DE ANZA ACADEMY OF TECHNOLOGY AND THE ARTS

2060 CAMERON STREET, VENTURA, CA 93001

(805) 641-5165

MARISSA CERVANTES, PRINCIPAL

GRADES 6-8

PRINCIPAL'S MESSAGE

DATA Parents, Students, and Community Members:

It is with great honor that I am principal for the 2020-2021 school year, and I cherish this opportunity to welcome you to a new school year. Positivity and excitement are in the air. As you know, DATA values our instructional programs, academic achievement, school safety, facilities, and staff. DATA is the place to be with exceptional programs that offer 21st century curriculum including technology supported by Project-Based and Universal Design Learning, S.T.E.M. (Science, Technology, Engineering, and Mathematics), Arts and Music. The Ventura Unified School District's promise is to help children in our schools find their passion - academically and personally - believing that each child has a brilliant future. We work diligently to make this vision a reality at DATA with creative and innovative ideas for the needs of ALL children.

My vision for DATA is to provide equitable access to all students and celebrate "Small" and "Big" victories collaboratively with parents, staff, and our community. We set high expectations for ourselves as educators, our students, and each other by creating a culture that promotes growth in an environment rich with resources.

DATA is rooted with pride in teamwork and uses this powerful force to create a safe learning environment that promotes academic excellence and social development. We appreciate your efforts as you help us create future-ready, responsible, successful, caring citizens. Please know that parents, guardians and friends of DATA are always encouraged to get involved in all DATA organizations, including ELAC, School Site Council, parent workshops, and volunteer opportunities.

I look forward to meeting and positively interacting with all DATA connected individuals as we work to become the best middle school in Ventura County with model programs that honor and celebrate our victories.

Respectfully,
Marissa Cervantes
Principal

District Vision Statement

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

District Mission Statement

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

Board of Education

VELMA LOMAX
MATTHEW ALMARAZ
SABRENA RODRIGUEZ
AMY (YAMAMOTO) CALLAHAN
DR. JERRY DANNENBERG

District Administration

DR. ROGER RICE
SUPERINTENDENT

DR. GREG BAYLESS
DIRECTOR OF SECONDARY EDUCATION
GINA WOLOWICZ
DIRECTOR OF ELEMENTARY EDUCATION

DR. JEFF DAVIS
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

REBECCA CHANDLER
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20 and 2020-21 school years due to the closure of school sites for the COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100

VENTURA, CALIFORNIA 93001

(805) 641-5000

www.venturausd.org

Ventura Unified
SCHOOL DISTRICT
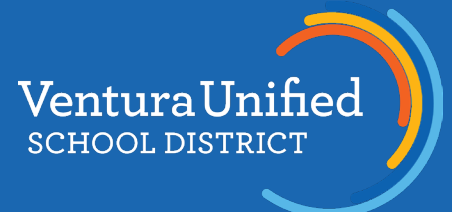
DISTRICT & SCHOOL DESCRIPTION

Ventura Unified School District

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. More than 16,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, and 5 high schools.

De Anza Academy of Technology & the Arts

De Anza Academy of Technology & the Arts serves students in grades six through eight following a traditional calendar. At the beginning of the 2019-20 school year, 786 students were enrolled, including 18.1% in special education, 26.8% qualifying for English Language Learner support, 2.9% homeless, 0.1% foster youth, and 75.1% qualifying for free or reduced price lunch. De Anza Academy of Technology & the Arts is a recipient of the Universal Meals Program, a federal grant that provides funds to offer free breakfast and lunch for every student.

Student Enrollment by Student Group and Grade Level 2019-20			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	1.3%	Grade 6	228
American Indian or Alaskan Native	0.5%	Grade 7	254
Asian	1.8%	Grade 8	304
Filipino	0.3%		
Hawaiian or Pacific Islander	0.0%		
Hispanic or Latino	70.2%		
White	22.9%		
Two or More Races	3.1%		
Socioeconomically Disadvantaged	75.1%		
English Learners	26.8%		
Students with Disabilities	18.1%		
Homeless	2.9%		
Foster Youth	0.1%	Total Enrollment	786

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

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

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

School Mission

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

School Vision

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

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

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 mass call/email system, the school website, our online calendar, flyers, the school's social media pages (Twitter, Facebook, Instagram), PTA Facebook page, ASB Twitter account, the weekly online school bulletin, and Parent Q Connect. Contact the school office at 641-5165 for

more information on how to become involved in your child's learning environment.

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

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

School Activities
• Back to School Night
• Health Fairs
• Family Festivals
• Dances
• Volleyball & Basketball Games
• Cross Country & Wrestling Meets
• AVID Parent Night
• Renaissance
• Schoolwide Assemblies
• Title I Parent Night
• Spring Arts Showcase
• Open House
• Mariachi Group
• Music Department Concerts
• Winterfest
• Community Events
• Fall and Spring Fundraisers

STUDENT ACHIEVEMENT

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments

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

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only 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/.

