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

This report contains information that may or may not have occurred either in person or via online platform in the 2019-20, 2020-21, and 2021-22 school years due to the ongoing COVID-19 pandemic. If you have any questions about any particular section of this document, please contact your school site administrator.

Fiscal Year 2021-2022

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De Anza Academy Of Technology and the Arts	School Plan for Student Achievement Fiscal Year 2021-2022

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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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 2021-22 School Site Council consists of the following members:

Name of Members	Principal	Certificated Staff	Classified/ Other Staff	Parent or Community Member	Student
Carlos Cohen	X				
LeAnn Atkinson		X			
Cece Johnson		X			
Dana Myers		X			
Jennifer Durkee			X		
Elisabeth Harris				X	
Dora Herrera				X	
Naxeli Hernandez				X	
Isabella Bonilla					X
Malek Dandan					X
Number of members in each category	1	3	1	3	2

English Language Advisory Council (ELAC) Membership

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parents / Guardians of English Learners	Other
Carlos Cohen	X				
Alexandra Corona		X			
Cecilia Montoya				X	
Angelica Robles				X	
Xochitl Bonilla				X	
Frida Nunez				X	
Janet Campuzano				X	
Evangelina Patricio				X	
Silvia Cabeza				X	
Ana Maria Garcia				X	
Rosa Alvarez				X	
Number of members in each category	1	1		9	

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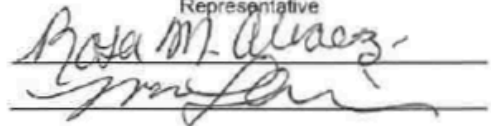
The School Site Council (SSC) recommends this school plan and proposed expenditures to the district Governing Board for approval and assures the board of the following:

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:

Signature of Authorized Representative

English Learner Advisory Committee *ELAC*

Leadership Team
LuKins

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: __11/18/2021__.

Attested:

_____
Carlos Cohen, Principal

_11/18/2021_
Date

_____
SSC Chairperson

_11·19·21_
Date

District information

District Profile

Ventura Unified School District is the third largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just under 17,000 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, and 1 alternative high school.

During the 2020-21 school year, Ventura Unified School District served 15,871 students in grades TK-12 including 11.1% students with disabilities, 15.9% English learners, 54.4% socioeconomically disadvantaged, 0.4% migrant education, 2.7% homeless, and almost 0.5% 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 Logo

Our logo, the open wave, was inspired by VUSD's connection to the California coast and the possibilities that lie ahead for our students. The ocean, and all that it represents, is a fitting metaphor for the optimism and energy embodied by our people, schools, and district. The logo unifies our schools and programs with a bold, abstract signature that connotes an open, cresting wave. The clean lines that comprise the open wave signify the opportunities students are offered by our district through its variety of programs and schools. The color blue leads our bold and varied color palette since it stands for confidence, wisdom, and intelligence.

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 2020-21 school year, De Anza Academy served 680 students in grades 6-8. Student enrollment included 18.1% students with disabilities, 31.2% English learners, 70.3% socioeconomically disadvantaged, 1.5% migrant, 4.4% 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 Netbook ratio and incorporates the use of technology throughout all classrooms and subject matters.

Our certificated staff consists of 32 regular education classroom teachers, seven special education teachers, two counselors, one .5 FTE SAP counselor, one psychologist, and one speech therapist. We have one principal and two assistant principals.

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

<u>School Leadership</u>
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 – 2020-21

69.0%

0.3%

2.1%

0.4%

1.2%

3.4%

23.7%

- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- White
- Two or More Races
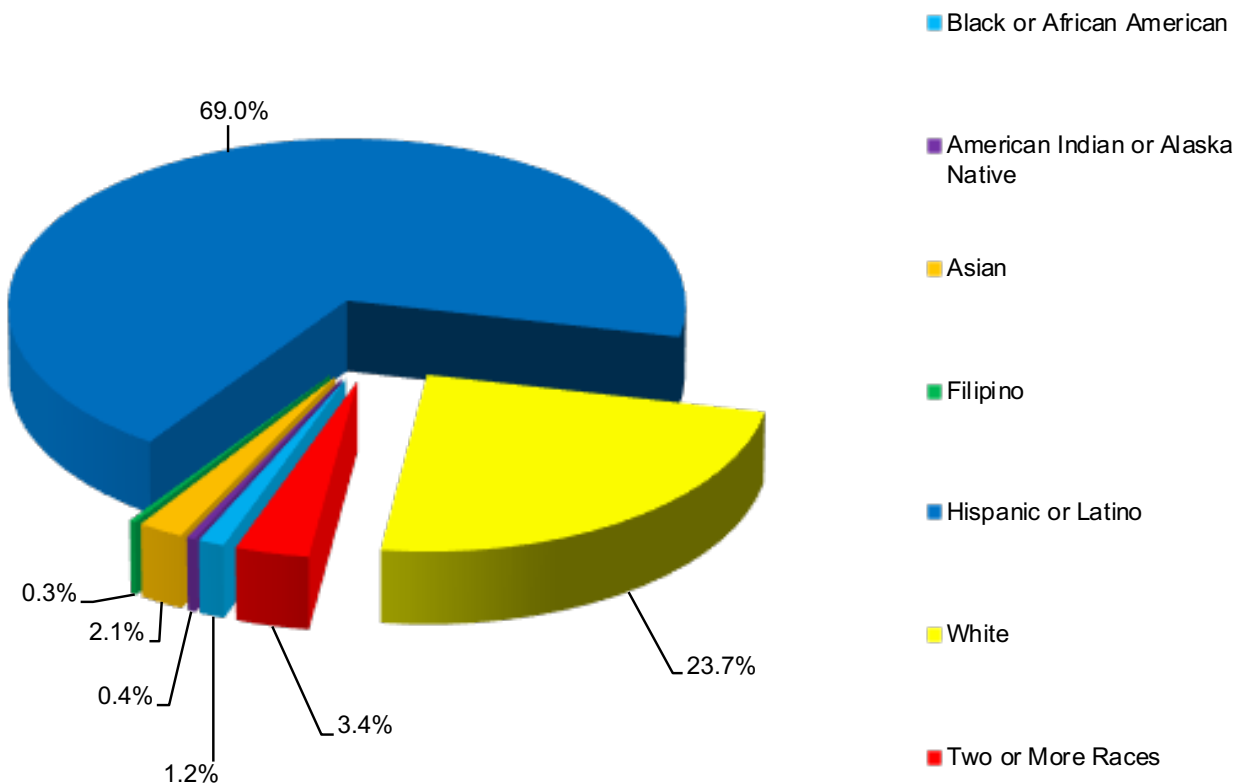
Student Enrollment by Grade – 2020-21

