

# Ventura Unified School District School Plan for Student Achievement



**DeAnza Academy of Technology and  
the Arts (DATA)**

**56 72652 6062152**

## **Contact Information:**

**Carlos Cohen, Principal**

**[carlos.cohen@venturausd.org](mailto:carlos.cohen@venturausd.org)**

**2060 Cameron Street**

**Ventura, CA 93001**

**(805) 641-5165**



**Fiscal Year 2022-2023**

*This page intentionally left blank.*

<b>The School Plan for Student Achievement.....</b>	<b>1</b>
<b>School Site Council Membership .....</b>	<b>2</b>
<b>English Language Advisory Council (ELAC) Membership .....</b>	<b>3</b>
<b>Recommendations and Assurances .....</b>	<b>4</b>
<b>District information .....</b>	<b>5</b>
District Profile .....	5
District Promise .....	5
District Pillars.....	5
District Vision.....	6
District Mission .....	6
District Governing Principles .....	6
<b>School Information.....</b>	<b>7</b>
School Profile .....	7
School Vision.....	7
School Mission .....	7
Student Enrollment by Ethnicity – 2021-22 .....	8
Student Enrollment by Grade – 2021-22.....	8
Student Enrollment by Student Group – 2021-22 .....	9
Comprehensive Needs Assessment .....	9
Bully Prevention, Violence Prevention, and Substance Abuse Curricula.....	9
Community Resource Guide .....	10
<b>School Plan for Student Achievement .....</b>	<b>11</b>
<b>Budget .....</b>	<b>25</b>
<b>2022-23 Centralized Support for Planned Improvements in Student Performance .....</b>	<b>26</b>
VUSD - Program Support Goals .....	26
<b>References .....</b>	<b>28</b>
CAASPP – Grade 6 English Language Arts/Literacy – 2021-22.....	28
CAASPP – Grade 6 Mathematics – 2021-22 .....	29
CAASPP – Grade 7 English Language Arts/Literacy – 2021-22.....	30
CAASPP – Grade 7 Mathematics – 2021-22 .....	31
CAASPP – Grade 8 English Language Arts/Literacy – 2021-22.....	32
CAASPP – Grade 8 Mathematics – 2021-22 .....	33
2022-23 Supplemental Funds Program Budget.....	34
2022-23 Site Based Funds Program Budget.....	35
2022-23 Title I Program Budget .....	36
School-Parent/Home Compact.....	37
VUSD - Parent Involvement Policy.....	38
DATA Parent Involvement Policy .....	40
Parent Involvement Calendar.....	42
Professional Development Plan .....	43

---

School Accountability Report Card.....	44
School Site Council Bylaws.....	52

## **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:

Carlos Cohen, Principal  
De Anza Academy of Technology and the Arts  
2060 Cameron Street  
Ventura, CA 93001  
(805) 641-5165  
[carlos.cohen@venturausd.org](mailto:carlos.cohen@venturausd.org)

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

**School Site Council Membership**

California Education Code Section 64001(g) requires that the School Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the School Site Council (SSC). The 2022-23 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				
Russell Helmstedter		X			
Cece Johnson		X			
Alex Wulff		X			
Vacant		X			
Vacant		X			
Gricelda Navarro			X		
Vacant			X		
Rosa Alvarez				X	
Chris Anderson				X	
Anthony Fernandez				X	
Bob Harrell				X	
Anne Whatley				X	
Henry Escobar					X
Sherline Fonseca					X
Jonathan Mendez					X
Number of members in each category	1	5	2	5	3

**English Language Advisory Council (ELAC) Membership**

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

Name of Members	Principal	Certificated Staff	Classified Staff	Parents / Guardians of English Learners	Other
Carlos Cohen	X				
Stephanie Cruz		X			
Gabriela Salinas		X			
Rosa Alvarez				X	
Sochitl Bonilla				X	
Paulina Escoto				X	
Evangelina Patricio				X	
Angelica Robles				X	
Anna Maria Simon				X	
Number of members in each category	1	2		6	

## Recommendations and Assurances

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

- 1) The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2) The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- 3) The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee  
Leadership Team

Signature of Authorized  
Representative

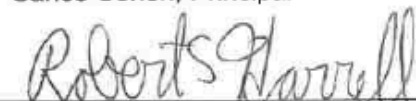


- 4) The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5) This SPSA is based on a thorough analysis 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: 11-29-22.

Attested:

  
\_\_\_\_\_  
Carlos Cohen, Principal

11-29-22  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
SSC Chairperson

11-29-22  
\_\_\_\_\_  
Date



## **District information**

---

### **District Profile**

Ventura Unified School District is the fourth largest district in the county and located on the California coastline, 63 miles northwest of Los Angeles. Just over 15,000 students in grades transitional kindergarten through twelve receive a rigorous, standards-based curriculum from dedicated and highly qualified professionals. The district is comprised of 17 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, 1 alternative high school, and 1 independent study school.

During the 2021-22 school year, Ventura Unified School District served 15,359 students in grades TK-12 including 11.9% students with disabilities, 16.5% English learners, 55.5% socioeconomically disadvantaged, 0.3% migrant education, 3.4% homeless, and almost 0.4% identified as foster youth.

### **District Promise**

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

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

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

### **District Pillars**

We are committed to providing:

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

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

**For the future of every student.**

### **District Vision**

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

### **District Mission**

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

### **District Governing Principles**

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

## **School Information**

---

### **School Profile**

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

During the 2021-22 school year, De Anza Academy served 576 students in grades 6-8. Student enrollment included 17.2% students with disabilities, 34.2% English learners, 77.4% socioeconomically disadvantaged, 0.5% migrant, 4% homeless, and 0.2% foster youth.

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

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

Our certificated staff consists of 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.