California Assessment of Student Performance and Progress Test Results in Science All Students Percentage of Students Meeting or Exceeding the State Standards						
	De Anza		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
Science (Grades 5, 8, & 10)	44	N/A	39	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight Percentage of Students Meeting or Exceeding the State Standards						
	De Anza		VUSD		CA	
	18-19	19-20	18-19	19-20	18-19	19-20
English-Language Arts/Literacy	53	N/A	55	N/A	48	N/A
Mathematics	34	N/A	44	N/A	37	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8) 2019-20										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskin Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Services	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf/.

California Physical Fitness Test Results 2019-20		
% of Standards Met:		
4 of 6	5 of 6	6 of 6
Grade Level		
Seventh	N/A	N/A	N/A

Note: Cells with N/A values do not require data as the 2019-2020 data are not available.

Note: Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

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. Campus repair and/or improvement projects for the 2019-20 and 2020-21 school years include the following:

2019-20 Campus Improvements:
• Clean/remodel woodshop room
• Addition of school murals

2020-21 Planned Campus Improvements:
• Upgrade the school office

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

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

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

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

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

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

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, one campus supervisor, a counselor, and administrators patrol the campus, entrance areas, and designated common areas. Two counselors, three administrators, three teachers and the campus supervisor monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed two counselors, campus supervisors, teachers, and three administrators monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for De Anza Academy of Technology & the Arts in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and shared with school staff in October 2020.

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 September 1, 2020. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

School Facility Good Repair Status

Item Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Inspection Date: September 1, 2020				
Systems	✓			Building A Boys RR - Exhaust fan is extremely loud when running
Interior Surfaces			✓	Classroom A9, A10, A13, B4 - The laminate is peeling at the countertops; Classroom A10 - Ceiling tiles falling, cracked missing base at the west door; Classroom A11, A12, B10, B11, B13 - The laminate is peeling at the countertops and cabinets; Classroom A12 - Floor tile is damaged at NE corner, cracked floor base at the door; Classroom B2 - The carpet is frayed at the sewer clean out cover, ceiling tile falling next to the HVAC hatch; Classroom B6 - Ceiling tile is falling next to the HVAC access hatch along the north wall; Classroom B9 - Ceiling tile falling down in the southwest corner; Classroom C2 - Ceiling tile missing in room C2A; Classroom C4 - Ceiling tiles falling; Classroom C6 - The wall paneling next to the door has deteriorated; Gym - Ceiling tiles falling and missing throughout, two light fixtures not functioning, motion sensor appear to be damaged; Cafeteria Boys RR - Ceiling tile missing; Building E Exterior - The ceiling is peeling in mutiple areas in the exterior covered eating area
Cleanliness	✓			Cafeteria Interior Corridor - Signs of termite infestation and damage at the wall panels by the boys RR
Electrical	✓			
Restrooms/Fountains	✓			Admin/Library Exterior - Drinking fountain is out of order east elevation; Boys Locker Room - Left most urinal is out of order
Safety	✓			
Structural	✓			
External	✓			Building A Exterior, Building B Exterior - Excessive peeling paint at the HVAC condensate pipe chases

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

Percentage Description Rating:

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

CLASSROOM ENVIRONMENT

Positive Behavior & Climate for Learning

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

During the 2019-20 school year, De Anza Academy of Technology & the Arts was trained on Social Emotional Learning and Restorative Justice Practices and will continue to implement the practices schoolwide during the 2020-21 school year.

Suspensions and Expulsions									
	De Anza			VUSD			CA		
	17-18	18-19	19-20	17-18	18-19	19-20	17-18	18-19	19-20
Suspensions (%)	7.10%	4.20%	8.65%	3.00%	2.70%	2.53%	3.50%	3.60%	
Expulsions (%)	0.32%	0.11%	0.25%	0.15%	0.05%	0.10%	0.08%	0.09%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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				
		2017-18		
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English	24	12	2	13
Math	30	2	7	9
Science	31	2	5	11
Social Science	29	4	2	13
		2018-19		
English	22	15	5	10
Math	29	3	8	8
Science	31	1	7	10
Social Science	31	2	5	10
		2019-20		
English	19	21	7	7
Math	29	2	8	7
Science	30	2	4	11
Social Science	27	4	8	7

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

CURRICULUM & INSTRUCTION

Instructional Materials

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

Ventura Unified School District is currently piloting new Science textbooks and anticipates adopting new curriculum by the 2021-22 school year. In order to meet State requirements, the current textbooks are being supplemented with NGSS-aligned bridge supplemental materials. History-Social Science curriculum is scheduled to be piloted in the 2020-2021 year with adoption and implementation for the 2021-2022 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On September 22, 2020, 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 #20-24 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 2020-21 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 2018-19, 2019-20, and 2020-21 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:

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	McGraw Hill Education: *Studysync*	0%
2017	Yes	Houghton Mifflin: *Read 180*	0%
Math			
2016	Yes	McGraw Hill Education: *Califomia Math, Course 1, 2 & 3 (Volumes 1 & 2)*	0%
2016	Yes	CPM: *Core Connections, Course 1, 2 & 3*	0%
Science			
2008	Yes	Holt: *Earth Science*	0%
2008	Yes	Holt: *Life Science*	0%
2008	Yes	Holt: *Physical Science*	0%
Social Science			
2007	Yes	Glencoe/McGraw Hill: *Discovering Our Past, Ancient Civilization*	0%
2007	Yes	Glencoe/McGraw Hill: *Discovering Our Past, Medieval and Early Modem Times*	0%
2007	Yes	Glencoe/McGraw Hill: *Discovering Our Past, The American Joumey to WWI*	0%

