Ventura Unified School District

School Plan for Student Achievement



DeAnza Academy of Technology and the Arts (DATA)

56 72652 6062152

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Ventura Unified SCHOOL DISTRICT

Fiscal Year 2026-2027

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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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Clara.ortiz@venturausd.org

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

School Site Council Membership

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

Name of Members	Principal	Certificated Staff	Classified/ Other Staff	Parent or Community Member	Student
Clara Ortiz	X				
Jaileene Jimenez		X			
Michael Robinson		X			
Mark Anderson		X			
Madilyn Huber		X			
Juanita Fierros			X		
Susan Henson				X	
Chris Anderson				X	
Carolin Pareja				X	
Peyton Spears					X
Sanvi Kumar					X
Emilie Sagrero					X
Number of members in each category	1	3	1	3	3

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
Clara Ortiz	X				
Janet Merced				X	
Deniz Cruz				X	
Carolin Pareja				X	
Abraham Diaz				X	
Leonor Ponce				X	
Wasef Mhanna				X	
Alma Solorio				X	
Daniel Rodriguez				X	
Yuridia Olivares				X	
Noelia Herrera				X	
Mariaelena Lopez				X	
Guadalupe Martinez				X	
Daniel Amaya				X	
Number of members in each category	1			13	

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

Signature of Authorized Representative: Alma Solorio

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

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

6) This SPSA was adopted by the SSC at a public meeting on: 2/4/26.

Attested:

Clara Ortiz, Principal — Date: 2/4/26

SSC Chairperson — Date: 2/4/26

District information

District Profile

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

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

District Promise

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

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

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

District Pillars

We are committed to providing:

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

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

For the future of every student.

District Vision

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

District Mission

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

District Governing Principles

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

School Information

School Profile

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 2024-2025 school year, De Anza Academy served 577 students in grades 6-8. Student enrollment included 19.8% students with disabilities, 30% English learners, 74.7% socioeconomically disadvantaged, 0.9% migrant, 6.2% homeless, and 0.3% 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.

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.

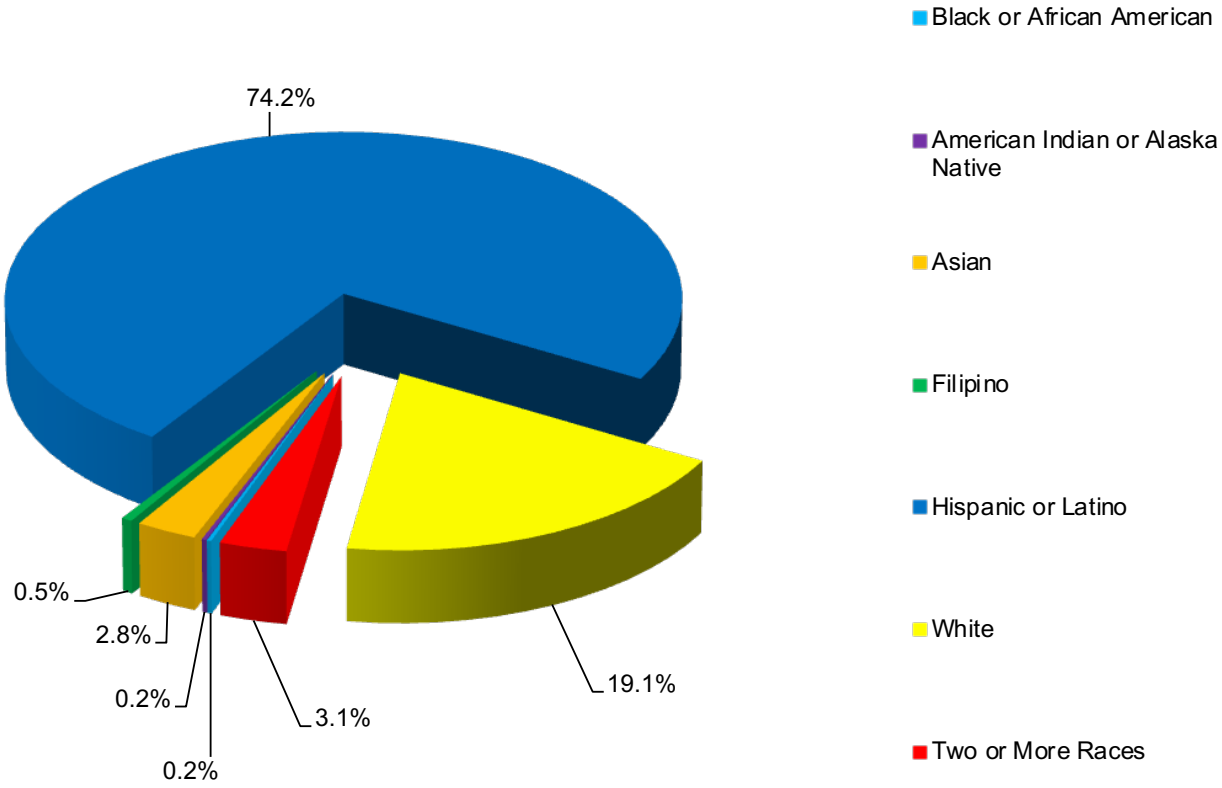
School Vision

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.

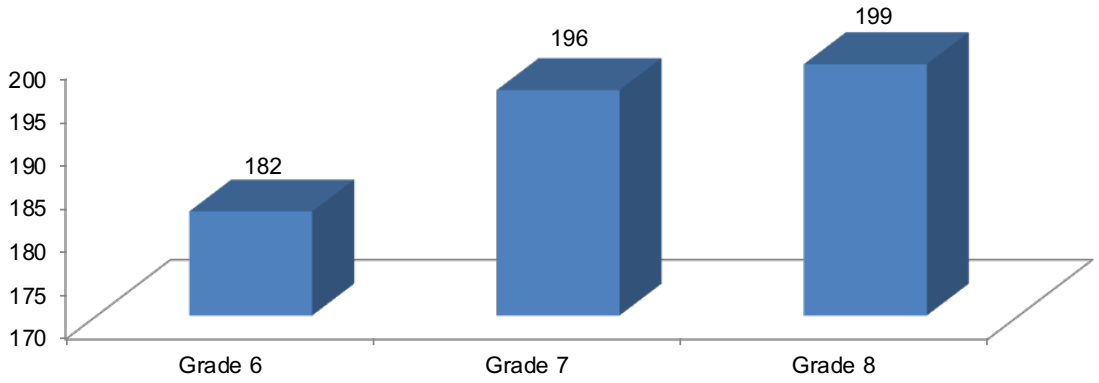
School Mission

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.