### **School Leadership**

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

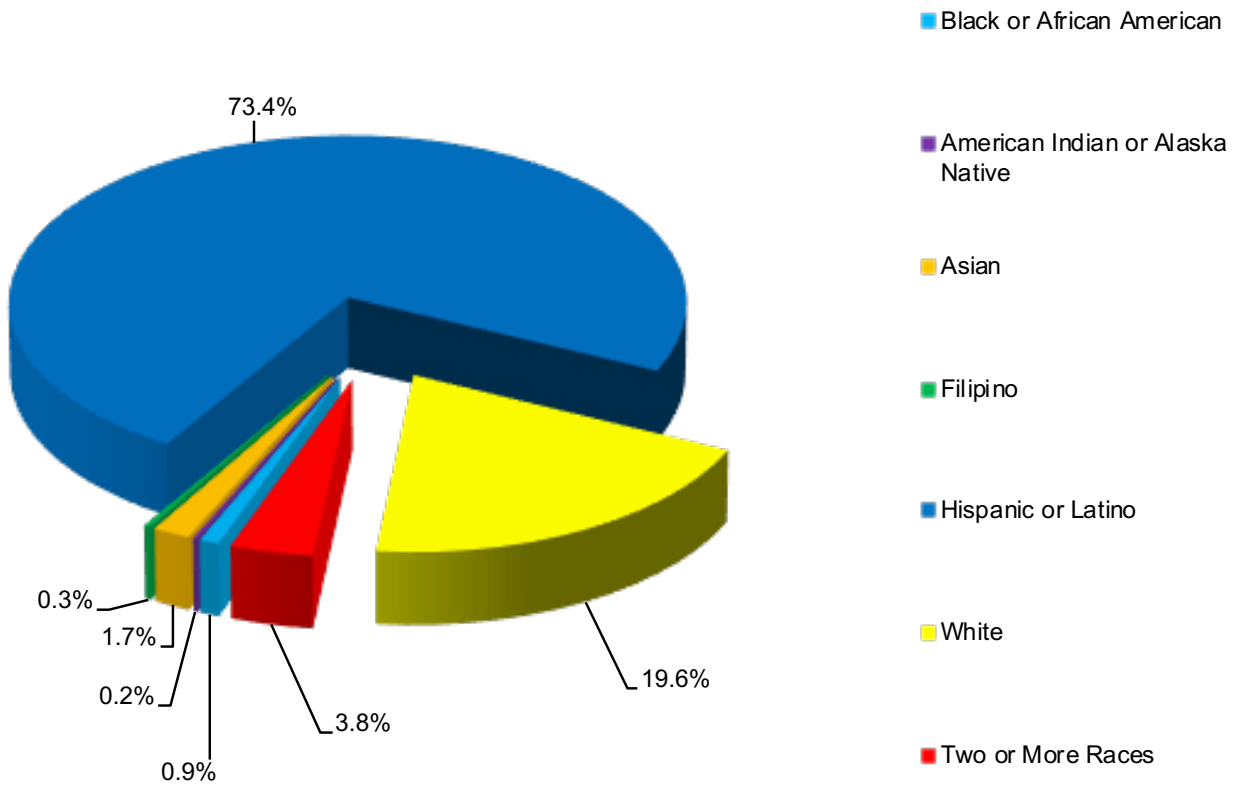
### **School Vision**

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

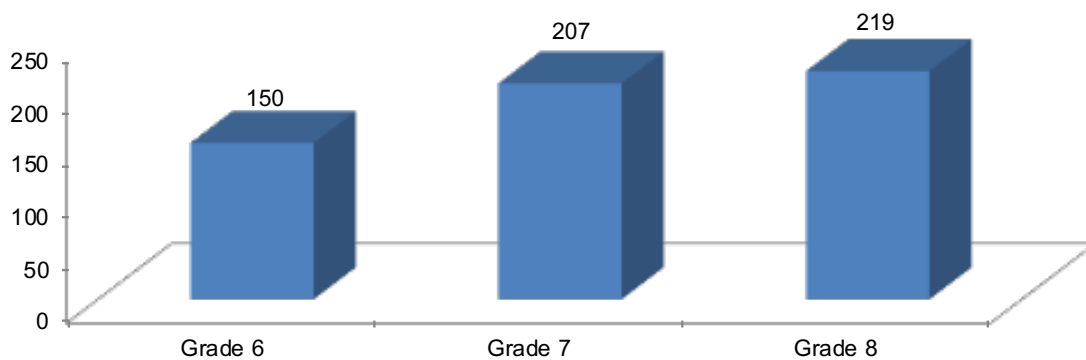
### **School Mission**

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

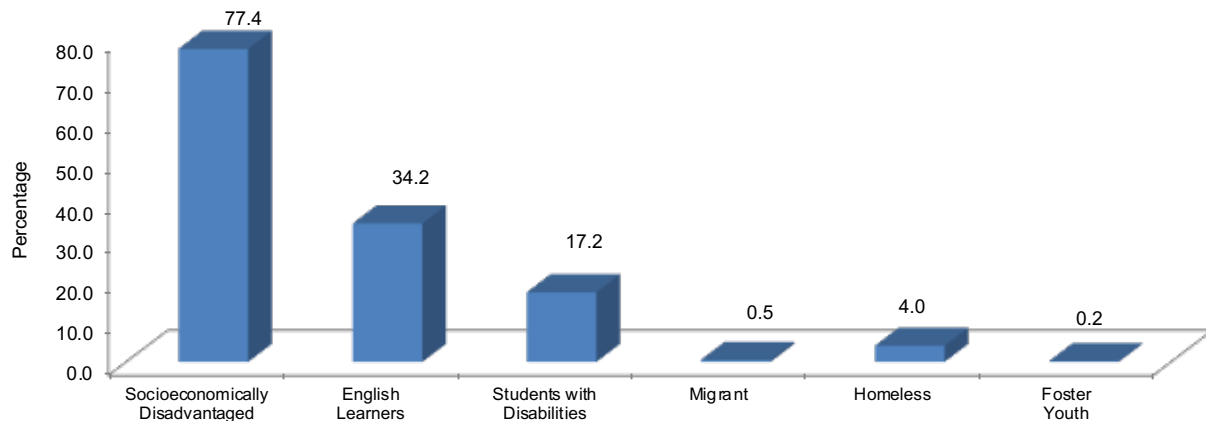
Student Enrollment by Ethnicity – 2021-22



Student Enrollment by Grade – 2021-22



**Student Enrollment by Student Group – 2021-22**



### Comprehensive Needs Assessment

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

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

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

### Bully Prevention, Violence Prevention, and Substance Abuse Curricula

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

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

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

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

### 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](http://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	11/28/2022	

## Purpose and Description

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

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

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

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

## Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Personnel Involved:	Date:
ELAC	10/18/ 2022, 11/15/2022, 11/28/2022
SSC	10/20/2022,11/7/2022, 11/17/2022, 11/29/22

## 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:**

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
<b>CASSPP Assessments Met or Exceeded Standard</b>  For 22-23: <ul style="list-style-type: none"> <li>- Quarterly Benchmarks</li> <li>- Khan Academy completion</li> <li>- Q1 vs Q4 SRI Scores</li> <li>- D&amp;F Rates</li> <li>- ELPAC scores</li> </ul>	<b>CAASSP:</b> 20-21: ELA 39.47%- Math 24.54% 21-22: ELA 42.22%- Math 26.00%	<ul style="list-style-type: none"> <li>- 3%- 5 % growth in both ELA and Math</li> <li>- Increase EL, RFEP and SAI ELA and Math scores by 3%- 5%</li> <li>- Establish baselines for 22-23 new Metrics</li> </ul>
Attendance Data		Decrease of unexcused absences and tardies by 5%
Behavior-Suspensions	Suspensions: 18-19: 68 19-20: 68 20-21: 13 (COVID) 21-22: 43	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**

<b>Amount(s)</b>	<b>Source(s)</b>
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. Teacher Peer tutor coordinator
2. DATA teacher led PBL/ Collaboration leaders
3. Parent Square electronic newsletter and email/text communications and website
4. DATA led Parent Connectedness Workshops: *Coffee with Cohen/ Cafe con Cohen*
5. 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. \$1,600.00	Site-Based
2. \$1,000	Site Based
3. No funding required	N/A
4. \$1,000	Site Based
5. \$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 (1 day/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. Intervention Math and ELA AVID Tutoring Periods for 6, 7, and 8<sup>th</sup> grade.
8. ELA and Math after school tutoring
9. ELD and SAI targeted tutoring support and ELL Progress Monitor Liaison.
10. SAP Counselor
11. School Counselor student support
12. Social-Emotional Learning for school-wide implementation (Using Second Step and Covey Leader in Me program in ASES, AVID, SAI, Homeroom Schoolwide)
13. Reading/ Writing Intervention Teacher

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
1. No Funding Required	N/A
2. \$10,000	Title I
3. \$3,500	LCAP
4. No Funding Required	N/A
5. \$16,441	Supplemental
6. \$10,000	Site based
7. No Site Funding Required	LCAP
8. \$5,000	Title I
9. \$10,000	Title I
10. District Funded	N/A
11. District Funded	N/A
12. \$13,000	Supplemental
13. \$ 23,000	Site based

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

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
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: 2021-22**

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.