	Grade 6	Grade 7	Grade 8
	226	219	235
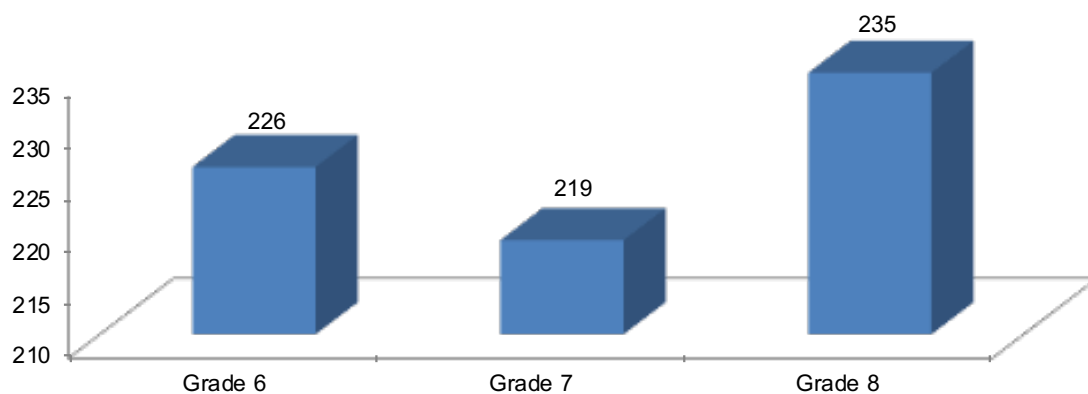
Student Enrollment by Student Group – 2020-21
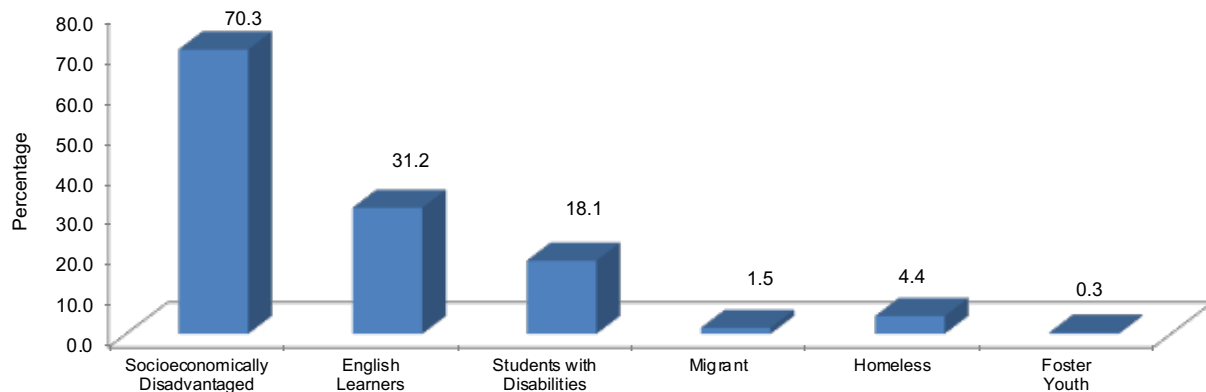
Comprehensive Needs Assessment

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

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

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

Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

De Anza Academy of Technology and the Arts's behavior standards are aligned to district standards, including the application of standards for bullying behavior fairly and consistently. De Anza Academy of Technology and the Arts follows district guidelines, policies and procedures according to the Education Code as well as school rules pertaining to related matters such as bullying suspension and expulsion, student expression, and the rights and responsibilities of students.

School administration and teaching staff are qualified to identify, manage, and respond to unacceptable behaviors to support a safe and respectful learning environment. DATA's staff have adopted site-based goals to build a healthy environment to reduce classroom disruptions, increase student safety, and motivate student learning. During advisory period, students are engaged in activities targeting bully prevention strategies through classroom discussions and special presentations. De Anza Academy of Technology and the Arts has adopted the following district-approved programs aimed at keeping students safe at all times and promoting healthy habits and choices.

- **Project Alert - Grades 7 and 8** - a digitally delivered classroom-based substance abuse prevention program aimed at preventing and reducing experimental and continued use of drugs. Through a series of comprehensive lessons, Project ALERT motivates students against drug use, cultivates new non-use attitudes and beliefs, and equips students with the skills and strategies to resist drugs. The program features self-paced lessons, downloadable lesson plans, and supporting videos and posters.
- **Too Good for Drugs - Grade 6** - a school-based prevention program designed to reduce risk factors and enhance protective factors related to alcohol, tobacco, and other drug (ATOD) use. Interactive teaching methods encourage students to bond with pro-social peers and engage students through role-play, cooperative learning, games, small-group activities, and class discussions. The curriculum consists of 26 lessons; 14 core lessons delivered in the same class, and 12 infusion lessons included in other academic classes.
- **Anti-Bullying Week & "No One Eats Alone" Assembly**
- **Digital Citizenship**
- **Second Step** – A research-based program to promote the social-emotional development, safety, and well-being of children. The program will be implemented during the 2021-22 school year at Anacapa Middle School.

Community Resource Guide

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

- After School Childcare & Activities
- Clothing, Food, Shelter
- Confidential Teen Services
- Counseling
- Family Support
- Health Information
- Healthcare Services
- Hot Line Numbers
- Local Alcohol, Tobacco & Drug Intervention List
- Low or No-Cost Health Insurance for Children
- Mental Health
- School-Law Partnership
- Transportation
- Tutoring

School Plan for Student Achievement

School Name	County-District-School CDS Code	School Site Council (SSC) Approval Date	Local Board Approval Date
De Anza Academy of Technology and the Arts (DATA)	56726526062152	11/18/2021	

Purpose and Description

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

School-wide Title 1 funded.

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

Increased student achievement, Student Connections to School, and Family Involvement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
ELAC	11/18/2020
SSC	11/7/2019 and 11/19/2020

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. **(COMPLETE ONLY IF CSI OR ATSI SCHOOL)**

N/A

Goals, Strategies, Expenditures, and Annual Review

Goal 1:

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

Identified Need:

Analysis of data has revealed that despite steady progress in most areas of different subgroups, there continues to be significant performance gaps with ELL and Students with Disabilities (SWD) achieving below target in-person and in distant learning. Distant learning instruction due to Covid-19 pandemic has affected learning supports embedded into our regular school program.

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASSPP Assessments Met or Exceeded Standard		Maintain 0-5 % growth in both areas
Attendance Data		Maintain 0-5% increase
Behavior-Suspensions		10-15 % reduction in suspensions

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, all grades.