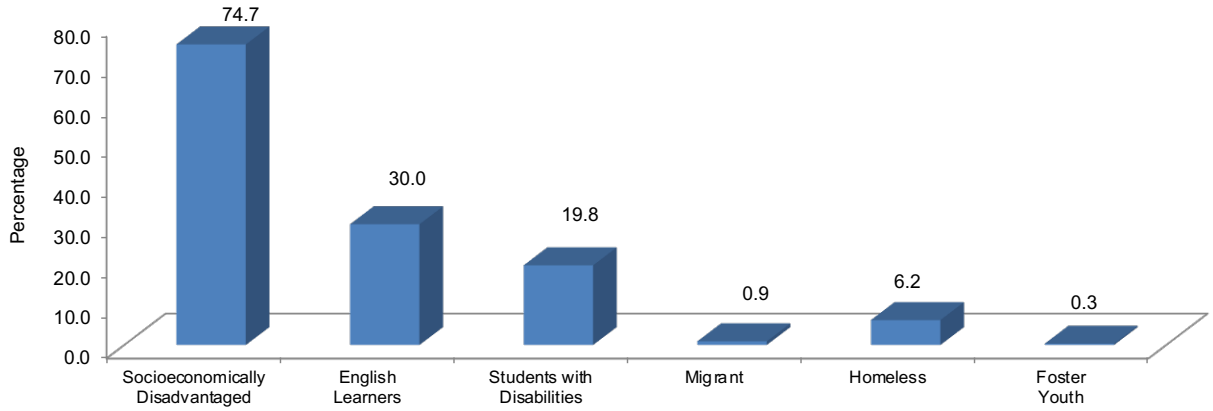
Student Enrollment by Ethnicity – 2024-2025



Student Enrollment by Grade – 2024-2025



Student Enrollment by Student Group – 2024-2025



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:
  - ELPAC Reports
  - District Benchmarks
  - CAASPP Reports
  - CST Science
  - 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.

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**	**2/4/26**	

Plan Description

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

The purpose of this SPSA, developed collaboratively by students, staff, and family stakeholders, is to increase student achievement, close achievement gaps, strengthen student connectedness to school and community, and engage families and partners. The plan aims to maximize students' learning experiences at DATA through powerful, engaging, accessible, and relevant project-based learning, while ensuring all students meet or exceed local and state learning standards. Ultimately, the plan is designed to prepare self-reliant, knowledgeable, and future-ready scholars who can successfully transition to high school and beyond with the critical thinking skills and experiences necessary to thrive as productive members of the community.

To meet ESSA requirements and ensure alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, DATA engages in a continuous improvement cycle driven by ongoing data analysis and stakeholder collaboration. The School Site Council (SSC), English Learner Advisory Committee (ELAC), and DATA Leadership Team work together to regularly evaluate progress toward goals and adjust strategies based on student outcome data and community feedback.

Academic performance data, attendance patterns, behavior trends, and stakeholder input from our school wide needs assessment survey are reviewed to guide decisions and refine instructional practices and support systems. This process ensures that resources are allocated effectively and equitably across student groups.

Our SPSA goals are aligned with state indicators on the California School Dashboard, particularly in the areas of academic achievement, chronic absenteeism, and school climate. In addition, the plan prioritizes unduplicated student groups, including English Learners, socioeconomically disadvantaged students, and foster youth, ensuring they receive targeted academic and social-emotional support to thrive.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
ELAC: The team meets monthly, with a minimum of six meetings per year. Members review and provide input on school initiatives. Parents participate in surveys and actively contribute feedback on school goals during ELAC meetings.	9/11/25, 10/9/25, 12/2/25,1/8/26,1/22/26, 2/4/26
School Site Council: The team meets monthly, with a minimum of six meetings per year. This year SSC met multiple times throughout the year to review data, monitor SPSA goals, and provide input on budget decisions and schoolwide priorities.	9/17/25, 10/1/25, 10/16/25, 12/2/25, 1/8/26, 1/22/26, 2/4/26
Leadership: The Leadership Team analyzed student data, reviewed survey results, and collaborated on refining goals and action steps aligned to school improvement priorities.	12/2/26, 1/6/26, 2/3/26
Staff Meeting: During staff meetings, teachers participated in reviewing SPSA goals, provided feedback on current strategies, and helped identify needs based on academic and climate data/needs assessment survey	11/18/25, 1/13/26, 2/10/26

Comprehensive Needs Assessment

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

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)**

Chronic Absenteeism Disparities:
Significant disparities persist with English Learners (22%) and Homeless students (40%) showing the highest rates of chronic absenteeism. This reflects inequities in access to attendance support, intervention outreach, and wraparound services needed to address barriers to daily school participation.

Academic Achievement Gaps in Math/ELA:
English Learners, students with disabilities, foster youth, and socioeconomically disadvantaged students continue to perform below standard in both Mathematics and English Language Arts, according to Dashboard academic indicators. These persistent gaps point to the need for more targeted academic supports and differentiated instruction for these groups.

Limited Support for English Learners:
There is currently only one paraeducator assigned to ELD support, which limits the school's ability to provide effective, differentiated assistance in all classrooms. This staffing limitation contributes to inequitable access to language development support and affects student outcomes in particular for newcomers English Learners.

Disparities in Suspension Rates:
While the overall suspension rate decreased to 7%, the Dashboard shows disproportionate suspensions among students with disabilities and English Learners. This highlights a lack of equitable access to preventative behavioral supports, restorative practices, and structured alternatives to exclusionary discipline.

Goals, Strategies/Activities, and Expenditures

Goal 1:

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

Identified Need:

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

This goal aligns with Ventura Unified School District's 2024–2027 Local Control and Accountability Plan Goal #1: *"Increase student achievement for all students while decreasing performance gaps."*

At DATA, California Dashboard and local site data reveal that English Learners, students with disabilities, foster youth, and socioeconomically disadvantaged students are consistently underperforming in both ELA and Math, limited paraeducator support for ELD students across all grade levels academic courses underscore the urgent need for expanded academic interventions and targeted instructional support.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Assessments Met or Exceeded Standard	22-23: ELA 40% - Math 30% 23-24: ELA 34.8% - Math 26.04% 24-25: ELA 46.07% - Math 29.53%	3%- 5 % growth in both ELA and Math
Attendance Rate	22-23: 22.2% 23-24: 20.7% 24-25: 18.6%	Reduce chronic absenteeism by 2%
Behavior-Suspensions	Suspensions: 22-23: 10% 23-24: 8.1% 24-25: 7%	0.5 % reduction in suspensions

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Tutoring Afterschool: ELA/Math	All students, ELL, SWD, Foster Youth, SED, LTEL	$4,460	District LCAP
2	Para Part-time support for EL students	EL students	District	District LCAP Funds
3	Learning Director 50%	All students, ELL, SWD, Foster Youth, SED, LTEL	$91,000	Title I
4	Offer ongoing professional learning for Professional Learning Communities.	All students, ELL, SWD, Foster Youth, SED, LTEL	$3,000	Site Base LCAP/District LCAP & District LCAP

ANNUAL REVIEW

SPSA Year Reviewed: 2025-2026

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Goal Analysis:

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

During the 2025–26 school year, DATA implemented strategies focused on improving academic achievement and addressing performance gaps for English Learners, students with disabilities, foster youth, and socioeconomically disadvantaged students. These efforts focused on targeted academic support, instructional collaboration, and stronger connections between classroom instruction and student support to improve students' access to standards-aligned instruction.

