

# 2020-21 School Accountability Report Card

Published January 2022



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

CARLOS COHEN, PRINCIPAL  
GRADES 6-8

## PRINCIPAL'S MESSAGE

Dear Families and Community Members,

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

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

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

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

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

In Service,  
Carlos V. Cohen

### District Vision Statement

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

### District Mission Statement

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

## Board of Education

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

## District Administration

DR. ROGER RICE  
SUPERINTENDENT

DR. ANTONIO CASTRO  
ASSISTANT SUPERINTENDENT  
EDUCATIONAL SERVICES

MR. BRETT TAYLOR  
ASSISTANT SUPERINTENDENT  
HUMAN RESOURCES

DR. REBECCA CHANDLER  
ASSISTANT SUPERINTENDENT  
BUSINESS SERVICES

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

## VENTURA UNIFIED SCHOOL DISTRICT

255 WEST STANLEY AVENUE, SUITE 100  
VENTURA, CALIFORNIA 93001  
(805) 641-5000  
[www.venturausd.org](http://www.venturausd.org)

Ventura Unified  
SCHOOL DISTRICT



# DISTRICT & SCHOOL DESCRIPTION

## Ventura Unified School District

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

## De Anza Academy of Technology & the Arts

De Anza Academy of Technology & the Arts serves students in grades six through eight following a traditional calendar. At the beginning of the 2020-21 school year, 680 students were enrolled, including 18.1% in special education, 31.2% qualifying for English Language Learner support, 4.4% homeless, 0.3% foster youth, and 70.3% qualifying for free or reduced price lunch. De Anza Academy of Technology & the Arts is a recipient of the Universal Meals Program, a federal grant that provides funds to offer free breakfast and lunch for every student.

Student Enrollment by Student Group and Grade Level 2020-21			
Student Group	% of Total Enrollment	Grade Level	# of Students
Female	42.8%	Grade 6	226
Male	57.2%	Grade 7	219
Non-Binary	0.0%	Grade 8	235
American Indian or Alaskan Native	0.4%		
Asian	2.1%		
Black or African American	1.2%		
Filipino	0.3%		
Hispanic or Latino	69.0%		
Native Hawaiian or Pacific Islander	0.0%		
Two or More Races	3.4%		
White	23.7%		
English Learners	31.2%		
Foster Youth	0.3%		
Homeless	4.4%		
Migrant	1.5%		
Socioeconomically Disadvantaged	70.3%	Total Enrollment	680
Students with Disabilities	18.1%		

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

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

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

## School Mission

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

## School Vision

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

# LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

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

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

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

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

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

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

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

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

# PARENT INVOLVEMENT

Parents are encouraged to be involved in their child's learning environment either by volunteering in the classroom, participating in an advisory or decision making school group, or simply attending school events. Parents stay informed on upcoming events and school activities through our ParentSquare mass call/email system, the school website, our online calendar, flyers, the school's social media pages (Twitter, Facebook, Instagram), ASB Twitter account, the weekly online school bulletin, and Parent Q Connect. Contact the school office at 641-5165 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

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

Committees

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

School Activities

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

# STUDENT ACHIEVEMENT

## California Assessment of Student Performance and Progress (CAASPP)

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

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

California Physical Fitness Test Results 2020-21			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	N/A	N/A	N/A

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

### California Assessment of Student Performance and Progress Test Results in Science

#### All Students

#### Percentage of Students Meeting or Exceeding the State Standards

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

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

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

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

#### Percentage of Students Meeting or Exceeding the State Standards

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

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

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

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

#### 2020-21

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

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

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	680	455	66.91	33.09	39.29	680	491	72.21	27.79	24.11
Female	292	191	65.41	34.59	41.95	292	209	71.58	28.42	21.28
Male	388	264	68.04	31.96	37.4	388	282	72.68	27.32	26.15
American Indian or Alaskan Native	--	--	--	--	--	--	--	--	--	--
Asian	13	13	100	0	58.33	13	11	84.62	15.38	60
Black or African American	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	479	310	64.72	35.28	26.71	479	342	71.4	28.6	12.58
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
Two or More Races	20	14	70	30	50	20	15	75	25	21.43
White	154	108	70.13	29.87	67.59	154	112	72.73	27.27	54.72
English Learners	215	136	63.26	36.74	3.23	215	156	72.56	27.44	2.03
Foster Youth	--	--	--	--	--	--	--	--	--	--
Homeless	--	--	--	--	--	--	--	--	--	--
Military	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	312	196	62.82	37.18	24.86	312	215	68.91	31.09	10.26
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--
Students with Disabilities	127	81	63.78	36.22	11.54	127	88	69.29	30.71	4.6

Note: N/T values indicate this school did not test students using the CAASPP for ELA.