Throughout the 21-22 school year we made considerable strides in impacting student learning through the purchasing and use of programs such as No-Red Ink, PyBites, extended use Khan Academy, the hiring of personnel, and extending of hours of teachers to provide intensive Tier 2 and Tier 3 in reading, writing, and math intervention and tutoring. Within this area we were able to hire a reading and writing specialist that works for UCSB to do tier 2 and 3 pull out/ push in interventions with our English learners and struggling general ed students. This Reading Writing specialist also went into classrooms to do mini-lessons with and for the collaborating teacher on specific ELA standards and projects. We also increased the opportunities for teachers to participate in off-site training and collaboration to refine current teaching practices and refine existing programs on campus or create new ones. The most notable additions was the creation of AVID classes with a math or ELA support/intervention focus, the creation of the Design and Engineering Academy (DEA), the designing of a new Autism program, the refinement of our co-teaching classes between special ed and general education, and collaboration with colleagues at other sites and organizations such as the MERITO foundation with their VRAN program. Anecdotal feedback from teachers and students in the English Language department was positive regarding the work they were able to accomplish using No Red Ink. Our development of the AVID/ Intervention hybrid class was shared with the district and they began to promote the model to the other secondary schools as a viable option to provide students a solid elective that gave students support as well as experience/knowledge in making college a reality. Towards the end of the year we also brought on the Teachers Curriculum Institute curriculum for our Social Studies/ ELA courses. This research based, highly engaging, well developed curriculum is still being used this year and is an excellent resource for both veteran and newer teachers.

We also saw improvements in the area of behavior. Prior to COVID distance learning, DATA had on average 68 suspensions per year. Last year, we dropped down to 43 suspensions due to the various interventions and alternatives to suspension we attempted/ implemented. On top of doing more in person conferences with parents when students were sent to office, we worked on creating more positive behavior support plans with specific strategies and administering more alternatives to suspension such as doing Second Step or other online lessons under the supervision of an administrator or counselor. We also made use of our SAP counselor to have pullout individual or group session. In regards to attendance, assistant principals and counselors worked with our SRO's to conduct home visits to determine reasons for absences, educate on importance of attendance, and when necessary escort students to school.

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

There were no major differences between the intended and budgeted expenditures to implement the strategies/activities to meet our articulated goals. However, there was considerable difficulty in hiring additional para educator staff and implementing a rigorous grade level project-based learning training structure for the school year. This shortcoming was countered by providing teachers and counselors the opportunity to participate in individual project-based learning training and collaboration. We also increased the participation of our students in our established programs such as ASES and promoted the creation of a PBL team that visited Dos Pueblos High School in Goleta to learn more about their STEM programs. As a result of that work, we have now increased our numbers in ASES to 150 students, from 40. We also were able to create and promote the Design and Engineering Academy which began its pilot year in August. Much of the funds that we wanted to use for off-site professional consultant PBL training was used to provide teachers working independently the opportunity to do so by providing release time and substitutes to visit schools, collaborate with colleagues, and visit other school sites' parent groups to promote our academic programs and school.

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.

One of the major changes to this goal for the 2022-2023 school year are the metrics we will be using to measure the impact of our strategies on student learning and growth. An in-depth discussion was held with SSC to ensure relevant and timely metrics were being used for this. It was shared with the committees that teachers took staff time to discuss and share out what assessment tools they were using to measure student success/growth. Although many tools and metrics are possible to use, it was decided to limit on number of metrics but focus on the strategies. For academics, in addition to the use of CAASSP scores, the SSC and ELAC committees have asked that the use of other metrics such as benchmarks, SRI scores, quarter D-F rates, Khan Academy use/completion rates, ELPAC scores, and reclassification rates be used this year. Also, strategies that were not fully implemented or relevant due to the use of other academic programs/strategies have been removed from this year's SPSA. These changes are written out in the metrics section and labeled as "For 22-23". Strategies that were removed, were struck through for reviewing on the draft and then removed for this final copy. This year's metrics outlined in this year's SPSA are more in line with what students and teachers are doing in class on a daily basis. We also discussed the importance of using other embedded assessment tools in existing curriculum programs such as Study Sync, Read 180, System 44, Moby Max, and teacher created quizzes.

**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:**

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

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

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

All students, all grades.

**Strategy/Activity**

**Professional Development**

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

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
1. \$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. Continued Communication: *Navigator News*, *Weekly Update* electronic update via Parent Square, Q, social media, and school website.
2. *Words of Wisdom* Wednesday Homeroom presentation by Principal and guest speakers
3. DATA Staff Parent Hub led Parent Workshops on different topics: Literacy, Q, AVID, PBL, PBIS, ELL, Cyber Safety, Canvas, Zoom, as well as child care for parents to attend onsite conferences, workshops, etc.

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
1. \$600.00	Title I
2. No funding required	N/A
3. No funding required	Duties as assigned/comp time

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students, all grades

**Strategy/Activity**

**Support Services/Intervention and School Systems**

1. Counselor focus on Social-Emotional, Academic, College/Career and Counselor focus on parental involvement in contacts with students. Second Step Program
2. Parent conference coordinators
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 (e.g. IDEA, Mariachi, AVID hybrid, Co-teaching)
6. Counselor to support SEL, Academics and parent outreach (eg., Second Step, SST's, and Academic Advisement)
7. Paraeducator(s) to support on site

**Proposed Expenditures for this Strategy/Activity**

Amount(s)	Source(s)
1. No funding required	N/A District Funded
2. \$1,500	Discretionary
3. \$1,500	Discretionary
4. No Site Funding Required	N/A-District Funded
5. No Site Funding Required	N/A Staffing allocations
6. \$66,928 (Rate and benefits)	Title I
7. \$49,295 (Rate and benefits)	Title I

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students, all grades.

**Strategy/Activity**

**Safe Learning Environment**

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

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
1. No Funding Required	N/A
2. \$5,000	Supplemental
3. No Site Funding Required	N/A-District Funded
4. \$10,000	Site Based

**Annual Review:**

**SPSA Year Reviewed: 2021-22**

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.

DATA's counselors and all administrators participated in the Hatchings Professional Development program and learned the latest strategies on how to develop counseling programs by collecting survey data and designing S.M.A.R.T. goals and accompanying strategies. Last year we also had an SAP counselor that assisted by creating small groups on campus to address student needs. Both our counselors worked very closely with the administration team to create quarter and semester presentations to address academic, SEL and behavior topics and expectations. In addition to presentations by the counseling and admin team, the school leadership team and ASB team worked creatively to design multiple community building -culture and climate- lunch time and minimum day activities and guest speakers. There was increased and consistent parent communication using Parent Square all year to keep parents and staff informed as well as DATA staff led workshops for attendance, etc. The hiring of an additional campus supervisor.