Professional development supported shared planning and inclusive instructional practices across departments. Teachers and support staff collaborated to review student data, including IXL diagnostic and skills data, to identify learning gaps and tailor instruction to student needs. In ELA, teachers used IXL to provide targeted practice aligned to literacy skills such as reading comprehension, vocabulary development, and language conventions, allowing students to receive immediate feedback and individualized support during and beyond core instruction. To further strengthen instructional practices in mathematics, DATA hired Solution Tree to provide targeted professional learning for the Math Department focused on collaborative planning and effective instructional strategies. Ongoing after-school tutoring in ELA and Math, which is offered each year at DATA, continued to provide targeted academic intervention and additional learning time for students requiring extra support.

Midway through the previous school year, DATA established the Pursuit of Excellence Committee, which developed the LEAD Expectations (Learn, Explore, Aspire, Dare) as an academic framework to support student engagement, perseverance, and responsibility for learning. During the 2025–26 school year, LEAD expectations were intentionally integrated into instructional practices and aligned with DATA's academic support structures to reinforce student readiness to learn and persistence with academic tasks.

The addition of the Learning Director position strengthened instructional focus by providing regular classroom support, feedback to teachers, and guidance on instructional planning aligned to standards. This role supported greater consistency across classrooms and strengthened the connection between instruction and academic support.

Family engagement remained a priority through ongoing communication via ParentSquare, bilingual newsletters, Food for Thought with Principal Ortiz and family engagement opportunities, supporting parent awareness of academic expectations and available supports.

Overall, the strategies implemented under Goal 1 were carried out as planned and strengthened systems that support instruction, academic intervention, and student engagement. These efforts established a strong foundation for continued improvement in academic achievement and the reduction of performance gaps.

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

DATA experienced staffing challenges that affected the implementation of certain budgeted positions. The Family Liaison position remained unfilled; however, an existing staff member supported family outreach on an as-needed basis to maintain communication and engagement. The bilingual paraeducator position was filled temporarily, but the school was unable to retain a candidate for the full year. Due to these challenges, funds were managed flexibly and redirected as needed to other strategies aligned with SPSA priorities to continue supporting student learning and family engagement.

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

Based on the analysis of student performance data, adjustments were made to strengthen instructional support and increase access to targeted academic interventions in ELA and Math. As part of this work, a proposal was developed to provide on-site instructional coaching for the Math Department through Solution Tree, with a focus on improving instructional practices, collaboration, and results. The Learning Director supports this work by coaching teachers, facilitating collaborative planning, analyzing instructional data, and ensuring follow-through on agreed-upon instructional practices.

The strategies outlined in the SPSA continue to provide multiple layers of academic support, including small-group instruction, targeted interventions during the school day and in extended learning programs, and the use of instructional technology to enhance student engagement and access to standards-aligned instruction. Professional development remains focused on differentiation, scaffolding, and evidence-based practices. These refinements are reflected in Goal 1 within the Strategies/Activities and Expenditures sections of the SPSA.

Goal 2:

Student Connections/Safety- Provide a safe and secure environment for all staff and students.

Identified Need:

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

This goal aligns with Ventura Unified School District's 2024–2027 Local Control and Accountability Plan Goal #2: *"Provide a safe and secure environment for all staff and students."*

There is a need to create a more positive school culture and sense of belonging for all students. Although suspension rates have decreased, disproportionality remains for English Learners, students with disabilities. Stakeholder feedback highlights concerns with off campus safety and inconsistent discipline. There is a clear need to build a stronger community both inside and outside the classroom to support students, teachers, staff, and parents. Steps taken include expanding supervision, implementing LEAD Expectation and the 5 Pillars of SEL within homeroom, interventions and increasing access to counseling, wellness services and incentives to earn MINGA Points for DATA student store.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions	Suspensions: 22-23: 10% 23-24: 8.1% 24-25: 7%	0.5 % reduction in suspensions
Attendance	SARB Letters 22/23:167 23/24: 62 24/25:71	Decrease of unexcused absences and tardies by 2% each year Decreased SARB letters by 5%

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Support multi-tiered systems of support (MTSS) and document interventions with/ admin/counselor monitoring, and SST documentation	All students, ELL, SWD, Foster Youth, SED, LTEL	None	N/A
2	Minga- Electronic passes for teachers to allow students to use the restroom, Wellness, Counseling and Health office. It will be used for attendance monitoring and reward point system for positive school culture.	All students, ELL, SWD, Foster Youth, SED, LTEL	$5,050	Restrictive Lottery
3	6th Grade Orientation-WEB/Compass Mentors Teacher Coordinators and Professional Development	All students, ELL, SWD, Foster Youth, SED, LTEL	$5,000	District LCAP
4	Pursuit of Excellence Committee-building positive school culture-Professional Development, substitute pay, planning time	All students, ELL, SWD, Foster Youth, SED, LTEL	$5,000	District LCAP

5	Counselor-Supports Tier 1-3 Social Emotional & behavioral needs, provide check-ins, targeted interventions, SEL Lessons, individual/group support, referrals to community based mental health, art through wellness therapy, break/lunch activities and other wellness awareness events.	All students, ELL, SWD, Foster Youth, SED, LTEL	$94,424	Title 1/Prop 28/Site Base Unrestricted

ANNUAL REVIEW:

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

Goal Analysis:

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

The Oasis Wellness Center, our counseling hub, at DATA Middle School continues to play a key role in fostering a safe, inclusive, and connected campus culture aligned with DATA's LEAD Expectations (Learn, Explore, Aspire, Dare). Averaging approximately 243 student visits per week, the center provides essential supports such as short-term counseling, group counseling, a Care Closet, and a food pantry to ensure students have access to needed resources.

Through daily lunch activities, wellness workshops, and schoolwide events including Unity Day, Red Ribbon Week, and Mental Health Awareness Week, the Wellness Center promotes emotional well-being, positive relationships, and student connection. Programs such as Wellness Wednesdays and counselor-led SEL, academic, and college/career lessons support students in learning healthy behaviors, exploring coping strategies, and making positive choices. Leadership and feeder school transition programs like WEB further strengthen student belonging and peer support. Comprehensively, the counseling team works together as a whole to serve our students and community both academically and social-emotionally to ensure that our students receive the best opportunities we can provide them by removing barriers and ensuring inclusivity. The continued use of MINGA as a digital hall pass system has strengthened campus supervision, increased instructional time, and reduced conflicts in previously unsupervised areas. Features such as restroom restrictions for students with peer conflict or "no contact" agreements, along with regular monitoring by administrators and campus supervisors, have enhanced safety and accountability aligned with LEAD Expectations.

As a result, DATA has seen improved student supervision, reduced opportunities for conflict, and increased student engagement, reinforcing the effectiveness of its schoolwide approach to safety, student connection, and LEAD-aligned expectations.

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

DATA continued to utilize MINGA as a primary tool to support positive behavior and campus safety, as originally planned. A key difference in implementation was the expansion of MINGA's functionality to include the rewards feature, allowing staff to track and recognize positive student behavior more intentionally. This enhancement tool was funded through restricted funding, rather than Title I or site-based funds. In addition, DATA launched a Student Store, enabling students to redeem MINGA points for incentives during lunchtime, further reinforcing positive behavior expectations. Sustaining the Student Store has presented an ongoing expenditure challenge, and the school continues to seek community donations and ASB-led fundraising to support this effort.

