024. During fiscal year 2024-25, 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 2023-24 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 | | | | |
|---|---|---|---|---|
| **2021-22** | | | | |
| | Average | Number of Classes* | | |
| Subject | Class Size | 1-22 | 23-32 | 33+ |
| 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 | |
| **2023-24** | | | | |
| English | 23 | 5 | 6 | 3 |
| Math | 25 | 5 | 3 | 4 |
| Science | 26 | 2 | 7 | 3 |
| Social Science | 25 | 3 | 6 | 3 |

*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.*

| 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% |

# 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 September 24, 2024, 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 #24-17 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2024-25 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 2022-23, 2023-24, and 2024-25 years, the teachers at De Anza Academy of Technology and the Arts had the opportunity to participate in districtwide staff development training focused on:

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
• Integreate 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

2024-25 Trainings:
• District Assessments
• Trauma Informed Practices
• Multi-Tiered System of Supports (MTSS)
• Department Level Collaboration
• Dual Language Education
• MAP Reports
• ELPAC Task Types
• Multilingual Learner Liaisons Collaboration

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 2023-24 school year, De Anza Academy of Technology and the Arts staff development activities concentrated on:

| Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Permits and Waivers | 0 | 1 | 0 |
| Misassignments | 1.6 | 0.1 | 2.9 |
| Vacant Positions | 0 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 1.6 | 1.1 | 2.9 |

| Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.6 | 0.6 | 0.3 |
| Local Assignment Options | 1.9 | 4 | 0.9 |
| Total Out-of-Field Teachers | 2.6 | 4.6 | 1.3 |

| Class Assignments / Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 5.1 | 0.6 | 8 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 2.8 | 0 | 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 |

| School Year 2022-23 | | | | | | |
|---|---|---|---|---|---|---|
| Teacher Preparation and Placement / Authorization/Assignment | School # | School % | District # | District % | State # | State % |
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 20.4 | 79.1 | 495.7 | 78.16 | 231142.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 6.9 | 1.09 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 2.9 | 11.22 | 37.3 | 5.9 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.3 | 5.03 | 61.4 | 9.68 | 11746.9 | 4.23 |
| Unknown | 1.1 | 4.57 | 32.7 | 5.17 | 14303.8 | 5.15 |
| Total Teaching Positions | 25.8 | 100 | 634.2 | 100 | 277698 | 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.*

• 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.

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

| Academic Counselors and Other Support Staff 2023-24 | | |
|---|---|---|
| | 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 |
| Wellness Center Counselor | 1 | 1.0 |
| Social Worker | 1 | 0.4 |
| ELOP Site Liaison | 1 | 1.0 |
| Average Number of Students per Academic Counselor | | 329 |

*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 2022-23 | | |
|---|---|---|
| | VUSD | State Average of Districts in Same Category |
| Beginning Teacher Salary | 54,404 | 59,551 |
| Mid-Range Teacher Salary | 78,341 | 93,855 |
| Highest Teacher Salary | 108,510 | 120,219 |
| Average Principal Salaries: | | |
| Elementary School | 138,247 | 151,525 |
| Middle School | 150,507 | 158,215 |
| High School | 156,704 | 171,087 |
| Superintendent Salary | 269,500 | 300,043 |
| Percentage of Budget For: | | |
| Teacher Salaries | 26.7 | 31 |
| Administrative Salaries | 5.47 | 4.91 |

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

• 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

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: 2022-23 salary comparison data was the most recent data available at the time this report was published.)

## Expenditures Per Student
For the 2022-23 school year, Ventura Unified School District spent an average of $17,067 of total general funds to educate each student (based on 2022-23 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.)

| Expenditures Per Pupil and School Site Teachers Salaries 2022-23 | | | | | |
|---|---|---|---|---|---|
| | 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 | 8,815 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 2,413 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 6,402 | 6,510 | 98.3% | 10,771 | 60.4% |
| Average Teacher Salary | 82,604 | 87,311 | N/A | 97,756 | 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 2022-23 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

# 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 November 2024.