Strategy/Activity

Professional Development
1. Professional development to support staff and administration in strengthening knowledge, skills, and tools for effective instruction to support CCSS, ELD, and SPED instruction.
2. Teacher release dates for curriculum alignment (lesson/project/co-teaching planning, peer observations, and training in learning management platforms, working with mentees). This includes substitutes.
3. New teacher orientation-2 DATA teachers provide 2-hour orientation to new teachers.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. $5,000	Title I
2. $5,000	Title I
3. $500	Site Based

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, all grades.

Strategy/Activity

Parental Involvement/Communication with all stakeholders
1. ASB Family Activities Coordinator
2. Parent Square electronic newsletter and email/text communications and website
3. DATA led Parent Connectedness Workshops: *Cafecito Entre Nos/Coffee Amongst Us*
4. Child care for parents to attend workshops, conferences, and/or site/district meetings and Para educators/Office Support Staff for tech and translation support

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. $3,000.00	Site-Based
2. No funding required	N/A
3. $1,000	Site Based
4. $2,000	Title 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, all grades

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. No Funding required	N/A
2. $10,000	Site Based
3. $5,000	Site Based

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, all grades.

Strategy/Activity

Academic Support/Intervention
1. Continue Implementation of Block Schedule
2. Field Trip Opportunities in-person/virtually that connect academic content to students grade 6-8
3. Consistent & Extended Library Hours (1day/week) -
4. Collaboration with ASES program in support student academic needs.
5. Bilingual Teacher/Para educators for ELL/ Newcomer academic language support.
6. Supplemental Education Services (Before school, lunch, and after school) in core academic areas in-person & Small Group intervention to mitigate learning loss during distant learning.
7. Renaissance Learning-All ELA teachers required to administer once per quarter.
8. Intervention Math and ELA AVID Periods for 6, 7, and 8th grade.
9. ELA and Math after school tutoring
10. ELD and SAI targeted tutoring support and ELL Progress Monitor Liaison.
11. SAP Counselor
12. School Counselor student support
13. Social-Emotional Learning Lead for school-wide implementation (Using Second Step and Franklin Covey Leader in Me (ASES, AVID, SAI, Homeroom Schoolwide)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. No Funding Required	N/A
2. $15,000	Title I
3. $3,500	LCAP
4. No Funding Required	N/A
5. $47,000	Title I
6. $10,000	Site based
7. $6, 000	Supplemental
8. No Site Funding Required	LCAP
9. $5, 000	Title I
10.$10,000	Title I
11. District Funded	N/A
12. No funding required	N/A
13. No Funding Required for Second Step. (Leader in Me in ASES)	N/A, ASES

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students, all grades.

Strategy/Activity

Technology to Support Instruction
1.   Screencastify & Padlet remote learning tools
2.   District Technicians/Teacher Library to support and ensure proper functioning of technology for instruction and student access.
3.   1:1 computers for students to supplement instruction

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. $2,500	Site based
2. No Funding Required	N/A-District Funded
3. No Site Funding Required	N/A-District Funded

Annual Review:

SPSA Year Reviewed: 2020-21

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

ANALYSIS:

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

> SHP / Counselor support all year.
> 1:1 computers all year w/ Tech support.
> Teacher planning / collaboration time throughout the year (after zoom / last class in hybrid) effective use of time for grade level planning and canvas training was a strategy that needs improvement. It was shared by members on the leadership team and by some staff members that a need for PBL training is required to bring all new members on board and to redesign our method for PBL schoolwide.
>
> In regards to communication in the 20-21 school year using SMORE, it was questionable as the new use of ParentSquare was being used more frequently. Moving forward, the features in ParentSquare will be fully utilized to remain consistent. Padlet was used but the upgraded version had not been purchased in the 20-21 year. Overall, outreach to parents was evident and attempted as seen as good attendance at parent conferences and other online events.

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

> The major difference between the 20-21 school year and this new 21-22 school year is the fact school is in person. Being in person will allow us to fully implement the range of services needed by our school and community. Another major difference is the focus on creating interdisciplinary teams to ensure our magnet school's focus on PBL, technology and the arts is relevant, engaging and well publicized. Training for new teachers and advanced training for veteran teachers will be a major focus as well as teachers- teaching - teachers. Lastly, the creation of new programs and support structures to ensure all students and their families have the skills, resources and support to be successful at DATA. A perfect example of this is our Engineering and Design Academy we are working to launch for the 21-22 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.

> This year one of the major focuses is to ensure a Project Based Lesson Task Force is created with the intention of restructuring and revitalizing the PBL model and creating the physical space for PBL work to occur -for students and staff- on campus. Library open, New teacher orientation. The bulk of these changes can be found in strategies 3 and 4

Goal 2:

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

Identified Need:

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

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Same as Goal 1		

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, All Grades.

Strategy/Activity

Professional Development
1. Counselor Conferences (CASC, SEL, MTSS, Restorative Justice, etc.)
2. Counselor Collaboration at site, district, and county level.
3. Positive Behavior Intervention Support, Social-Emotional Learning, MTSS, NCPI, and Restorative Justice training for certificated/classified staff and administrators at Ventura County Office of Education.
4. Installing a gate between the end of the C building and H portables

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. $2,500	Title I
2. No funding required	N/A
3. No funding required	N/A
4. TBD	COVID safety/ facilities funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, All Grades.

Strategy/Activity

Parental Involvement
1. Increased Communication: Weekly electronic update via Parent Square, Q, social media, and school website.
2. DATA Staff led Parent Workshops on different topics: Literacy, Q, AVID, PBL, PBIS, ELL, Cyber Safety, Canvas, Zoom, etc.
3. Child care for parents to attend conferences, workshops, etc.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. No funding required	N/A
2. $5,000	Site based
3. $2,000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, All Grades

Strategy/Activity

Support Services/Intervention and School Systems
1. Counselor focus on Social-Emotional, Academic, College/Career and Counselor focus on parental involvement in contacts with students.
2. Parent-Teacher-Counselor Liaison
3. 6th Grade Orientation-WEB/Compass Mentors Teacher Coordinators and PD
4. Collaboration with School Resource Officer
5. Development of new academic pathways that build off of existing art, technology, and language programs and the marketing of said programs to increase enrollment at DATA

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. No funding required	N/A
2. $5,000	Discretionary
3. No Funding Required	N/A
4. No Site Funding Required	N/A-District Funded
5. No Site Funding Required	N/A Staffing allocations

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, All Grades.