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 district was able to provide DATA with additional personnel and programs through the use of District level categorical Title 1 funds. Those extra hours and personnel/programs/services are not reflected in last year's initial budget. 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 as well. Increased COVID funds provided support in other areas such as Associated Student Body funds that paid for extra services, presenters, and activities not specifically outlined in this document but that still impacted our strategies to affect school safety, climate and academics. Also, robust community outreach and involvement by teacher leaders and administration led to the bringing of time, talent and/or funds from the Kiwanis, Rotary, Ventura Land Trust, MERITO Foundation, ePlus, Patagonia, and City of Ventura( to name a few organizations) to assist in our offering of programs for students. A flagship program we were able to start with Patagonia and ePlus last year for our DATA girls was G.R.I.T.- Girls Re-Imagining Tomorrow. Girls Re-Imagining Tomorrow exists for the sole purpose of introducing diverse groups of middle school girls to technology-focused career possibilities, with an emphasis on cyber security and AI (Artificial Intelligence). This year we are increasing the program by creating a G.R.I.T. club for alumni, current cohort members, and interested girls as well. One final and important point to make is that our community partnership with the MERITO foundation has provided our students and staff with both funds, curriculum and field trip opportunities that neither the site/ district will have to cover as we were awarded a \$653,000 CA Parks and Recreation Outdoor Equity Grant to implement our From the Avenue to the Channel Islands proposal.



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.

We will continue to use attendance records, grades and anecdotal feedback to focus on increasing strategies to create the safest and engaging learning environment for our students. We will create programs with increased support, supervision, intervention and support for students, before, during, after school and Saturday school. We will also continue to focus on developing pathways and streamlining of the master schedule to revitalize and/or structure existing art, language, and technology programs the school is known for. This year we changed the DEA to IDEA and have included the collaboration between the Harmony music and Marichi program to help us rebuild our Art and Music program. 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 intended outcome being increased enrollment. Each goal has from 3-5 strategies that address the changes within this goal. We will also be increasing the use of site made surveys to gauge student participation and perceptions of these strategies/ efforts.

**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:**

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>
- Participation and engagement levels as measured by attendance/sign in sheets - Participant surveys	- Baseline	- Initial participation with 80% positive reviews

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

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

All students, all grades.

**Strategy/Activity**

**Student/Family/Community Connectedness:**

1. Digital Marquee with School Activities, Events, and Programs.
2. Quarterly Community Events for students, families, and community members.
3. Mariachi Music Program and maintenance of instruments
4. STEAM extracurricular activities
5. 7 Habits of Highly Effective Families, Triple P, and addition of Leader in Me program
6. Collaborate with community organizations and national businesses such as Merito Foundation, Ventura Land Trust, Patagonia, ePlus, Cisco, and other local businesses to provide enrichment experiences to students, teachers, and families. (e.g. G.R.I.T., Bicycle training, science lessons/field trips, etc.)

**Proposed Expenditures for this Strategy/Activity**

<b>Amount(s)</b>	<b>Source(s)</b>
1. No Funding Required	N/A
2. \$1,500	Supplemental
3. \$15,000	Supplemental
4. \$2,500	Supplemental
5. \$7,000	Title 1
6. No funding required	N/A

### Annual Review:

#### SPSA Year Reviewed: 2021-22

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

### ANALYSIS:

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

The overall parent/community outreach and implementation of strategies and activities was clearly evident across campus for the 21-22 school year. Not only were we able to carry out our family/community outreach strategies, we were also able to introduce new ones such as after school parent ESL classes, citizenship classes, and chaperone opportunities. This came about because of a concerted effort by our admin team to reach out to our colleagues at VACE and coordinate the courses, personnel and facilities to make it a reality. We went from having a class of 6 students to two classes with two instructors for ESL.

One of the newest things we were able to do for DATA families was the offering of the 7 Habits of Highly Effective Families workshop. This program was held in a bilingual and hybrid fashion. Participating families shared they were able to immediately apply the concepts and strategies they learned in the workshops with their families. As a result of this participation, it was recommended by parents that a concerted effort should be made to grow the *Leader in Me* program for students, which is offered afterschool in ASES, into a school wide opportunity. Our program received the attention of the District English Learners Advisory Committee because of the positive impact it had on the families and students that participated. Since we were not prohibited by COVID restrictions as the year before, we were able to hold all SSC and ELAC meetings in person as well as in Zoom for those families that still felt more secure participating in that fashion.

In addition to formal gatherings at meetings and school functions, Principal Cohen held regular *Coffee with Cohen* office hours on the last Friday of the month to present information of topics of interest to families and staff and also had an open forum where parents could ask questions about any topic related to their children, school programs, resources or parenting.

This year we will organize the formation of a Parent Committee to assist with fundraising and supporting the school with parent volunteering and additional community outreach.

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

As described above, the greatest difference between what was intended to occur, and was budgeted for, was the increase of extra offerings for families that came in the form of support on and off campus as well as opportunities to participate more with their children. A noteworthy example of this was the participation by parents in the new Outdoor Equity Grant with the Merito Foundation. In this opportunity, two parents were able to attend as chaperones with 5 DATA students that were being trained to be Environmental Stewards with California Parks and Recreation rangers at a week-long camp. These students and parents will be able to assist other students and parents this year when we roll out our grade level outdoor environmental and recreation science curriculum and participate in outdoor learning and enrichment activities/lessons. This is made possible from being awarded a three-year \$653,000 grant to be used on our- *From the Avenue to the Channel Islands*- proposal. Parents also were asked to participate as chaperones in various school events on campus and to our school honor roll trip to Magic Mountain and Renaissance extended lunch rallies.

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, which is also an LCAP 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). The use of the California Healthy Kids Survey, site based surveys, parent feedback at ELAC, SSC and *Coffee with Cohen* meetings, as well as feedback and suggestions from the District English Learners Advisory Committee(DELAC), Parents Advisory Committee (PAC), and Local Control Accountability Plan (LCAP) will also illustrate those changes and strategies we have outlined in this SPSA.

**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:

<b>Federal Programs</b>	<b>Allocation (\$)</b>
Title I 2022-23 Pre-Allocation	\$116,223.00
Title I 2022-23 Allocation	\$45,100.00

Subtotal of additional federal funds included for this school: **\$161,323.00**

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

<b>State or Local Programs</b>	<b>Allocation (\$)</b>
Site-Based Funds 2021-22 Carryover	\$9,180.00
Site-Based Funds 2022-23 Allocation	\$44,583.00
Supplemental Funds 2021-22 Carryover	\$5,591.00
Supplemental Funds 2022-23 Allocation	\$45,850.00

Subtotal of state or local funds included for this school: **\$105,204.00**

Total of federal, state, and/or local funds for this school: **\$266,527.00**

## **2022-23 Centralized Support for Planned Improvements in Student Performance**

---

### **VUSD - Program Support Goals**

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

#### Multilingual/Multicultural Education

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

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

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

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

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

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

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

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

#### Curriculum & Instruction

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

#### Gifted and Talented Education

The Gifted and Talented Education Office provides direction, coordination, and assistance in carrying out the GATE Program. This includes accounting, management, legal compliance, evaluation, placement and identification, the community advisory processes, as well as providing District and state required reports. Assistance to schools is provided by the GATE Coordinator 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-5) are engaged in a rigorous, standards-based hands-on Indian Education curriculum and reading development. Students participate in fun activities which explore their Native American history, heritage, and culture. Intervention and tutoring are available based on individual progress in meeting state proficiency standards and basic skills acquisition.