2018-19 and 2019-20 Trainings:
• History-Social Science
• Multi-Tiered Systems of Support (MTSS)
• Next Generation Science Standards
• School Safety
• Social Emotional Learning (SEL)
• Special Education
• Strategies for Formative Assessments
• Technology Training
• Universal Design for Learning

2020-21 Trainings:
• Behavior Team's Role during Distance Learning (Special Education)
• Canvas Basics & Gradebook
• Canvas Course Management 101 – By Site-Based Canvas Leads
• Distance Learning Plans
• ELA Course Build Peer Review and Support
• English Learner Support and Review and ELPAC
• Facilitated Canvas Course Customization Support (Special Education)
• GATE Icons
• Google Basics
• History-Social Studies and Elective Course Build Peer Review and Support
• Inspire Science
• Paraeducator Role during Distance Learning
• Positive Behavioral Interventions & Supports
• Science Course Build Peer Review and Support
• Screen Casting with Screencastify
• Video Conferencing
• Utilizing Behavioral Strategies from the Family Guide to Distance Learning
• Zoom and Google Meet Videoconferencing

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 2019-20 school year, De Anza Academy of Technology and the Arts staff development activities concentrated on:

• Grade Level Project-Based Learning
• Integrating Technology into Lessons
• Multi-Tiered Systems of Supports
• Social-Emotional Learning (SEL)
• Technology Training
• Universal Design for Learning (UDL)
• Where Everybody Belongs (WEB)

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

The Ventura County Teacher Induction Consortium is a two-year, individualized, job-embedded system of mentoring, support and professional learning that begins in the teacher's first year of teaching for newly

credentialed teachers in California. The program is accredited by the Commission on Teacher Credentialing (CTC) and is administered by the Ventura County Office of Education (VCOE), Educator Support and Effectiveness (ESE) department, in coordination with a consortium of 18 school districts, local charter schools, private schools, and 5 university partners.

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

Professional Development Days Three-Year Trend		
2018-19	2019-20	2020-21
2	2	3

PROFESSIONAL STAFF

Teacher Assignment

During the 2019-20 school year, De Anza Academy of Technology and the Arts had 31 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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 and Other Support Staff 2019-20		
	No. of Staff	FTE*
Academic Counselor	2	2.0
Health Technician	1	0.6
Occupational Therapist	1	0.1
Psychologist	1	0.9
Student Assistant Program Counselor	1	0.5
School Nurse	1	0.3
School Resource Officer	As needed	
Speech & Language Pathologist	1	0.9
Average Number of Students per Academic Counselor		329

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

SARC DATA & INTERNET ACCESS

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.

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 was acquired in November 2020 and the school facilities section was acquired in December 2020.

Teacher Credentials and Assignments						
	De Anza			VUSD		
	18-19	19-20	20-21	18-19	19-20	20-21
Total Teachers	25	33	29	721	713	694
Teachers with Full Credential	23	31	26	690	678	664
Teachers without Full Credential	2	2	0	31	35	0
Teaching Outside Subject Area (with full credential)	13	11	11	105	89	89
Misassignments of Teachers of English Learners	0	0	0	0	1	0
Total Teacher Misassignments*	1	0	0	1	2	0
Teacher Vacancies	0	1	0	3	4	3

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

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: 2018-19 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2018-19 school year, Ventura Unified School District spent an average of $11,502 of total general funds to educate each student (based on 2018-19 audited financial

Teacher and Administrative Salaries 2018-19		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	47,778	52,484
Mid-Range Teacher Salary	68,801	81,939
Highest Teacher Salary	95,296	102,383
Average Principal Salaries:		
Elementary School	117,542	129,392
Middle School	120,713	136,831
High School	135,503	147,493
Superintendent Salary	227,500	254,706
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2018-19					
	Dollars Spent Per Student				
Expenditures Per Pupil	De Anza	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	8,415	N/A	N/A	N/A	N/A
Restricted (Supplemental)	2,551	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,864	6,501	90.2%	13,080	44.8%
Average Teacher Salary	71,938	77,464	92.9%	81,939	87.8%

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2018-19 school year, the district received categorical, special education, and support programs funds for:

• After School Education and Safety (ASES)
• California Career Pathways Trust
• Classified School Employee Professional Development Block Grant
• Career and Technical Education Programs
• Career Technical Education Incentive Grant Program
• Department of Rehabilitation
• Education Protection Account
• Immediate Aid to Restart School Operations
• Indian Education
• Lottery: Instructional Materials
• Low-Performing Students Block Grant
• Medi-Cal Billing Option
• On-Behalf Pension Contributions
• Other Local: Locally Defined
• Other State: Locally Defined
• Special Education
• State Lottery
• Title I, II, III, IV
• Tobacco-Use Prevention Education