Strategy/Activity

Safe Learning Environment
1. New/Current communications with efficient radio system training.
2. Family Support Liaison to support students, staff and parents in attaining resources on and off campus during the school day as well as playing a support and campus safety resource during extra events.
3. Collaboration with School Resource Officer

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. No Funding Required	N/A
2. $5,000	Supplemental
3. No Site Funding Required	N/A-District Funded

Annual Review:

SPSA Year Reviewed: 2020-21

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

ANALYSIS:

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

> Counselors available all year with groups. Consistent parent communication using Parent Square all year. DATA led workshops for attendance etc. Campus Supervisor for hybrid during Qtr. 4

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

> We were fortunate as a site to be able to get intervention support, hold small groups, have paras and also get more adult supervision due to COVID funds. Increased COVID funds provided support in other areas not specifically outlined in this document but that still impacted school safety, climate and academics.

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.

> Using attendance records, grades and anecdotal feedback we are focused on increasing the use of ASES to 110 students; increased support, supervision, intervention and support for students, before, during, after school and Saturday school. A major change this year will also be the focused development of pathways and streamlining of the master schedule to revitalize and/or structure existing art, language, and technology programs the school is known for. Staff and students will have the opportunity to collaborate on the development of the new pathways. This will in turn lead to the increased marketing of the programs we have with the extended outcome being increased enrollment. Each goal has from 3-5 strategies that address the changes within this goal.

Goal 3:

Family Involvement - Increase parent and community involvement.

Identified Need:

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

Annual Measurable Outcomes:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Same as Goal 1		
Participation and engagement levels as measured by attendance/sign in sheets and surveys		80% positive participant participation rates in offered programs

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, All Grades.

Strategy/Activity

Student/Family/Community Connectedness: 1. Digital Marquee with School Activities, Events, and Programs. 2. Quarterly Community Events for students, families, and community members. 3. Mariachi Music Program and maintenance of instruments 4. STEAM extracurricular activities 5. 7 Habits of Highly Effective Families and/or Triple P 6. Collaborate with community organizations and national businesses such as Merito Foundation, Ventura Land Trust, Patagonia, ePlus, Cisco, and other local businesses to provide enrichment experiences to students, teachers, and families.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
1. No Funding Required	N/A
2. $3,500	Supplemental
3. $5,000	Supplemental
4. $2,500	Supplemental
5. $2,824	Title 1
6. No funding required	N/A

Annual Review:

SPSA Year Reviewed: 2020-21

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

ANALYSIS:

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

> Unfortunately due to COVID restrictions, community and family gatherings were limited to Zoom presentations and limited in person events in the Spring. However, anecdotal comments from staff and families during ELAC, SSC, and other events this year indicate that a concerted effort was made by DATA to keep everyone connected and informed. Much of the outreach was COVID related in terms of helping parents with their students with distance learning.

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

> One major difference this coming year is less restrictive COVID requirements which will allow for the intended implementation and budgeted expenditures this year. Already this year, there has been increased opportunities for parents to volunteer, participate in events on campus, and have workshops in person. Regularly scheduled meetings of our ELAC, SSC and district outreach meetings are a priority and will be communicated to parents regularly. Also, providing structured and research-based programs such as the 7 Habits of Highly Effective Families to provide strategies and techniques for parents with supporting their students and families will be crucial as we set up the foundation for communicating effectively on all school matters.

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

> The goal will remain the same and two additional strategies have been added to include local/national organizations and businesses to provide enrichment/extended learning opportunities for students, staff and their families. The expected outcome will be increased participation by families and their students in school events leading to increased attendance, academic performance, and engagement by their students. Those changes can be seen in each goal within this document whether it be with a family liaison for weekdays and Saturdays (w/in goal 2), 7 Habits of Highly Effective families (w/in goal 3), and the support of community partners and more staff to enhance/ extend/ enrich curricular objectives and SEL (w/in goals 1,2,3).

Budget

Other Federal, State and Local Funds

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

Federal Programs	Allocation ($)
Title I 2020-21 Carryover	$15,304.00
Title I 2021-22 Allocation	$99,400
Title I 2021-22 Parent Involvement	Incl.

Subtotal of additional federal funds included for this school: **$114,704.00**

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 2020-21 Carryover	$1,501.00
Site-Based Funds 2021-22 Allocation	$30,600.00
Supplemental Funds 2020-21 Carryover	$8,147.00
Supplemental Funds 2021-22 Allocation	$37,275.00

Subtotal of state or local funds included for this school: **$77,523.00**
    Total of federal, state, and/or local funds for this school: **$192,227.00**

2021-22 Centralized Support for Planned Improvements in Student Performance

VUSD - Program Support Goals

The Assessment, Accountability, and Program Evaluation (AAPE) 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. The Director and teacher specialists provide technical assistance for schools.

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

Program models offered for English 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.

Curriculum & Instruction
The Curriculum & Instruction Department 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 and secretary.

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-6) 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 – 2020-21

	English Language Arts/Literacy						
	2020-21						
	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	215	148	139	12.23%	23.02%	17.99%	46.76%
Male	128	89	84	15.48%	26.19%	16.67%	41.67%
Female	87	59	55	7.27%	18.18%	20.00%	54.55%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	6	6	5	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	24	15	11	9.09%	36.36%	27.27%	27.27%
Hawaiian or Pacific Islander							
White (not Hispanic)	32	21	21	47.62%	42.86%	9.52%	0.00%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	147	101	97	2.06%	17.53%	17.53%	62.89%
English Learners	74	49	45	0.00%	2.22%	13.33%	84.44%
Students with Disabilities	31	21	21	0.00%	14.29%	4.76%	80.95%
Migrant Education							
Homeless							

CAASPP – Grade 6 Mathematics – 2020-21

| | Mathematics | | | | | | |
| | 2020-21 | | | | | | |
	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	215	165	153	16.99%	13.07%	16.34%	53.59%
Male	128	99	94	21.28%	13.83%	13.83%	51.06%
Female	87	66	59	10.17%	11.86%	20.34%	57.63%
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	6	6	6	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	24	16	14	7.14%	35.71%	14.29%	42.86%
Hawaiian or Pacific Islander							
White (not Hispanic)	32	25	23	65.22%	13.04%	8.70%	13.04%
Two or More Races	4	4	4	*	*	*	*
Socioeconomically Disadvantaged	147	113	105	4.76%	9.52%	19.05%	66.67%
English Learners	74	57	53	0.00%	5.66%	5.66%	88.68%
Students with Disabilities	31	25	25	8.00%	4.00%	4.00%	84.00%
Migrant Education							
Homeless							