Similarly, Leader in Me continued to be funded through restricted funding. While initially intended as an ongoing support, Leader in Me is planned to phase out after the 2025–26 school year, allowing DATA's LEAD Expectations to continue as the primary schoolwide framework for behavior and student connection.

To further support a positive school culture, DATA established the Pursuit of Excellence (PoE) Committee midway through last school year. This committee focuses on promoting social-emotional well-being and community building among students and staff, meets monthly, and is funded through district LCAP resources rather than site or Title I funds.

Overall, these adjustments allowed DATA to strengthen and expand key strategies aligned to Goal 2 while shifting funding sources to restricted and LCAP funds. This approach minimized impact on Title I and site-based budgets while maintaining a strong focus on school climate, student safety, and connectedness.

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

Based on implementation data and input from the schoolwide needs assessment, DATA will continue the core strategies under Goal 2 with targeted adjustments to implementation and funding. The Learning Director position will be maintained to support schoolwide systems related to student behavior, supervision, and intervention alignment.

To further strengthen positive behavior reinforcement, DATA will continue implementing the MINGA point system, allowing staff to award digital points for demonstrating schoolwide expectations. Students may redeem points for incentives and recognition, reinforcing a culture of positivity and accountability. In addition, the Pursuit of Excellence (PoE) Committee, in collaboration with ASB, will continue leading campus-wide efforts focused on school climate and engagement, including grade-level assemblies that reinforce behavioral expectations, celebrate student success, and align with SEL themes presented in homeroom.

To sustain student wellness and counseling supports identified as a priority, DATA will continue the Oasis Wellness Center run by our counseling team, with funding aligned across Title I, Proposition 28 (where allowable), and site-based unrestricted general funds. No changes will be made to the annual outcomes or metrics for Goal 2 at this time, as current data indicates these strategies are effectively supporting school safety and student connectedness. Updates are reflected in the Strategies/Activities and Expenditures sections under Goal 2 of the SPSA.

Goal 3:

Parent/Community involvement- Increase parent and community involvement

Identified Need:

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

This goal aligns with Ventura Unified School District's 2024–2027 Local Control and Accountability Plan Goal #3: *"Increase parent and community involvement."*

Actively involve parents and engage community resources in effectively sharing and maximizing resources that support academic, behavioral, and social emotional needs. To address gaps, the school has prioritized offering interpretation, increased use of multilingual communication tools, and strengthened outreach efforts to ensure all families feel informed and included in the school community.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Engagement Survey Participation Rate	1. 24-25 SY: 40 families completed the needs assessment survey 2. 25-26 SY: 51 families completed the needs assessment	Increase participation to at least 50 families
SSC/ELAC-Participation and engagement levels as measured by attendance/sign in sheets	1. Regular participation with 5–8 parents attending per meeting	Maintain consistent participation and recruit at least 5 new members per group
Communication Outreach	1. Most communication sent in English/Spanish translation	100% of school-wide messages are delivered in both English and Spanish

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1	Recruit and retain parent representatives in SSC/ ELAC/PTSA provide training, and create clear opportunities for input on school plans and goals.	All students & Families, ELL, SWD, Foster Youth, SED, LTEL	None	N/A
2	Collaborate with local organizations to bring relevant resources and services to families during school events and parent nights.	All students & Families, ELL, SWD, Foster Youth, SED, LTEL	None	N/A
3	Leverage the Learning Director's role to coordinate parent engagement efforts, analyze participation data, and support consistent outreach practices.	All students & Families, ELL, SWD, Foster Youth, SED, LTEL	Repeated Expenditure – Goal #1, Activity #3	Title I
4	Use ParentSquare, flyers, and website, social media, digital marquee updates in English and Spanish to ensure inclusive and consistent outreach to families.	All students & Families, ELL, SWD, Foster Youth, SED, LTEL	None	N/A

5	Administer regular family engagement surveys and post-event feedback forms to gather input and improve planning of future events.	All students & Families, ELL, SWD, Foster Youth, SED, LTEL	None	N/A
6	Family Liaison to build relationships with families, assist with home-school communication, and provide targeted outreach to underrepresented student groups.	All students & Families, ELL, SWD, Foster Youth, SED, LTEL	$9,000	Site Base LCAP/Site Based Unrestricted General Funds
7	Strengthen the newly established PTSA by increasing parent membership, promoting inclusive volunteer opportunities, and collaborating on family-centered events to foster a stronger school-home connection.	All students & Families, ELL, SWD, Foster Youth, SED, LTEL	None	N/A

ANNUAL REVIEW:

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

Goal Analysis:

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

Implementation of Goal 3 remained consistent, with ongoing efforts to maintain and grow parent and community engagement at DATA. PTSA, DATA is a recognized site as of the 2024–25 school year, actively supports a range of campus activities, including school dances, Winterfest, DATAFest, Staff Appreciation Week, and the Wellness Center's Care Closet. Additionally, parent engagement remained consistent through active participation in SSC and ELAC meetings, and through representation at district-level PAC and DELAC meetings, with information being shared back with our school community.

The MERITO Foundation remained a community partner for an additional school year following the completion of its third and final year in 2024–25. During this time, MERITO provided NGSS-aligned professional development and instructional resources for teachers, as well as field-based science learning experiences for students, including biking, canoeing, and a trip to the Catalina Islands.

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

Due to significant staff turnover, the continuation and pursuit of grants did not occur; however, this work will be led by the Learning Director during the 2026–2027 school year.

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

While budget constraints prevent the continuation of the MERITO partnership, DATA will pursue new community partnerships that reflect the interests of current students, staff, and families.

Budget

Budget Summary Table

Description	Amount ($)
Total Funds Provided to the School Through the ConApp	$143,460.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$31,510.00

Overall total of funds included for this school: **$174,970.00**

Other Federal, State and Local Funds

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

Federal Programs	Allocation ($)
Title I 2025-2026 Carryover	$0.00
Title I 2026-2027 Allocation	$143,460.00

Subtotal of additional federal funds included for this school: **$143,460.00**

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

State or Local Programs	Allocation ($)
Site-Based Funds 2026-2027 Allocation	$40,400.00
Restricted Lottery 2026-2027 Allocation	$37,520.00
District LCAP Funds 2026-2027	$14,460.00