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

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

## References

### CAASPP – Grade 6 English Language Arts/Literacy – 2021-22

	English Language Arts/Literacy						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
All Students Tested	150	141	141	22.70%	21.99%	20.57%	34.75%
Male	123	120	120	21.67%	25.83%	20.00%	32.50%
Female	70	65	65	13.85%	20.00%	29.23%	36.92%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	115	109	109	12.84%	20.18%	25.69%	41.28%
Hawaiian or Pacific Islander							
White (not Hispanic)	23	20	20	60.00%	25.00%	0.00%	15.00%
Two or More Races	7	7	7	*	*	*	*
Socioeconomically Disadvantaged	119	111	111	14.41%	20.72%	23.42%	41.44%
English Learners	51	49	49	0.00%	4.08%	26.53%	69.39%
Students with Disabilities	20	16	16	0.00%	6.25%	12.50%	81.25%
Migrant Education	*	*	*	*	*	*	*
Homeless	7	6	6	*	*	*	*



	Mathematics						
	2021-22						
	Number of Students Enrolled	Number of Students Tested	Number of Students With Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
All Students Tested	150	132	129	21.71%	8.53%	18.60%	51.16%
Male	80	74	73	31.51%	10.96%	15.07%	42.47%
Female	70	58	56	8.93%	5.36%	23.21%	62.50%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*
Hispanic or Latino	115	100	97	6.19%	10.31%	19.59%	63.92%
Hawaiian or Pacific Islander							
White (not Hispanic)	23	20	20	75.00%	0.00%	5.00%	20.00%
Two or More Races	7	7	7	*	*	*	*
Socioeconomically Disadvantaged	119	103	100	10.00%	10.00%	19.00%	61.00%
English Learners	51	46	43	0.00%	0.00%	4.65%	95.35%
Students with Disabilities	20	16	16	0.00%	0.00%	6.25%	93.75%
Migrant Education	*	*	*	*	*	*	*
Homeless	7	6	6	*	*	*	*

**CAASPP – Grade 7 English Language Arts/Literacy – 2021-22**

	English Language Arts/Literacy						
	2021-22						
	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	205	199	199	19.60%	24.62%	23.62%	32.16%
Male	123	120	120	21.67%	25.83%	20.00%	32.50%
Female	82	79	79	16.46%	22.78%	29.11%	31.65%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	6	6	6	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	150	146	146	10.27%	21.23%	26.71%	41.78%
Hawaiian or Pacific Islander							
White (not Hispanic)	43	41	41	43.90%	31.71%	17.07%	7.32%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	157	152	152	11.18%	19.74%	26.97%	42.11%
English Learners	68	67	67	0.00%	8.96%	22.39%	68.66%
Students with Disabilities	33	28	28	3.57%	7.14%	17.86%	71.43%
Migrant Education	*	*	*	*	*	*	*
Homeless	14	12	12	0.00%	0.00%	50.00%	50.00%

	Mathematics						
	2021-22						
	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	205	190	188	14.89%	11.70%	20.21%	53.19%
Male	123	114	113	19.47%	13.27%	19.47%	47.79%
Female	82	76	75	8.00%	9.33%	21.33%	61.33%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	6	5	5	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	150	142	140	6.43%	6.43%	22.86%	64.29%
Hawaiian or Pacific Islander							
White (not Hispanic)	43	37	37	37.84%	27.03%	13.51%	21.62%
Two or More Races	5	5	5	*	*	*	*
Socioeconomically Disadvantaged	157	147	145	7.59%	8.28%	17.24%	66.90%
English Learners	68	65	63	0.00%	4.76%	9.52%	85.71%
Students with Disabilities	33	26	25	4.00%	4.00%	8.00%	84.00%
Migrant Education	*	*	*	*	*	*	*
Homeless	14	13	13	0.00%	0.00%	7.69%	92.31%

CAASPP – Grade 8 English Language Arts/Literacy – 2021-22

	English Language Arts/Literacy						
	2021-22						
	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	208	183	181	16.02%	22.10%	27.62%	34.25%
Male	115	101	100	15.00%	22.00%	20.00%	43.00%
Female	93	82	81	17.28%	22.22%	37.04%	23.46%
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	157	138	136	8.09%	20.59%	30.15%	41.18%
Hawaiian or Pacific Islander							
White (not Hispanic)	40	36	36	44.44%	22.22%	22.22%	11.11%
Two or More Races	7	5	5	*	*	*	*
Socioeconomically Disadvantaged	161	139	137	8.03%	17.52%	31.39%	43.07%
English Learners	60	52	52	0.00%	1.92%	32.69%	65.38%
Students with Disabilities	34	29	29	3.45%	0.00%	10.34%	86.21%
Migrant Education	*	*	*	*	*	*	*
Homeless	6	5	5	*	*	*	*

	Mathematics						
	2021-22						
	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	208	182	179	15.08%	7.26%	14.53%	63.13%
Male	115	102	101	16.83%	8.91%	14.85%	59.41%
Female	93	80	78	12.82%	5.13%	14.10%	67.95%
African American	*	*	*	*	*	*	*
American Indian or Alaskan Native	*	0	0	N/A	N/A	N/A	N/A
Asian	*	*	*	*	*	*	*
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	157	137	134	6.72%	2.99%	17.16%	73.13%
Hawaiian or Pacific Islander							
White (not Hispanic)	40	37	37	43.24%	16.22%	5.41%	35.14%
Two or More Races	7	5	5	*	*	*	*
Socioeconomically Disadvantaged	161	139	136	5.15%	2.94%	16.18%	75.74%
English Learners	60	53	53	0.00%	0.00%	3.77%	96.23%
Students with Disabilities	34	29	29	3.45%	0.00%	10.34%	86.21%
Migrant Education	*	*	*	*	*	*	*
Homeless	6	5	5	*	8.00%	*	*

2022-23 Supplemental Funds Program Budget

**2022-23 BUDGET**

**School Site:**

**DATA**

**Program:**

**Supplemental**

2021-22 Carryover	\$	5,591.00
2022-23 Allocation	\$	45,850.00
Total Available Funding:	\$	51,441.00

		Budget
<b>Expenditures:</b>		
1000s - Certificated Salaries		
	Teachers, Extra hours	\$ -
	Teachers, Sub	\$ -
	Other	\$ -
2000s - Classified Salaries		
	Family Liaison	\$ 2,212.00
	Bilingual Paraed	\$ 12,122.00
	Other - quarterly family/ community events	\$ 1,106.00
3000s - Employee Benefits		
	23.16% for Certificated	\$ -
	35.63% for Classified	\$ 5,501.00
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies - STEAM	\$ 2,500.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ -
	Rentals and Repairs	\$ -
	Operating Lease	\$ -
	Contracted Services - Leader in Me	\$ 13,000.00
	Contracted Services - Mariachi	\$ 15,000.00
	Internet Publications/Software	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 51,441.00</b>
<b>Budget Balance</b>		<b>\$ -</b>

MR 12/12

Principals Signature:	<i>Carla V. Cohen</i>
Date:	11-29-22
School Site Council Approval: (Chair)	<i>Robert's Flannell</i>
Date:	11-29-22
English Learner Advisory Committee Review:	<i>Maria Celency</i>
Date:	11-28-22
Director, Special Projects Approval:	<i>J. Mohr</i>
Date:	11/3/23