CAASPP – Grade 7 English Language Arts/Literacy – 2020-21

| | English Language Arts/Literacy | | | | | | |
| | 2020-21 | | | | | | |
	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	218	144	133	15.04%	28.57%	14.29%	42.11%
Male	120	84	79	13.92%	26.58%	16.46%	43.04%
Female	98	60	54	16.67%	31.48%	11.11%	40.74%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	22	12	12	25.00%	33.33%	8.33%	33.33%
Hawaiian or Pacific Islander							
White (not Hispanic)	33	22	22	63.64%	27.27%	0.00%	9.09%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	158	105	94	2.13%	26.60%	19.15%	52.13%
English Learners	69	41	36	0.00%	5.56%	11.11%	83.33%
Students with Disabilities	37	22	21	0.00%	9.52%	14.27%	76.19%
Migrant Education							
Homeless							

CAASPP – Grade 7 Mathematics – 2020-21

	Mathematics						
	2020-21						
	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	218	156	143	16.78%	11.89%	15.38%	55.94%
Male	120	90	83	16.87%	15.66%	14.46%	53.01%
Female	98	66	60	16.67%	6.67%	16.67%	60.00%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	22	19	19	21.05%	0.00%	26.32%	52.63%
Hawaiian or Pacific Islander							
White (not Hispanic)	33	23	22	59.09%	31.82%	0.00%	9.09%
Two or More Races	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	158	109	98	5.10%	9.18%	16.33%	69.39%
English Learners	69	48	48	0.00%	0.00%	4.17%	95.83%
Students with Disabilities	37	26	26	0.00%	0.00%	11.54%	88.46%
Migrant Education							
Homeless							

CAASPP – Grade 8 English Language Arts/Literacy – 2020-21

	English Language Arts/Literacy						
	2020-21						
	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	231	151	136	12.50%	27.21%	20.59%	39.71%
Male	127	82	74	6.76%	25.68%	17.57%	50.00%
Female	104	69	62	19.35%	29.03%	24.19%	27.42%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	5	5	5	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	26	12	10	*	*	*	*
Hawaiian or Pacific Islander							
White (not Hispanic)	36	28	28	28.57%	46.43%	17.86%	7.14%
Two or More Races	6	5	5	*	*	*	*
Socioeconomically Disadvantaged	155	98	85	7.06%	21.18%	22.35%	49.41%
English Learners	68	43	40	0.00%	0.00%	25.00%	75.00%
Students with Disabilities	41	25	23	0.00%	0.00%	13.04%	86.96%
Migrant Education							
Homeless							

CAASPP – Grade 8 Mathematics – 2020-21

	Mathematics						
	2020-21						
	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	231	158	140	7.86%	6.43%	20.00%	65.71%
Male	127	84	74	4.05%	6.76%	16.22%	72.97%
Female	104	74	66	12.12%	6.06%	24.24%	57.58%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	5	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	26	13	11	9.09%	9.09%	9.09%	72.73%
Hawaiian or Pacific Islander							
White (not Hispanic)	36	26	26	26.92%	11.54%	38.46%	23.08%
Two or More Races	6	4	*	*	*	*	*
Socioeconomically Disadvantaged	155	110	97	3.09%	5.15%	12.37%	79.38%
English Learners	68	48	44	0.00%	0.00%	2.27%	97.73%
Students with Disabilities	41	24	23	0.00%	0.00%	4.35%	95.65%
Migrant Education							
Homeless							

2021-22 Supplemental Funds Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Supplemental			
		Carryover	8,147
Site:	DATA	Preliminary allocation	37,275
			0
	Resource = 0100	Total	45,422
Object #	Classification		
Personnel Costs and Benefits		*Must reflect amounts on Staffing Charts*	
Must reflect amounts on Staffing Charts		Current	Revise
1101	Teacher, Contractual	13,648	
1103	Teacher, Hourly		
1106	Teacher, Sub		
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1301	Director		
2101	Paraed, Positional	11,352	
2103	Paraed, Hourly		
2106	Paraed Sub, Hourly		
2203	Family Liaison, Hourly	5,000	
2203	Child Care, Hourly		
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2903	Other Classified, Hourly		
SUBTOTAL		30,000	0
Discretionary Funds			
4200	Other Books		
4300	Instructional Supplies	2,500	
4300	Other Supplies	1,500	
4400	Equip Not Captlzd($500-5000)		
5201	Mileage stipend		
5202	Travel/Conferences		
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5710	Publications, District Office		
5717	Work Orders		
5719	Transportation		
5800	Consultants/Other Svcs		
5806	Internet Publications/Software	11,422	
5900	Communications		
6400	Equipment (over $5,000)		
7310	Indirect		
SUBTOTAL		15,422	0
	Total:	45,422	0

	Principals Signature for Adjustment:	*Carlos Vela*	
	Date: 11/18/2021		
	School Site Council Approval: *(Chairman)*	*Eric*	
	Date: 11.19.21		
	English Learner Advisory Committee Review:	*Rosam Alvarez*	
	Date: 11-19-21		
	Director, Special Projects Approval:	*Adeline Marin*	MK 11/30
	Date: 11/29/21		

2021-22 Site Based Funds Program Budget

VUSD BUDGET: 2021/2022				
PROGRAM: Site Based Funding				
		Carryover		1,501
Site:	DATA	Allocation		30,600
	Resource = 0000, Option = 0000	Total		32,101
Object #	Classification			
	Personnel Costs and Benefits	*Must reflect amounts on Staffing Charts*		
Must reflect amounts on Staffing Charts		Current	Revise	
1101	Teacher, Contractual			
1103	Teacher, Hourly	3,500		
1106	Teacher, Sub			
1107	Stipend, Certificated			
Complete Time Sheet Authorization Form				
1201	Counselor, Contractual			
1301	Director			
1306	Admin , Sub			
2101	Paraed, Positional			
2103	Paraed, Hourly			
2203	Translation, Hourly			
Complete Time Sheet Authorization Form				
2401	Clerical, Positional			
2403	Clerical, Hourly			
2404	Clerical, Overtime			
2406	Clerical, Sub			
Complete Time Sheet Authorization Form				
2903	Other Classified, Hourly			
SUBTOTAL		3,500	0	
	Discretionary Funds			
4200	Other Books			
4300	Instructional Supplies	8,031		
4300	Other Supplies			
4400	Equip Not Captlzd($500-5000)	641		
5201	Mileage stipend			
5202	Travel/Conferences	5,000		
5300	Membership			
5600	Contracts, Rents, Repairs			
5601	Contracts, annual	2,429		
5710	Publications, District Office			
5717	Work Orders			
5719	Transportation			
5800	Consultants/Other Svcs	10,000		
5806	Software/Licenses	2,500		
5900	Communications			
6400	Equipment (over $5,000)			
7310	Indirect			
SUBTOTAL		28,601	0	
	Total:	32,101	0	
	Principals Signature for Adjustment:	*Carlos Clark*		
	Date: 12/8/2021			
	School Site Council Approval: *(Chairman)*	*Qr*		
	Date: 11.19.21			
	Director, Special Projects Approval:			MK 11/30
	Date: 11/30/21			