Subtotal of state or local funds included for this school: **$92,380.00**

Total of federal, state, and/or local funds for this school: **$235,840.00**

2026-2027 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

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

Multilingual/Multicultural Education

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

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

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

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

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

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

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

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

Curriculum & Instruction

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

Gifted and Talented Education

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

Migrant Education

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

Indian Education

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

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

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

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

References

CAASPP – Grade 6 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy 2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 6						
All Students Tested	181	173	173	20.81%	24.28%	21.97%	32.95%
Male	100	96	96	18.75%	23.96%	27.08%	30.21%
Female	81	77	77	23.38%	24.68%	15.58%	36.36%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	6	6	6	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	134	128	128	10.94%	21.88%	23.44%	43.75%
Hawaiian or Pacific Islander							
White (not Hispanic)	30	29	29	51.72%	31.03%	13.79%	3.45%
Two or More Races	8	7	7	*	*	*	*
Socioeconomically Disadvantaged	130	126	126	7.14%	22.22%	26.19%	44.44%
English Learners	48	44	44	0.00%	4.55%	22.73%	72.73%
Students with Disabilities	34	32	32	3.13%	3.13%	15.63%	78.13%
Migrant Education	*	*	*	*	*	*	*
Homeless	10	9	9	*	*	*	*
	Mathematics 2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 6						
All Students Tested	181	176	176	2.45%	10.80%	21.59%	47.16%
Male	100	97	97	18.56%	12.37%	26.80%	42.27%
Female	81	79	79	22.78%	8.86%	15.19%	53.16%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	6	6	6	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	134	130	130	7.69%	10.77%	21.54%	60.00%
Hawaiian or Pacific Islander							
White (not Hispanic)	30	29	29	58.62%	10.34%	24.14%	6.90%
Two or More Races	8	8	8	*	*	*	*
Socioeconomically Disadvantaged	130	128	128	5.47%	9.38%	25.78%	59.38%
English Learners	48	46	46	0.00%	4.35%	10.87%	84.78%
Students with Disabilities	34	32	32	0.00%	9.38%	3.13%	87.50%
Migrant Education	*	*	*	*	*	*	*
Homeless	10	10	10	*	*	*	*

CAASPP – Grade 7 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy 2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	193	191	191	23.04%	20.42%	16.75%	39.79%
Male	113	112	112	21.43%	20.54%	11.61%	46.43%
Female	80	79	79	25.32%	20.25%	24.05%	30.38%
African American	*	0	0	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	5	5	5	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	148	147	147	12.24%	17.69%	19.73%	50.34%
Hawaiian or Pacific Islander							
White (not Hispanic)	32	32	32	59.38%	31.25%	9.38%	0.00%
Two or More Races	7	7	7	*	*	*	*
Socioeconomically Disadvantaged	148	146	146	13.70%	15.75%	20.55%	50.00%
English Learners	57	57	57	0.00%	0.00%	14.04%	85.96%
Students with Disabilities	28	28	28	3.57%	0.00%	17.86%	78.57%
Migrant Education	*	*	*	*	*	*	*
Homeless	12	12	12	0.00%	0.00%	58.33%	41.67%

	Mathematics 2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 7						
All Students Tested	193	191	191	16.75%	10.99%	15.71%	56.54%
Male	113	112	112	21.43%	9.82%	14.29%	54.46%
Female	80	79	79	10.13%	12.66%	17.72%	59.49%
African American	*	0	0	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	5	5	5	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	148	147	147	4.08%	10.20%	14.97%	70.75%
Hawaiian or Pacific Islander							
White (not Hispanic)	32	32	32	62.50%	15.63%	15.63%	6.25%
Two or More Races	7	7	7	*	*	*	*
Socioeconomically Disadvantaged	148	146	146	6.85%	8.90%	11.64%	72.60%
English Learners	57	57	57	0.00%	0.00%	3.51%	96.49%
Students with Disabilities	28	28	28	0.00%	0.00%	3.57%	96.43%
Migrant Education	*	*	*	*	*	*	*
Homeless	12	12	12	0.00%	0.00%	8.33%	91.67%

CAASPP – Grade 8 English Language Arts/Literacy & Mathematics – 2024-2025

	English Language Arts/Literacy 2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 8						
All Students Tested	192	183	183	18.58%	31.15%	23.50%	26.78%
Male	115	111	111	15.32%	31.53%	25.23%	27.93%
Female	77	72	72	23.61%	30.56%	20.83%	25.00%
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	131	124	124	10.48%	29.03%	28.23%	32.26%
Hawaiian or Pacific Islander							
White (not Hispanic)	50	48	48	35.42%	41.67%	8.33%	14.58%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	141	133	133	9.02%	29.32%	27.07%	34.59%
English Learners	31	29	29	0.00%	3.45%	20.69%	75.86%
Students with Disabilities	38	36	36	0.00%	13.89%	22.22%	63.89%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	14	13	13	7.69%	23.08%	30.77%	38.46%
	Mathematics 2024-25						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	Grade 8						
All Students Tested	192	185	185	17.84%	11.89%	18.38%	51.89%
Male	115	111	111	17.12%	13.51%	23.42%	45.95%
Female	77	74	74	18.92%	9.46%	10.81%	60.81%
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	131	126	126	7.14%	7.94%	19.05%	65.87%
Hawaiian or Pacific Islander							
White (not Hispanic)	50	48	48	39.58%	25.00%	16.67%	18.75%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	141	135	135	6.67%	7.41%	19.26%	66.67%
English Learners	31	30	30	0.00%	0.00%	3.33%	96.67%
Students with Disabilities	38	37	37	2.70%	0.00%	10.81%	86.49%
Migrant Education	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Homeless	14	13	13	7.69%	7.69%	38.46%	46.15%

De Anza Academy of Technology & the Arts
HOME-SCHOOL COMPACT
2026-2027

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:_____(Name)

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:_____(Name)

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 **L**earn-**E**xplore-**A**spire-**D**are, 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.
- Ask for help when needed.

STUDENT SIGNATURE:

_____ **DATE:** _____

HOME-SCHOOL COMPACT, CONTINUED

Teacher Agreement:_____(Name)

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: Clara Ortiz

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)

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

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

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

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

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

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

VUSD Board Policy 6020, USC Title 20

DATA Parent Involvement Policy

De Anza Academy of Technology and the Arts (DATA)
Parent Involvement Policy and Opportunities

De Anza Academy of Technology and the Arts (DATA) will follow the guidelines developed with parent input as listed below in accordance with district, state, and federal guidelines. 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 schoolwide Title I program aimed at the improvement of the entire educational program at the school. Parents are informed about our Title I status during the first major meeting of the year, Back to School Night, and receive ongoing updates throughout the year at school meetings and through 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 Teacher Student Association (PTSA). Parents are elected to be District English Language Acquisition Committee (DELAC) reps and SSC reps. PTSA, ELAC, SSC and 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 August, 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, DELAC, PAC, and SSC. We have Back to School Night, at which we explain Title I and the compact. "Coffee with the Principal" provides parents and community members an informal opportunity to meet, ask questions, and engage in discussions about the school's programs and initiatives. The Weekly Newsletter including a calendar of events are sent home 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) and 504 meetings as appropriate for their child's academic needs.
- All information sent home in English and Spanish, whether by phone or in print. 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 the 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.

De Anza Academy of Technology and the Arts (DATA)
Parent Involvement Policy and Opportunities

- We have a website available for parents to access for more information at: https://data.venturausd.org/.

• De Anza After-School Enrichment and Safety (ASES)/ Expanded Learning Opportunities Program (ELOP) program offers a safe and supportive after-school environment aimed at enhancing students' academic success and overall development. Students Receive academic support, engage in enrichment activities like art, music, technology, and STEM, develop leadership and social-emotional skills, enjoy healthy snacks, and participate in physical activities.

• De Anza collaborates with elementary schools like Sheridan Way, E.P. Foster, Will Rogers, and Sunset, as well as the high schools our students will attend, to build bridges between all grade levels and ensure continuity in their learning experience throughout Ventura Unified. Our close partnership with Ventura High School is a prime example of the strong connections we've built with our feeder schools. Through this collaboration, AVID students from VHS visit De Anza to tutor and support our students, fostering meaningful relationships that benefit both communities. This initiative reflects the values of teamwork and shared commitment to students' success that define our work with local schools.