2022-23 Site Based Funds Program Budget

**2022-23 BUDGET**

**School Site:**

**DATA**

**Program:**

**Site Based Fund**

2021-22 Carryover	\$	9,180.00
2022-23 Allocation	\$	44,583.00
<b>Total Available Funding:</b>	<b>\$</b>	<b>53,763.00</b>

		<b>Budget</b>
<b>Expenditures:</b>		
1000s - Certificated Salaries		
	Teachers, Sub	\$ -
	Preservice - 2 days for new teacher mentors	\$ 406.00
	Peer Tutor coordinator	\$ 1,300.00
	Parent connectedness workshops	\$ 812.00
	PBL Teacher Leader	\$ 4,060.00
	Reading/ Writing Coach	\$ 18,806.00
2000s - Classified Salaries		
	Clerical, Extra hours	\$ -
	Other (Campus supervision, etc.)	\$ -
3000s - Employee Benefits		
	23.16% for Certificated	\$ 5,879.00
	35.63% for Classified	\$ -
4000s - Books and Supplies		
	Books Other Than Textbooks	\$ -
	Materials and Supplies	\$ 10,000.00
	Equipment not Capitalized	\$ -
5000s - Services & Other Operating Expenses		
	Conferences/Travel	\$ -
	Rentals and Repairs	\$ -
	Graphics	\$ -
	Transportation for field trips	\$ -
	Contracted Services	\$ 10,000.00
	Internet Publications/Software: PY Bites	\$ 2,500.00
	Communications/ Mailing	\$ -
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 53,763.00</b>
<b>Budget Balance</b>		<b>\$ -</b>

MC 12/12

Principals Signature:	<i>Arthur V. Cobb</i>
Date:	11-24-22
School Site Council Approval: (Chair)	<i>Robert S Hamrell</i>
Date:	11-24-22
Director, Special Projects Approval:	<i>CG</i>
Date:	1/3/23



2022-23 Title I Program Budget

**2022-23 BUDGET**

School Site:

DATA

Program:

Title I

2022-23 Pre Allocation	\$	116,223.00
2022-23 Additional Allocation	\$	45,100.00
Total Available Funding:	\$	161,323.00

		Budget
<b>Pre-Allocated Expenditures</b>		
1000s - Certificated Salaries		
	Counseling 0.88FTE	\$ 54,342.00
	Counseling/Behav	\$ -
		\$ -
2000s - Classified Salaries		
	Paraed 1.1FTE	\$ 36,345.00
	Family Liason	\$ -
3000s - Employee Benefits		
	Certificated	\$ 12,586.00
	Classified	\$ 12,950.00
<b>Total</b>		<b>\$ 116,223.00</b>

		Budget
<b>Additional Expenditures:</b>		
1000s - Certificated Salaries		
	ELD/Math/SAI Tutoring	\$ 5,120.00
	Subs for Teacher Release Time	\$ 4,060.00
	Counselor Collaboration	\$ 487.00
2000s - Classified Salaries		
	Avid Tutoring	\$ 3,685.00
	Tech support, translation, child care	\$ 1,475.00
3000s - Employee Benefits		
	23.16% for Certificated	\$ 2,934.00
	35.63% for Classified	\$ 1,839.00
4000s - Books and Supplies		
	Books Other Than Textbooks	
	Materials and Supplies	
	Equipment not Capitalized	
5000s - Services & Other Operating Expenses		
	Professional Dev. Conferences/Travel	\$ 5,500.00
	Rentals and Repairs	
	Operating Lease	
	Graphics	
	Field Trips	\$ 10,000.00
	Contracted Services	
	Internet Publications/Software - 7 Habits	\$ 7,000.00
6000s - Capital Outlay		
	Capital Equipment >\$5,000 ea.	\$ -
<b>Total</b>		<b>\$ 45,100.00</b>

<b>Budget Balance</b>		<b>\$ -</b>
-----------------------	--	-------------

NK 12/12

Principals Signature:	<i>Carla V. Lohr</i>
Date:	11-29-22
School Site Council Approval: (Chair)	<i>Robert S. Hamill</i>
Date:	11-29-22
Director, Special Projects Approval:	<i>C. J. S. S.</i>
Date:	1/3/23



**School-Parent/Home Compact**

**DE ANZA ACADEMY OF TECHNOLOGY & THE ARTS  
FAMILY-SCHOOL COMPACT 2022-2023**

**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)

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

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

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

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

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

#### Non-Title I Schools

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

VUSD Board Policy 6020, USC Title 20

**DATA Parent Involvement Policy**

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

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

**Policy Guidelines**

- De Anza Academy will convene an annual meeting to explain Title I Program Description, school parent involvement policy, and the rights of parents of program participants. De Anza Academy participated in the federal School wide Title I program aimed at the improvement of the entire educational program at the school. Parents are informed about our Title I status at our first big meeting of the year for Back to School Night, and are kept updated throughout the year at meetings at the school site as well as in literature sent home.
- De Anza Academy shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.
- Involve parents in an organized, ongoing, and timely way to plan, review and improve planning and policy documents, such as:
  - The *Single Plan for Student Achievement* is put together with input from parents and community members as represented in School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Advisory Committee (PAC). Parents are elected to be District English Language Acquisition Committee (DELAC) reps and SSC reps. PTA, ELAC, Back to School Night, and Title I meetings are held in both English and Spanish as needed with translation provided by school and/or district staff.
  - The School Site Council is composed of 3 parents, 3 students, and 6 staff members.
  - The School-Parent Compact is a written agreement of what schools and parents are each supposed to do to help students achieve. The compact is sent home in October, signed, and returned to school. Families receive multiple copies of the compact in order to ensure that they know the contents. Staff members in the office monitor who has completed the compact or not.
  - Plans exist for training school staff on how to strengthen ties between home and school.
- Provide parents of participating students with
  - *Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children if parents express an interest in doing so through the ELAC, PAC, SSC, and Intouch announcements. We have Back to School Night, at which we explain Title I and the compact. Newsletters including a calendar of events are sent home monthly to keep parents up to date on what is happening in our school. Parents are invited to parent conferences, SST, and Individualized Education Plan (IEP) meetings as appropriate for their child's needs. De Anza invites parents to participate in training such as the Parent Institute for Quality Education (PIQE) and Parenting Wisely.*
  - *All information sent home in English and Spanish, whether by phone through Intouch or in print. We have a bilingual Parent Liaison who is able to call home in either language, and we have a bilingual office manager, attendance clerk, and Health Tech to help facilitate parent needs in the office.*
  - *Parents have access to a description and explanation of curriculum to be used*
  - *The forms of academic assessment used to measure student progress*
  - *Proficiency levels that students are expected to meet*
  - *Materials and training on how to improve their child's achievement*
  - *We have a website available for parents to access for more information at:*  
<https://www.venturausd.org/data/home.aspx>