2021-22 DATA MS Site Budget and Accts.xlsxBudget Site Based   11/19/202111:32 AM

2021-22 Title I Program Budget

VUSD BUDGET: 2021/2022			
PROGRAM: Title I			
		Carryover	15,304
Site:	DATA	Prelim Allocation	99,400
		Parent Involvement	Incl. in allocation
		Total Allocation	114,704
		Less Central Direct Svc	
	Resource = 3010	Total Site Budget	114,704
Object #	**Classification**		
	Personnel Costs and Benefits	*Must reflect amounts on Staffing Charts*	
Must reflect amounts on Staffing Charts		Current	
1101	Teacher, Contractual	24,919	
1103	Teacher, Hourly	12,762	
1106	Teacher, Sub	5,000	
1107	Stipend, Certificated		
Complete Time Sheet Authorization Form			
1201	Counselor, Contractual		
1203	Counselor, Hourly	2,500	
2101	Paraed, Positional	39,699	
2103	Paraed, Hourly	2,762	
2201	Parent Teacher Liaison		
2203	Translation, Child Care, Hourly	2,000	
Complete Time Sheet Authorization Form			
2401	Clerk, Positional		
2401	Comp Repair Technician		
2403	Clerk, Hourly		
Complete Time Sheet Authorization Form			
2901	Campus Supervisor, Positional		
2903	AVID Tutors	5,000	
SUBTOTAL		94,642	0
	Discretionary Funds		
4200	Other Books		
4300	Instructional Supplies	673	
4300	Other Supplies		
4300	Parent Involvement		
4400	Equip Not Captlzd($500-5000)	6,889	
5201	Mileage stipend		
5202	Travel/Conferences	5,000	
5300	Membership		
5600	Contracts, Rents, Repairs		
5601	Contracts, annual		
5712	Publications, District Office		
5717	Work Orders		
5719	Transportation - Field trips	5,000	
5800	Consultants/Other Svcs		
5806	Internet Publications/Software	2,500	
5900	Communications		
6400	Equipment (over $5,000)		
7310	Indirect		
SUBTOTAL		20,062	0
	Total:	114,704	0

Principals Signature for Adjustment:	*Carlos Ulloa*
Date:	11/18/2021
School Site Council Approval: *(Chairman)*	
Date:	11-19-21
Director, Special Projects Approval:	
Date:	11/30/21

MK 11/30

School-Parent/Home Compact

DE ANZA ACADEMY OF TECHNOLOGY & THE ARTS
FAMILY-SCHOOL COMPACT 2021-2022

THE STUDENT PLEDGE:
I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities:
I will arrive at school on time every day unless I am ill.
I will carry my agenda, charged laptop and supplies at all times.
I will only use my school laptop for school related purpose/activities.
I will complete my homework and turn it in on time.
I will be responsible for my own behavior
I will show respect to all students, staff and property.
I will practice positive digital citizenship.
I will communicate my needs and concerns with my parents and school staff.

Print name _____   _____

Signature_____

THE TEACHER PLEDGE:
I understand the importance of a good school experience to every student and my role as teacher and model. Therefore, I agree to carry out the following responsibilities:
I will teach grade level skills and concepts following the district/state standards.
I will instruct your child in the necessary concepts before regular homework is assigned.
I will strive to be aware of the individual needs of your child.
I will promote good citizenship and positive behavior.
I will model respect as I hold students accountable for their behavior.
I will regularly communicate with you regarding your child's progress.
I will assist students with their technology needs.
I will keep myself updated with the best teaching practices.

Print name _____

Signature_____

THE PARENT PLEDGE:
I realize that my child's school years are very important, and I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities:
I will provide a quiet and safe place for my child to study and encourage completion of homework.
I will make sure my child gets an adequate night's sleep and arrives refreshed and on time to school each morning.
I will see that my child reads a minimum of 20 minutes a day.
I will review all information that I receive from the school.
I will stay involved and informed in my child's school activities.
I will respect my child and encourage him/her to respect others.
I will encourage my child to engage in positive digital citizenship.
I will ensure that my child cares for their school laptop and charges it nightly.
I will keep myself informed on my child's academic progress in all areas of school.
I will maintain communication with the school.

Print name_____

Signature _____   _____

White copy: School   Yellow copy: Home   Pink copy: Student

VUSD - Parent Involvement Policy

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

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

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

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

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

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

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

Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

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

Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members

Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement

Any other activities and strategies that the district determines are appropriate and consistent with this policy
If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

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

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

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

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

VUSD Board Policy 6020, USC Title 20

DATA Parent Involvement Policy

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

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

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

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

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

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

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

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

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

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

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

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

• Invite parents in as guest speakers about careers.

• Partner with Ventura County Museum for student displays.

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

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 2021-2022 school year, teachers at DATA will participate in the following trainings:

In-House Training:
- Technology Training
- Universal Design for Learning (UDL)
- Multi-Tiered System of Supports (MTSS)
- Distance Learning Platform
- ELLevate
- NoRedInk
- PyBites
- CHAMPS PBIS Training

Offsite Training:
- Project Based Learning
- CAPS Media Video Production
- AVID Strategies
- Nonviolent Crisis Intervention
- Hatching Results

School Accountability Report Card

2020-21 School Accountability

Report Card
Published January 2022

DE ANZA ACADEMY OF TECHNOLOGY AND THE ARTS
2060 CAMERON STREET, VENTURA, CA 93001
(805) 641-5165

CARLOS COHEN, PRINCIPAL
GRADES 6-8

PRINCIPAL'S MESSAGE

Dear Families and Community Members,

As Principal of De Anza Academy of Technology and the Arts- (DATA), I am honored to serve our students, staff, families, and community in my role of preparing our students for a full and successful transition to high school, community and beyond!