• De Anza collaborates with a variety of community organizations, including the Kiwanis Club, Lion's Club, East Ventura Optimist Club, Merito Foundation, and the IDEA Center. Additionally, we have partnerships with Ventura College, CSUCI, and USCB.

Updated & Approved 5/28/2025

Parent Involvement Calendar



26/27 DATA Parent Involvement Opportunities Calendar

Calendario de Oportunidades de Participación para Padres de DATA 26/27

- Office Help (as needed)/*Ayuda en la oficina (según se necesita)*
- Fall & Spring Fundraisers/*Recaudaciones de fondos de otoño y primavera*
- School Club Volunteers-Committees (as needed)/Voluntarios/*Comites de clubes escolares (según se necesita)*
- School Site Council (6 meetings at minimum per year)/*Consejo Escolar del Plantel (mínimo 6 reuniones por año)*
- English Learner Advisory Council (6 meetings at minimum per year)/*Consejo Asesor de Estudiantes de Inglés (mínimo 6 reuniones por año)*
- PTSA (monthly meetings)/*PTSA (reuniones mensuales)*
- Coffee with the Principal (6 meetings at minimum per year)/*Café con la Directora (mínimo 6 reuniones por año)*
- Safety Committee (fall and as needed)/*Comité de Seguridad (otoño y según se necesita)*
- Back to School Night (fall)/*Noche de Regreso a Clase (otoño)*
- Health Fair (spring)/*Feria de Salud (primavera)*
- Family Festivals (winter and spring)/*Festivales Familiares (invierno y primavera)*
- Dances (fall and spring)/*Bailes (otoño y primavera)*
- Volleyball & Basketball Games (fall)/*Juegos de Voleibol y Baloncesto (otoño)*
- Cross Country & Flag Football (Fall)/*Carreras de Larga y Fútbol Americano de Bandera (otoño)*
- Wrestling & Soccer (Winter/Spring)/*Luchas y Futbol (invierno y primavera)*
- AVID Parent Night (winter)/*Noche de Padres AVID (invierno)*
- Renaissance (quarterly)/*Renaissance (trimestre)*
- School Wide Assemblies and Rallies (as needed)/*Asambleas y Rallies Escolares (segun se necesite)*
- Title I Parent Night (fall and winter)/*Noche de Padres de Título I (otoño y invierno)*
- Spring Arts Showcase (spring)/*Exposicion de ARtes de Primavera (primavera)*
- Open House (winter)/*Casa Abierta (invierno)*
- Music Department Concerts (quarterly)/Conciertos del Departamento de Música (Trimestre)
- Community Events (throughout year/ site and ESC)/*Eventos Comunitarios (Durante el año escolar/Distrito)*
- 8th grade end of year activities/*Actividades del fin de año para 8 grado*
- Dia de los Muertos (fall)/*Dia de los Muertos (otoño)*
- Winterfest (winter)/*Winterfest (invierno)*
- DATAfest (spring)/*DATAFest (primavera)*

Draft: 2/18/25

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 2026-2027 school year, teachers at DATA will participate in the following trainings:

- Solution Tree On-Site Coaching Schoolwide (paras and teachers)
- Co-Teaching Training with On-Site Coaching (paras and teachers)
- AVID Excel Implementation
- GATE Certification and Training (which is essentially differentiation training and will highly support our teachers as we increase our heterogenous classes) (paras and teachers)
- Capturing Kids Hearts Professional Development (all staff)
- CHAMPS Professional Development (all staff)
- NCI (all staff)

School Accountability Report Card

2024-25 School Accountability

Report Card

Published January 2026

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 2025–2026 school year at De Anza Academy of Technology & the Arts (DATA)!

My name is Clara Ortiz, and I am honored to continue serving as principal at DATA Middle School. After a rewarding first year, I am excited to build on the strong foundation of success that defines our school. DATA has long 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 together.

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 are introducing two exciting school-wide initiatives: the Pursuit of Excellence Committee, designed to nurture our students' growth as scholars, leaders, and global citizens through events, awards, and recognition; and our new LEAD expectations—Learn, Explore, Aspire, and Dare, which will serve as guiding principles for our entire school community. These initiatives will further empower students to take ownership of their educational journey because, as we say at DATA, "Navigators Lead the Way."

We remain committed to fostering an environment where each student feels valued, respected, and inspired to reach their full potential. Our focus extends beyond the classroom to provide authentic learning experiences that connect academics to 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 creations to developing project management skills that prepare them for future academic and career success.

Relationships are at the heart of 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 belonging, ensuring that every member of our community 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 being part of the DATA family. I look forward to the remarkable achievements we will reach together this year. If you have any questions or need assistance, please visit us or give us a call, we are here to support you in creating the best possible learning and social experience for your student and family.

In Partnership,
Clara Ortiz
Principal, DATA Middle School

District Vision Statement

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

Board of Education

James Forsythe
Shannon Trani Fredericks
Sabrena Rodriguez
Dr. Jerry Dannenberg
Calvin Peterson

District Administration

Dr. Antonio Castro
Superintendent

Dr. Greg Bayless
Assistant Superintendent
Educational Services

Ms. Gina Wolowicz
Assistant Superintendent
Human Resources

Dr. Ahsan Mirza
Assistant Superintendent
Business Services

Ventura Unified School District

255 West Stanley Avenue, Suite 100
Ventura, California 93001
(805) 641-5000
www.venturausd.org

District Mission Statement

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

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. Over 14,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

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 2024-25 school year, 577 students were enrolled, including 19.8% in special education, 30% qualifying for English Language Learner support, 6.2% homeless, 0.3% foster youth, 0.9% migrant, and 74.7% socioeconomically disadvantaged. 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
2024-25

Student Group	% of Total Enrollment
Female	42.5%
Male	57.5%
Non-Binary	0%
American Indian or Alaska Native	0.2%
Asian	2.8%
Black or African-American	0.2%
Filipino	0.5%
Hispanic or Latino	74.2%
Native Hawaiian or Pacific Islander	0%
Two or More Races	3.1%
White	19.1%
English Learners	30.0%
Foster Youth	0.3%
Homeless	6.2%
Migrant Services	0.9%
Socioeconomically Disadvantaged	74.7%
Students with Disabilities	19.8%

Student Enrollment by Grade Level
2024-25

Grade Level	# of Students
Grade 6	182
Grade 7	196
Grade 8	199
Total Enrollment	577

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, Mock Trial, 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), weekly newsletter, ParentSquare and Aeries. 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
- OCEAN 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
- Discover DATA
- Merito Foundation
- Music Department Concerts
- Winterfest
- Wrestling
- Community Events
- Fall and Spring Fundraisers
- Soccer
- DATAfest

Student Achievement

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.