- At De Anza, we coordinate with the city of Ventura to have the afterschool program ASES on our campus. ASES provides tutoring, fun activities, and a safe environment for 110 students.
- We work with elementary schools such as Sheridan Way, E.P. Foster, Will Rogers, and Sunset as well as the high schools our children will attend to encourage partnerships with elementary, middle and high schools and build bridges to add continuity to a child's learning experience within Ventura Unified. For example, tutors from the college work with our students in AVID, and we have held joint meetings with our feeder elementary schools.
- De Anza coordinates with several community organizations as well, such as the Kiwanis Club, which works with our students through Builder's Club, the East Ventura Optimist Club, Leadership Ventura, Chamber of Commerce and Lions' Club.
- We offer a flexible schedule of meetings that is convenient to parents, with most family meetings held in the late afternoon or evenings by parent request and availability. This includes PTA, ELAC, parent conferences, and Title I meetings. SST meetings are held on an as needed basis pending referrals.
- We have a part-time School-Family Liaison to provide other reasonable support for parental involvement at parents' request. Literature, resources, videotapes, etc. are available for parents to use. We hold community-based events, such as Health Fairs, including a Blood Drive, and other information to coordinate health services for families.
- Partnerships with Ventura College, CSUCI, Vita Art Center, Patagonia, ePlus, Cisco, Merito Foundation, City of Ventura, Ventura Land Trust and CAPS-TV.
- Invite parents in as guest speakers about careers.
- Partner with Ventura County Museum for student displays.
- Train parents in technology-related issues, training prior to the start of the school year, putting information in the student Agenda, and offering information on cyber-bullying and information literacy.

### Parent Involvement Calendar

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

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

### 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 2022-2023 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



# 2021-22 School Accountability Report Card

Published January 2023



## DE ANZA ACADEMY OF TECHNOLOGY AND THE ARTS

2060 CAMERON STREET, VENTURA, CA 93001

(805) 641-5165

CARLOS COHEN, PRINCIPAL

GRADES 6-8

### PRINCIPAL'S MESSAGE

Dear Families and Community Members,

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

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

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

You know you are at DATA when you see students helping each other succeed by collaborating on designing Makerspace and Art

products to market and sell, and leaning in and working shoulder to shoulder on a project based lesson recreating Roman architecture or tilling and tending to the soil and flowers and produce of a student garden. Our teaching staff takes great pride in providing a safe and secure learning environment while offering a wide array of exciting and challenging academic and social emotional learning 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 both on and off campus. As a result, our school has powerful community partnerships with local organizations such as the MERITO Foundation and international companies ranging from ePlus to Patagonia providing our students and staff real world learning experiences.

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

In Service,  
Carlos V. Cohen

### District Vision Statement

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

### Board of Education

SABRENA RODRIGUEZ

DR. JERRY DANNENBERG

AMY (YAMAMOTO) CALLAHAN

JAMES FORSYTHE

CALVIN PETERSON

### District Administration

DR. ANTONIO CASTRO

SUPERINTENDENT

DR. GREG BAYLESS

ASSISTANT SUPERINTENDENT

EDUCATIONAL SERVICES

MS. GINA WOLOWICZ

ASSISTANT SUPERINTENDENT

HUMAN RESOURCES

AHSAN MIRZA

ASSISTANT SUPERINTENDENT

BUSINESS SERVICES

## VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100

VENTURA, CALIFORNIA 93001

(805) 641-5000

[www.venturausd.org](http://www.venturausd.org)

Ventura Unified  
SCHOOL DISTRICT





## District Mission Statement

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

## DISTRICT & SCHOOL DESCRIPTION

### Ventura Unified School District

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

### De Anza Academy of Technology & the Arts

De Anza Academy of Technology & the Arts serves students in grades six through eight following a traditional calendar. At the beginning of the 2021-22 school year, 576 students were enrolled, including 17.2% in special education, 34.2% qualifying for English Language Learner support, 4% homeless, 0.2% foster youth, 0.5% migrant, and 77.4% 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 2021-22			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	42.9%	Grade 6	150
Male	57.1%	Grade 7	207
Non-Binary	0.0%	Grade 8	219
American Indian or Alaskan Native	0.2%		
Asian	1.7%		
Black or African American	0.9%		
Filipino	0.3%		
Hispanic or Latino	73.4%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	3.8%		
White	19.9%		
English Learners	34.2%		
Foster Youth	0.2%		
Homeless	4.0%		
Migrant	0.5%		
Socioeconomically Disadvantaged	77.4%	Total Enrollment	576
Students with Disabilities	17.2%		

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 appropriately 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)

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	
	20-21	21-22	20-21	21-22	20-21	21-22
Science (Grades 5, 8, & 10)	19.5	31.22	30.74	32.31	28.72	29.47

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

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

## PARENT INVOLVEMENT

Parents are encouraged to be involved in their child's learning environment either by volunteering in the classroom, participating in an advisory or decision making school group, or simply attending school events. Parents stay informed on upcoming events and school activities through our ParentSquare automated call/message system, the school website, our online calendar, flyers, the school's social media pages (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

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).

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

2021-22					
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	208	189	90.87	9.13	31.22
Female	93	84	90.32	9.68	27.38
Male	115	105	91.3	8.7	34.29
American Indian or Alaskan Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	157	142	90.45	9.55	19.01
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	40	38	95	5	65.79
English Learners	60	54	90	10	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	161	143	88.82	11.18	18.18
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	29	85.29	14.71	3.45

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

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

Percentage of Students Meeting or Exceeding the State Standards						
	De Anza		VUSD		CA	
	20-21	21-22	20-21	21-22	20-21	21-22
English-Language Arts/Literacy	N/A	41	N/A	47	N/A	47
Mathematics	N/A	26	N/A	35	N/A	33

Note: 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.

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

ELA & Mathematics test results include the Smarter Balanced Summative Assessment and the CAA.

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

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

2021-22										
	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	576	534	92.71	7.29	41.35	576	515	89.41	10.59	25.04
Female	248	229	92.34	7.66	37.28	248	217	87.5	12.5	16.51
Male	328	305	92.99	7.01	44.41	328	298	90.85	9.15	32.2
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	430	400	93.02	6.98	30.4	430	386	89.77	10.23	12.7
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	20	18	90	10	77.78	20	18	90	10	61.11
White	110	100	90.91	9.09	72	110	97	88.18	11.82	62.89
English Learners	181	170	93.92	6.08	5.29	181	166	91.71	8.29	1.86
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	450	414	92	8	29.61	450	401	89.11	10.89	14.25
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	101	85	84.16	15.84	5.88	101	83	82.18	17.82	4.98

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

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



California Physical Fitness Test Results					
2021-22					
% of Students Tested					
Grade Level	Aerobic Capacity	Abdominal Strength and Endurance	Trunk Extensor and Strength and Flexibility	Upper Body Strength and Endurance	Flexibility
Seventh	96%	99%	99%	98%	100%

*Note: Due to changes to the 2021-22 Physical Fitness Test administration, only participation results are required for these five fitness areas.*

*Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.*

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/](http://www.cde.ca.gov/ta/tg/ca/).