De Anza Academy of Technology and the Arts (DATA) is the District's first block scheduled, 1-1 computer, high achieving and innovative magnet middle school where students, community, and staff are committed to collaborate in authentic learning experiences. Together, we support an inclusive environment focused on relationships in order to develop skills for a global society. De Anza Academy of Technology & the Arts (DATA) is a place of opportunity for all students to reach their highest potential as students and responsible members of our diverse community. Students, parents, faculty, and staff are vital participants in the learning process. DATA has a safe, nurturing, and respectful environment where teachers have the right to teach, students have the right to learn and parents have the responsibility to participate. Students, parents, and staff will work together to ensure all students are successful.

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

Our administrative staff is committed to establishing a school environment that allows our students to flourish and grow intellectually, emotionally, and socially and to teach our Navigators how to lead the way for themselves and others. As a result, our school has been serving students in our community since the 1950s and has been recognized as a CA Distinguished School, Common Sense School, VC Stem Golden Gear School, Magnet School and more.

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

In Service,
Carlos V. Cohen

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

District Administration
DR. ROGER RICE
SUPERINTENDENT

DR. ANTONIO CASTRO
ASSISTANT SUPERINTENDENT
EDUCATIONAL SERVICES

MR. BRETT TAYLOR
ASSISTANT SUPERINTENDENT
HUMAN RESOURCES

DR. 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, 2020-21, and 2021-22 school years due to the ongoing 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

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 2020-21 school year, 680 students were enrolled, including 18.1% in special education, 31.2% qualifying for English Language Learner support, 0.3% foster youth, 4.4% homeless, and 70.3% 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 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	42.8%	Grade 6	226
Male	57.2%	Grade 7	219
Non-Binary	0.0%	Grade 8	235
American Indian or Alaskan Native	0.4%		
Asian	2.1%		
Black or African American	1.2%		
Filipino	0.3%		
Hispanic or Latino	69.0%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	3.4%		
White	23.7%		
English Learners	31.2%		
Foster Youth	0.3%		
Homeless	4.4%		
Migrant	1.5%		
Socioeconomically Disadvantaged	70.3%	Total Enrollment 680	
Students with Disabilities	18.1%		

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), ASB Twitter account, the weekly online school bulletin, and Parent Q Connect. Contact the school office at 641-5165 for more information on how to become involved in your child's learning environment.

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

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

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

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	
	19-20	20-21	19-20	20-21	19-20	20-21
Science (Grades 5, 8, & 10)	N/A	19.5	N/A	30.74	N/A	28.72

Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8 and Grade 11
Percentage of Students Meeting or Exceeding the State Standards

	De Anza		VUSD		CA	
	19-20	20-21	19-20	20-21	19-20	20-21
English-Language Arts/Literacy	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A

"Note: The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years."

California Physical Fitness Test Results
2020-21

	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Seventh	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data is reported.

CAASPP Test Results in Science by Student Group (Grades 5, 8, & High School)
2020-21

	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	231	173	74.89	25.11	19.5
Female	104	74	71.15	28.85	19.72
Male	127	99	77.95	22.05	19.32
American Indian or Alaskan Native					
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	158	113	71.52	28.48	6.93
Native Hawaiian or Pacific Islander					
Two or More Races	--	--	--	--	--
White	53	42	79.25	20.75	45
English Learners	68	50	73.53	26.47	0
Foster Youth	--	--	--	--	--
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	108	80	74.07	25.93	10.96
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	30	71.43	28.57	0

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8 & High School)
2020-21

	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	680	455	66.91	33.09	39.29	680	491	72.21	27.79	24.11
Female	292	191	65.41	34.59	41.95	292	209	71.58	28.42	21.28
Male	388	264	68.04	31.96	37.4	388	282	72.68	27.32	26.15
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	13	13	100	0	58.33	13	11	84.62	15.38	60
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	479	310	64.72	35.28	26.71	479	342	71.4	28.6	12.58
Native Hawaiian or Pacific Islander										
Two or More Races	20	14	70	30	50	20	15	75	25	21.43
White	154	108	70.13	29.87	67.59	154	112	72.73	27.27	54.72
English Learners	215	136	63.26	36.74	3.23	215	156	72.56	27.44	2.03
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless										
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	312	196	62.82	37.18	24.86	312	215	68.91	31.09	10.26
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	127	81	63.78	36.22	11.54	127	88	69.29	30.71	4.6

Note: N/T values indicate this school did not test students using the CAASPP for ELA.
Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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/.

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 2020-21 school year include the following:

2020-21 Planned Campus Improvements:
• Upgrade the school office
• New benches, tables and landscaping
• New student desk and chairs in all
  classrooms

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 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 November 2021.

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.

Campus Description

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

School Facility Good Repair Status

Item Inspected	Good	Fair	Poor	Repair Status Repair Needed and Action Taken or Planned
Inspection Date: September 27, 2021				
Systems	✓			
Interior Surfaces			✓	Classroom A3 - Ceiling tiles falling; Classroom A9, Classroom A10, Classroom A13, Classroom B4 - The laminate is peeling at the countertops; Classroom A11, Classroom A12, Classroom B10, Classroom B11, Classroom B13 - The laminate is peeling at the countertops and cabinets; Classroom A12 - Floor tile is damaged at NE corner; Classroom B2 - Ceiling tile falling next to the HVAC hatch; Classroom B3 - Ceiling tile falling at the center of the room; Classroom B6 - Ceiling tile is falling next to the HVAC access hatch along the north wall; Classroom B10 - Ceiling tiles falling at the east wall; Classroom B11 - Ceiling tiles falling at attic access; Classroom C2 - Ceiling tile missing in room C2A; Classroom C4 - Ceiling tiles falling; Classroom C6 - The wall paneling next to the door has deteriorated; Building E Exterior - The ceiling is peeling in multiple areas in the exterior covered eating area
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			Building B Girls RR - Left sink is out of order; Building B Boys RR - Urinal is out of order
Safety	✓			Classroom B11 - Fire extinguisher is missing from the room
Structural	✓			
External			✓	Classroom A5 - Northeast door closer is broken and will not allow the door to open; Building A Exterior - Excessive peeling paint at the HVAC condensate pipe chases; Building B Exterior - Excessive peeling paint at the HVAC condensate pipe chases

Overall Summary of School Facility Good Repair Status

	Exemplary	Good	Fair	Poor
Overall Summary		✓		

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

Chronic Absenteeism by Student Group (2020-21)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	702	695	94	13.5
Female	302	299	50	16.7
Male	400	396	44	11.1
American Indian or Alaska Native	13	13	0	0
Asian	3	3	0	0
Black or African American	10	10	2	20
Filipino	2	2	0	0
Hispanic or Latino	488	485	80	16.5
Native Hawaiian or Pacific Islander				
Two or More Races	22	22	0	0
White	164	160	12	7.5
English Learners	221	221	42	19
Foster Youth	4	4	1	25
Homeless	39	38	9	23.7
Socioeconomically Disadvantaged	498	494	79	16
Students Receiving Migrant Education Services	10	10	2	20
Students with Disabilities	132	131	26	19.8