Physical Fitness Test

% of Students Participating in each of the Five Fitness Components

2024-25

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength & Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	88%	90%	88%	98%

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

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

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

CAASPP Test Results in ELA and Mathematics for All Students

2024-25

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
English-Language Arts/Literacy (Grades 3-8 and 11)	43.0	46.0	47.0	49.0	47.0	48.0
Mathematics (Grades 3-8 and 11)	31.0	30.0	37.0	37.0	35.0	37.0

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

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

CAASPP Test Results in ELA by Student Group

2024-25

Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	579	559	96.55	3.45	46.15
Female	245	234	95.51	4.49	49.15
Male	334	325	97.31	2.69	44.00
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100	0	75.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	419	404	96.42	3.58	33.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	19	95.00	5.00	63.16
White	118	115	97.46	2.54	80.87
English Learners	137	131	95.62	4.38	2.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	429	415	96.74	3.26	33.01
Students with Disabilities	114	109	95.61	4.39	12.84

CAASPP Test Results in Mathematics by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	579	564	97.41	2.59	29.61
Female	245	238	97.14	2.86	27.31
Male	334	326	97.60	2.40	31.29
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100	0	68.75
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	419	408	97.37	2.63	15.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100	0	40.00
White	118	115	97.46	2.54	68.70
English Learners	137	134	97.81	2.19	1.49
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	429	420	97.90	2.10	15.48
Students with Disabilities	114	110	96.49	3.51	7.27

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

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

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

CAASPP Test Results in Science for All Students 2024-25						
	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	23-24	24-25	23-24	24-25	23-24	24-25
Science (Grades 5, 8 and 10)	30.26	35.14	33.34	31.52	30.73	32.33

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

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

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

CAASPP Test Results in Science by Student Group 2024-25					
Student Groups	Total Enrollment	# Tested	% Tested	% Not Tested	% Met or Exceeded
All Students	200	192	96.00	4.00	35.94
Female	81	77	95.06	4.94	35.06
Male	119	115	96.64	3.36	36.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	135	129	95.56	4.44	20.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	51	96.23	3.77	70.59
English Learners	32	31	96.88	3.12	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Migrant Services	--	--	--	--	--
Socioeconomically Disadvantaged	146	140	95.89	4.11	22.14
Students with Disabilities	46	44	95.65	4.35	15.91
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. 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 two 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 on a weekly basis concerning maintenance and school safety issues.

Campus Description	
Year Built	1956
Acreage	29
Square Footage	78,721
	Quantity
Permanent Classrooms	34
Portable Classrooms	14
Restrooms (Sets)	2
Cafeteria/Multipurpose Room	1
Library	1
Gym	1

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, three counselors, and administrators patrol the campus, entrance areas, and designated common areas. Three counselors, three administrators, and two campus supervisors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed three 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, updated, and shared with school staff in January 2026.

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

Facilities 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 December 23, 2025. During fiscal year 2025-26, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status

Item Inspected	Repair Status			
Inspection Date: December 23, 2025	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	X			
Interior Surfaces			X	Health Office - Carpet is buckling in multiple locations; Classroom A3 - Missing and water damaged ceiling tiles in multiple locations; Classroom A7 - Carpet is lifting and torn in the southwest corner; Classroom A8 - Carpet is buckling and seams are peeling/separating at multiple locations; Classroom A9, Classroom A13 - The laminate is peeling at the countertops; Classroom A10 - The laminate is peeling at the countertops, ceiling tiles falling throughout; Classroom A11, Classroom B11, Classroom B13 - The laminate is peeling at the countertops and cabinets; Classroom A12 - The laminate is peeling at the countertops and cabinets, floor tile is damaged at NE corner; Classroom B1 - Wall panels along the west wall are coming off the wall; Classroom B2 - Ceiling tile falling next to the HVAC hatch, carpet is frayed at the sewer cleanout; Classroom B4 - Laminate is peeling at the countertops; Classroom B5 - Damaged VCT floor tile at the west door, ceiling tiles falling above the teachers desk; Classroom B6 - Water damaged ceiling tiles at the west wall, carpet is buckling in multiple locations; Classroom B7 - Floor tile, cove base and missing at the east door, carpet is frayed at the east door; Classroom B8 - Damaged VCT floor tile at the west door, damaged carpet at the east walls, exit door is blocked by the swing set; Classboom B9 - Damaged desks in room, laminate peeling, peeling wall surface at the south wall; Classroom B10 - The laminate is peeling at the countertops and cabinets, cove base missing at the east wall; Classroom C2 - Ceiling tile missing in room C2A, east door sticks in the threshold and must be forced open; Classroom C4 - Ceiling tiles falling; Cafeteria - Ceiling tiles missing and falling in multiple locations throughout; Buiding E Exterior - The ceiling is peeling in multiple areas in the exterior covered eating area
Cleanliness	X			
Electrical	X			Classroom A9, Classroom A10 - Electrical outlets next to sinks and within 6' are not GFCI protected
Restrooms/Fountains	X			
Safety			X	Admin - Fire alarm in trouble state, faul in gym horn circuit: Classroom A13 - Fire extinguisher next to the west door is out of service date (6/22/23); Building A Exterior - Excessive peeling paint at the HVAC condensate pipe chases
Structural	X			
External			X	Classroom B3 - The west door is stuck and must be forced open; 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		X		

Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.

Classroom Environment

Positive Behavior & Climate for Learning

De Anza Academy of Technology & the Arts' positive behavior policies are based upon a schoolwide positive behavior, LEAD expectations, 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 LEAD expectations and CHAMPS to promote positive school culture 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.

Suspensions & Expulsions

	22-23	23-24	24-25
	School		
% Students Suspended	9.97	8.10	6.98
% Students Expelled	0.00	0.00	0.00
	District		
% Students Suspended	3.22	2.81	2.10
% Students Expelled	0.01	0.00	0.01
	State		
% Students Suspended	3.60	3.28	2.94
% Students Expelled	0.08	0.07	0.06

Suspensions and Expulsions by Student Group 2024-25

Student Groups	Suspensions Rate	Expulsion Rate
All Students	6.98	0.00
Female	4.18	0.00
Male	9.07	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.25	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	8.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.88	0.00
English Learners	12.71	0.00
Foster Youth	0.00	0.00
Homeless	12.24	0.00
Migrant Services	0.00	0.00
Socioeconomically Disadvantaged	8.58	0.00
Students with Disabilities	16.28	0.00

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

Chronic Absenteeism by Student Group 2024-25				
Student Groups	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	616	603	112	18.6
Female	263	257	46	17.9
Male	353	346	66	19.1
American Indian or Alaska Native	--	--	--	--
Asian	16	16	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	450	441	91	20.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	20	3	15.0
White	123	120	17	14.2
English Learners	181	177	39	22.0
Foster Youth	--	--	--	--
Homeless	49	45	18	40.0
Migrant Services	--	--	--	--
Socioeconomically Disadvantaged	466	455	100	22.0
Students with Disabilities	129	127	25	19.7

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

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

Class Size

The 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				
	2022-23			
Subject	Avg. Class Size	Number of Classes		
		1-22	23-32	33+
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
	2024-25			
English	21	8	7	5
Math	26	2	4	7
Science	35	2	1	9
Social Science	25	5	7	4

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

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

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

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2025-26 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Staff Development

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

During the 2023-24, 2024-25, and 2025-26 school years, the teachers at De Anza Academy of Technology and the Arts had the opportunity to participate in districtwide staff development training focused on:

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

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

2025-26 Trainings:
- Sonday (Structured Literacy Supplemental Curriculum)
- IXL (Online Platform - Various Subjects)
- Professional Learning Communities (PLCs)
- ESGI (Online Platform for Assessing/Progress Monitoring Early Literacy)
- AMIRA (At Risk for Reading Difficulty Screener Training and Structured Literacy)
- California Reading and Literacy Project (CRLP)
- Co-Teaching
- Healthy Campus (Online Platform for Conducting Wellness Services)

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

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

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2024-25 school year, 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.