### Physical Fitness

In the spring of each year, De Anza Academy of Technology and the Arts is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

The FITNESSGRAM® has six parts, though California currently requires five parts be completed annually, that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents. Comparative District and State results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://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

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

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 2021-22 school year include the following:

- Addition of a sensory room for SAI students
- Designing schoolwide MakerSpace and Arts Lab

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, campus supervisors, a counselor, and administrators patrol the

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: August 23, 2022	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces		✓		Classroom A3, C4 - Ceiling tiles falling; Classroom A5 - Ceiling tile falling at the HVAC access hatch; Classroom A7 - Ceiling tiles falling at the west wall; Classroom A9, A10 - The laminate is peeling at the countertops; Classroom A11, A12, A13, B4, B10, B11, B13 - The laminate is peeling at the countertops and cabinets; Classroom A11 - Two large holes in the drywall under the white boards on the west wall; Classroom A12 - Floor tile is damaged at the northeast corner; Classroom B2 - Ceiling tile falling next to the HVAC hatch; Classroom B6 - Ceiling tile is falling next to the HVAC access hatch along the north wall and also the west wall; Classroom B7 - Floor tile missing at the east door; Classroom A13, B4 - The laminate is peeling at the countertops; Classroom B11 - Ceiling tiles falling at attic access; Classroom C2 - Ceiling tile missing in room C2A; Building E Exterior - The ceiling is peeling in multiple areas in the exterior covered eating area
Cleanliness	✓			
Electrical	✓			Classroom A2 - The light switch for the center row of lights will not turn off; Building B Boys RR - Broken light lens on the ADA toilet light
Restrooms/Fountains	✓			
Safety	✓			Classroom C2 - Fire extinguisher is out of date in room C2A (7/28/21)
Structural	✓			
External		✓		Classroom A5 - Deficiency noted; Building A Exterior, Building B Exterior - Excessive peeling paint at the HVAC condensate pipe chases
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

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

Chronic Absenteeism by Student Group (2021-22)				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	607	601	163	27.1
Female	257	254	77	30.3
Male	350	347	86	24.8
American Indian or Alaska Native	1	1	0	0
Asian	10	10	0	0
Black or African American	7	6	4	66.7
Filipino	2	2	0	0
Hispanic or Latino	446	444	132	29.7
Native Hawaiian or Pacific Islander				
Two or More Races	23	23	4	17.4
White	118	115	23	20
English Learners	214	213	74	34.7
Foster Youth	1	1	0	0
Homeless	34	33	17	51.5
Socioeconomically Disadvantaged	474	469	147	31.3
Students Receiving Migrant Education Services	6	6	2	33.3
Students with Disabilities	111	109	49	45

Suspensions and Expulsions									
	De Anza			VUSD			CA		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Suspensions	8.65%	1.57%	5.44%	2.53%	0.17%	2.74%	0.00%	0.20%	3.17%
Expulsions	0.25%	0.00%	0.00%	0.10%	0.01%	0.00%	0.00%	0.00%	0.07%

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.

Suspensions & Expulsions by Student Group (2021-22)		
Student Group	Suspensions Rate	Expulsions Rate
All Students	5.44%	0.00%
Female	1.95%	0.00%
Male	8.00%	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	5.61%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	4.35%	0.00%
White	5.93%	0.00%
English Learners	8.41%	0.00%
Foster Youth	0.00%	0.00%
Homeless	2.94%	0.00%
Socioeconomically Disadvantaged	6.75%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	5.41%	0.00%

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 2022.

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

## Facilities Inspections

The district's maintenance department inspects De Anza Academy of Technology & the Arts on an annual basis in accordance with Education Code §17592.72(c)(1). De Anza Academy of

Technology & the Arts uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on August 23, 2022. During fiscal year 2021-22, all restrooms were fully functional and available for student use at the time of the inspection.

## CLASSROOM ENVIRONMENT

### Positive Behavior & Climate for Learning

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

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

### Chronic Absenteeism

The chart in this report identifies the chronic absenteeism rates by student group for De Anza Academy of Technology and the Arts for the 2021-22 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

### Class Size

The Average Class Size and Distribution table in this report illustrates the distribution of class sizes by subject area, the average class size, and the number of classes that contain 1-22 students, 23-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.



Average Class Size and Class Size Distribution				
2019-20				
Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
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
2021-22				
English	23	7	8	3
Math	24	5	8	2
Science	40	2	2	12
Social Science	24	5	8	3

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

## 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 in the 2022-23 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 October 11, 2022, 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 #22-40 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

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

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 2022-23 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 2020-21, 2021-22, and 2022-23 years, the teachers at De Anza Academy of Technology and the Arts had the opportunity to participate in districtwide staff development training focused on:

- 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

#### 2022-23 Trainings:

- Active Assailant
- Ag in the Classroom
- Behavior Management Strategies
- Bully Prevention
- CHAMPS Overview
- Co-Teaching Training
- Digital Creations for the Classroom - Using Google Apps and Extensions to Enhance Student Engagement
- Dual Language Retreat
- Ellevation Training
- Ethnic and Social Justice Studies

- Expanded Learning Training
- Gizmos
- Indian Ed Curriculum Training
- Integrate to Innovate - Deeper Dive into Secondary Digital Platforms
- Lexia English
- Mandated Reporter
- Multi-Disciplinary Training for Supporting Multilingual Learners with Disabilities
- Multi-Tiered Systems of Support
- Nonviolent Crisis Intervention
- Planning Inquiry Lessons in History
- Promoting Positive Behavior in the Classroom
- Read 180

- Secondary Math Overview
- SIRAS and Case Management
- Social and Emotional Learning: Community Circles
- SPARK Training
- Study Sync Refresher
- Supporting Multilingual Learners Across Content
- TCI Curriculum Training
- Trauma Informed Practices
- Suicide Prevention

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 2021-22 school year, De Anza Academy of Technology and the Arts staff development activities concentrated on:

- Canvas
- Ellevation Training
- Technology Training

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

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

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

## PROFESSIONAL STAFF

### Teacher Assignment

The charts 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.

Note: The 2021-22 teacher information will be updated once CDE releases the information for this school year.

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

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

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

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

Teacher Preparation and Placement / Authorization/Assignment	School Year 2021-22					
	School #	School %	District #	District %	State #	State %
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 on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.



### Counseling & Support Staff

De Anza Academy of Technology and the Arts provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to De Anza Academy of Technology and the Arts students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Academic Counselors and Other Support Staff 2021-22		
	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.

## 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: 2020-21 salary comparison data was the most recent data available at the time this report was published.)

Teacher and Administrative Salaries 2020-21		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	54,370
Mid-Range Teacher Salary	69,145	82,680
Highest Teacher Salary	95,772	106,610
Average Principal Salaries:		
Elementary School	117,729	135,282
Middle School	123,578	141,243
High School	132,064	152,955
Superintendent Salary	228,637	264,366
Percentage of Budget For:		
Teacher Salaries	30.35	33.09
Administrative Salaries	4.93	5.03

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

### Expenditures Per Student

For the 2020-21 school year, Ventura Unified School District spent an average of \$12,634 of total general funds to educate each student (based on 2020-21 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/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the following table reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Expenditures Per Pupil and School Site Teachers Salaries 2020-21					
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	341	N/A	N/A	N/A	N/A
Restricted (Supplemental)	160	N/A	N/A	N/A	N/A
Unrestricted (Basic)	182	157	116.0%	6,593	2.4%
Average Teacher Salary	68,425	77,987	N/A	88,368	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 2020-21 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
- COVID Relief Funding
- Department of Rehabilitation
- Education Protection Account
- Indian Education
- Lottery: Instructional Materials

- On-Behalf Pension Contributions
- Other Federal Funds
- Other State: Locally Defined
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV

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

### Internet

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

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Ventura Unified School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials sections and the school facilities section was acquired in December 2022.

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**