Suspensions and Expulsions									
	De Anza			VUSD			CA		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Suspensions	4.20%	8.65%	1.57%	2.70%	2.53%	0.17%	3.60%	0.00%	0.20%
Expulsions	0.11%	0.25%	0.00%	0.05%	0.10%	0.01%	0.09%	0.00%	0.00%

The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Data collected during the 2020-2021 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

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 27, 2021. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

Suspensions & Expulsions by Student Group (2020-21)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	1.57%	0.00%
Female	0.99%	0.00%
Male	2.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.64%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	4.55%	0.00%
White	1.22%	0.00%
English Learners	1.38%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.81%	0.00%
Students Receiving Migrant Education Services	3.79%	0.00%
Students with Disabilities	0.00%	0.00%

CLASSROOM ENVIRONMENT

Positive Behavior & Climate for Learning

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

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

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				
		2018-19		
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
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
		2020-21		
English	54	3	3	3
Math	31	2	9	2
Science	38		6	6
Social Science	46	1	3	5

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.

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 2020-21 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.".

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 History-Social Science curriculum is in the 2021-22 school year with adoption and implementation anticipated for the 2022-2023 school year. Currently, supplemental bridge materials are being used to support the implementation of the new History-Social Science state framework.

On September 21, 2021, 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 #21-25 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 2021-22 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 2019-20, 2020-21, and 2021-22 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:

2019-20 Trainings:
• History-Social Science
• Multi-Tiered Systems of Support (MTSS)
• Next Generation Science Standards
• School Safety
• Social Emotional Learning (SEL)
• Special Education

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2019	Yes	McGraw Hill Education: *Studysync*	0%
2019	Yes	Houghton Mifflin: *Read 180*	0%
2017	Yes	Houghton Mifflin Harcourt: *The Real Book*	0%
Math			
2016	Yes	McGraw Hill Education: *California Math, Course 1, 2 & 3 (Volumes 1 & 2)*	0%
2016	Yes	CPM: *Core Connections, Course 1, 2 & 3*	0%
Science			
2020	Yes	McGraw Hill: *California Inspire Science*	0%
Social Science			
2007	Yes	Glencoe/McGraw Hill: *Discovering Our Past, Ancient Civilization*	0%
2007	Yes	Glencoe/McGraw Hill: *Discovering Our Past, Medieval and Early Modern Times*	0%
2007	Yes	Glencoe/McGraw Hill: *Discovering Our Past, The American Journey to WWI*	0%

• 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

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

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 2020-21 school year, De Anza Academy of Technology and the Arts staff development activities concentrated on:

• Canvas
• Distance/Hybrid Learning
• Edgenuity
• Technology

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

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

Staff members are encouraged to attend professional workshops and conferences. New

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

PROFESSIONAL STAFF

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.

Teacher Assignment

The charts below 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.

Academic Counselors and Other Support Staff 2020-21	No. of Staff	FTE*
Academic Counselor	2	2.0
Health Technician	1	0.6
Occupational Therapist	1	0.1
Psychologist	1	0.9
Student Assistant Program Counselor	1	0.5
School Nurse	1	0.3
School Resource Officer	As needed	
Speech & Language Pathologist	1	0.9

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

Teachers Without Credentials and Misassignments (Considered "Ineffective" under ESSA) / Authorization/Assignment (2019-20)	Number
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

Credentialed Teachers Assigned Out-of-Field (Considered "out-of-Field" under ESSA) / Indicator (2019-20)	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Class Assignments / Indicator (2019-20)	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teacher (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

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

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
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						

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

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: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2019-20 school year, Ventura Unified School District spent an average of $11,605 of total general funds to educate each student (based on 2019-20 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.)

Teacher and Administrative Salaries 2019-20

	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	52,562
Mid-Range Teacher Salary	69,145	83,575
Highest Teacher Salary	95,772	104,166
Average Principal Salaries:		
Elementary School	117,712	131,875
Middle School	122,293	137,852
High School	139,903	150,626
Superintendent Salary	228,637	260,243
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/.

Expenditures Per Pupil and School Site Teachers Salaries 2019-20

	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	7,160	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,653	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,507	6,041	91.2%	8,444	71.5%
Average Teacher Salary	51,532	78,453	N/A	86,376	N/A

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

In addition to general fund state funding, Ventura Unified School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received categorical, special education, and support programs funds for:

• After School Education and Safety (ASES)
• Classified School Employee Summer Assistance Program
• 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
• Medi-Cal Billing Option
• On-Behalf Pension Contributions
• Other Federal Funds
• Other Local: Locally Defined
• Special Education
• State COVID Relief Funding
• State Lottery
• Strong Workforce Program
• Title I, II, III, IV
• Tobacco-Use Prevention Education

SARC DATA

DataQuest

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

California School Dashboard

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

Internet

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

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections was acquired in October 2021 and the school facilities section was acquired in November 2021.

Adopted October 3, 2019
De Anza Academy of Technology and the Arts
School Site Council Bylaws

Article I--NAME OF COUNCIL

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

Article II--ROLE OF COUNCIL

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

ARTICLE III--MEMBERS
Section 1—Size and Composition

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

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

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

Section 3—Selection/Election of Members

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

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

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

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

The voting will take place in the month of September.

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

Section 4—Voting Rights

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

Section 5—Termination of Membership

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

Section 6—Transfer of Membership

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

Section 7—Resignation

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

Section 8—Vacancy

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

ARTICLE IV--OFFICERS
Section 1--Officers

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

Section 2—Election and Term of Office

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

Section 3--Vacancy

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

Section 4--Chairperson

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

Section 5--Vice Chairperson

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

Section 6—Secretary

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

ARTICLE V—COMMITTEES
Section 1—Standing and Special Committees

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

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

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

Section 2--Membership

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

Section 3--Term of Office

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

Section 4--Rules

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

Section 5--Quorum

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

Section 6—Vacancy

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

ARTICLE VI—MEETINGS OF THE SCHOOL SITE COUNCIL

Section 1—Regular Meetings

The School Site Council shall meet a minimum of six times per year.

Section 2—Special Meetings

Special meetings may be called by the chairperson or by majority vote of the School Site Council

Section 3—Place of Meetings

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

Section 4—Notice of Meetings

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

Section 5—Decisions of the School Site Council

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

Section 6--Quorum

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

Section 7—Conduct of Meetings

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

Section 8—Meetings Open to the Public

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

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