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

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

Textbooks			
Adoption Year	Publisher & Series	From Most Recent State Adoption (Y/N)	Pupils Lacking Textbooks
English Language Arts			
2019	McGraw Hill Education: *StudySync*	Yes	0%
2019	Houghton Mifflin: *Read 180*	Yes	0%
2017	Houghton Mifflin Harcourt: *The Real Book*	Yes	0%
History-Social Science			
2022	TCI: *History Alive! The Ancient World*	Yes	0%
2022	TCI: *History Alive! The Medieval World and Beyond*	Yes	0%
2022	TCI: *History Alive! The United States through Industrialism*	Yes	0%
Mathematics			
2016	McGraw Hill Education: *California Math, Course 1, 2 & 3 (Volumes 1 & 2)*	Yes	0%
2016	CPM: *Core Connections, Course 1, 2 & 3*	Yes	0%
Science			
2020	McGraw Hill: *California Inspire Science*	Yes	0%

Professional Staff

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.

Academic Counselors & Other Support Staff (Nonteaching Professional Staff) 2024-25		
	No. of Staff	FTE
Academic Counselors	2	2.0
Psychologist	1	0.9
Speech & Language Pathologist	1	0.9
School Nurse	1	0.3
Occupational Therapist	1	0.1
Health Technician	1	0.6
Student Assistant Program Counselor	1	0.5
School Resource Officer	1	As Needed
Wellness Center Counselor	1	1.0
Social Worker	1	0.4
OCEAN Site Liaison	1	1.0
Spec. Ed. Associate Clinician	1	0.8
Counselor-to-Student Ratio: 1:289		
Note: One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.		

Teacher 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.

Teacher Preparation and Placement Authorization						
	Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	Intern Credential Holders Properly Assigned	Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	Unknown	Total Teaching Positions
2023-24						
School #	17.1	1	0.6	1.7	1.2	21.7
School %	79.03	4.6	2.8	7.91	5.61	100
District #	476.8	4.6	32.6	51.8	34.2	600.2
District %	79.43	0.78	5.44	8.64	5.7	100
State #	230039.4	6213.8	16855	12112.8	13705.8	278927.1
State %	100	2.23	6.04	4.34	4.91	100
2022-23						
School #	20.4	0.0	2.9	1.3	1.1	25.8
School %	79.1	0.0	11.22	5.03	4.57	100
District #	495.7	6.9	37.3	61.4	32.7	634.2
District %	78.16	1.09	5.9	9.68	5.17	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0
2021-22						
School #	17.7	0.6	1.1	4.6	2.3	26.6
School %	66.63	2.48	4.36	17.55	8.87	100
District #	515.8	6.2	23.3	66.0	43.2	654.7
District %	78.78	0.96	3.56	10.09	6.6	100
State #	234405.2	4853.0	12001.5	11953.1	15831.9	279044.8
State %	84.0	1.7	4.3	4.3	5.7	100.0

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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) Authorization / Assignment			
	School Number		
	21-22	22-23	23-24
Permits and Waivers	1.0	0.0	0.0
Misassignments	0.1	2.9	0.6
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.1	2.9	0.6

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-field" under ESSA) / Indicator			
	School Number		
	21-22	22-23	23-24
Credentialed Teachers Authorized on a Permit or Waiver	0.6	0.3	0.9
Local Assignment Options	4.0	0.9	0.7
Total Out-of-Field Teachers	4.6	1.3	1.6

Class Assignments / Indicator	School Number		
	21-22	22-23	23-24
Misassignments for English Learners (a percentage of all the classes with English Learners taught by teachers that are misassigned)	0.6	8.0	5.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	0.0	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.			

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2023-24 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2023-24	District	State Average of Districts in Same Category
Beginning Teacher Salary	$57,712	$62,783
Mid-Range Teacher Salary	$83,105	$97,783
Highest Teacher Salary	$115,107	$128,020
Superintendent Salary	$283,083	$313,465
Average Principal Salaries:		
Elementary School	$144,454	$160,224
Middle School	$158,093	$166,992
High School	$164,183	$180,971
Percentage of Budget:		
Teacher Salaries	24.46%	30.05%
Administrative Salaries	5.39%	5.00%
For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.		

Expenditures Per Student

For the 2023-24 school year, Ventura Unified School District spent an average of $19,098 of total general funds to educate each student (based on 2023-24 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

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

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

Expenditures Per Pupil and School Site Teacher Salaries 2023-24					
	Dollars Spent per Student				
	School	District	% Diff. School & Dist.	State	% Diff. School & State
Total**	$10,173	N/A	N/A	N/A	N/A
Restricted	$4,135	N/A	N/A	N/A	N/A
Unrestricted	$6,038	$6,125	98.6%	$11,146	54.2%
Avg Teacher Salary	$91,341	$92,704	98.5%	$103,743	88.0%
Note: Cells with N/A values do not require data.					

SARC Data

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about 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.

School Site Council Bylaws

DATA Middle School
School Site Council (SSC) Bylaws

Article I - Preamble

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

Article II - Role of the School Site Council

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

Article III - Membership

The members of the SSC represent the composition of the school's student population and notwithstanding the size of the school. The composition of the SSC must have an equal number of members between the school staff members and Parent/Community/Student members with a minimum of 10 members; five school staff members and five Parent/Community/Student members.

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

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

Composition of VUSD Elementary SSCs with the required minimum of 10 members:

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

SSCs larger than 10 must maintain the required (see above paragraph) ratios. The discretion to establish a SSC larger than the minimum 10 members resides with the school site principal on an annual basis. Changes to the size of the SSC may only be implemented at the meeting when the development of the SPSA for the upcoming year is first discussed (typically in late winter/early spring of the current school year).

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

School Group Members (Middle Schools):

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

Parent/Community/Student Group Members:

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

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

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

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

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

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

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

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

Article IV - Officers

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

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

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

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

Article V - Meetings

To the extent practicable, SSCs will meet at least five times each school year. Additional meetings may be called by the school site Principal. Prospective meeting dates for the year will be established at the beginning

of the school year and publicized in advance to all staff and parents. Any changes to established meeting dates, both cancellations/postponements and additional meetings, shall be communicated broadly and with as much advance notice as possible (see Greene Act requirements below).

SSC meetings shall be held at the school site campus whenever practicable.
Any meeting held by the SSC must follow the Greene Act requirements:

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

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

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

Article VI - Formal SSC Votes

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

Middle School SSC aye/nay votes shall be voice votes made publicly by each SSC member except for required votes on proposals related to VUEA/District Contract Article 27 and VESPA/District Article 42, which are by private/anonymous paper ballot and counted by the SSC chairperson.

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

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