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

## Physical Fitness

In the spring of each year, De Anza Academy of Technology and the Arts is required by the state to administer a physical fitness test to all students in seventh grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](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 date and provide adequate space for students and staff.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. Campus repair and/or improvement projects for the 2020-21 school year include the following:

2020-21 Planned Campus Improvements:

- Upgrade the school office
- New benches, tables and landscaping
- New student desk and chairs in all classrooms

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

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

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

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

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

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

## Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers, one campus supervisor, a counselor, and administrators patrol the campus, entrance areas, and designated common areas. Two counselors, three administrators, three teachers and the campus supervisor monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed two counselors, campus supervisors, teachers, and three administrators monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

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

## School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for De Anza Academy of Technology & the Arts in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's most recent school safety plan was reviewed, updated, and shared with school staff in November 2021.

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

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

### Percentage Description Rating:

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

**Chronic Absenteeism by Student Group (2020-21)**

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

**Suspensions and Expulsions**

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

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

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

**Facilities Inspections**

The district's maintenance department inspects De Anza Academy of Technology & the Arts on an annual basis in accordance with Education Code §17592.72(c)(1). De Anza Academy of Technology & the Arts uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 27, 2021. During fiscal year 2020-21, all restrooms were fully functional and available for student use at the time of the inspection.

**Suspensions & Expulsions by Student Group (2020-21)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.57%	0.00%
Female	0.99%	0.00%
Male	2.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.64%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	4.55%	0.00%
White	1.22%	0.00%
English Learners	1.36%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.81%	0.00%
Students Receiving Migrant Education Services	3.79%	0.00%
Students with Disabilities	0.00%	0.00%

**CLASSROOM ENVIRONMENT**

**Positive Behavior & Climate for Learning**

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

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

**Class Size**

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

**Average Class Size and Class Size Distribution**

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
<b>2018-19</b>				
English	22	15	5	10
Math	29	3	8	8
Science	31	1	7	10
Social Science	31	2	5	10
<b>2019-20</b>				
English	19	21	7	7
Math	29	2	8	7
Science	30	2	4	11
Social Science	27	4	8	7
<b>2020-21</b>				
English	54	3	3	3
Math	31	2	9	2
Science	38		6	6
Social Science	46	1	3	5

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

**Chronic Absenteeism**

The chart in this report identifies the chronic absenteeism rates by student group for De Anza Academy of Technology and the Arts for the 2020-21 school year. A "chronic absentee" has been defined in EC Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays."

**CURRICULUM & INSTRUCTION**

**Instructional Materials**

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

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

On September 21, 2021, the Ventura Unified School District Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #21-25 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the district to the extent that each pupil, including English Learners, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, (2) that all students who are enrolled in the same course within the district have standards-aligned textbooks or instructional materials from the same adoption cycle, (3) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, 4) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 5) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2021-22 school year, Ventura Unified School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

### Staff Development

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

During the 2019-20, 2020-21, and 2021-22 school years, the teachers at De Anza Academy of Technology and the Arts had the opportunity to participate in districtwide staff development training focused on:

#### 2019-20 Trainings:

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

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2019	Yes	McGraw Hill Education: <i>Studysync</i>	0%
2019	Yes	Houghton Mifflin: <i>Read 180</i>	0%
2017	Yes	Houghton Mifflin Harcourt: <i>The Real Book</i>	0%
Math			
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%
Science			
2020	Yes	McGraw Hill: <i>California Inspire Science</i>	0%
Social Science			
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%

- Strategies for Formative Assessments
- Technology Training
- Universal Design for Learning

#### 2020-21 Trainings:

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

#### 2021-22 Trainings:

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

Supplemental site-based training takes place during faculty, grade level, and department meetings. The principal identifies teacher training needs based upon parent survey results, teacher input, teacher evaluations, and the Healthy Kids Survey. During the 2020-21 school year, De Anza Academy of Technology and the Arts staff development activities concentrated on:

- Canvas
- Distance/Hybrid Learning
- Edgenuity
- Technology

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

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

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

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

## 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.

## PROFESSIONAL STAFF

### Counseling & Support Staff

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

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

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

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

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

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

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

Teacher Preparation and Placement / Authorization/Assignment (2019-20)	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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

# DISTRICT EXPENDITURES

## Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2019-20 salary comparison data was the most recent data available at the time this report was published.)

## Expenditures Per Student

For the 2019-20 school year, Ventura Unified School District spent an average of \$11,605 of total general funds to educate each student (based on 2019-20 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE web site at [www.cde.ca.gov/ds/fd/ec/](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.)

Teacher and Administrative Salaries 2019-20		
	VUSD	State Average of Districts in Same Category
Beginning Teacher Salary	48,017	52,562
Mid-Range Teacher Salary	69,145	83,575
Highest Teacher Salary	95,772	104,166
Average Principal Salaries:		
Elementary School	117,712	131,875
Middle School	122,293	137,852
High School	139,903	150,626
Superintendent Salary	228,637	260,243
Percentage of Budget For:		
Teacher Salaries	32	34
Administrative Salaries	5	5

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

# 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 was acquired in October 2021 and the school facilities section was acquired in November 2021.

Expenditures Per Pupil and School Site Teachers Salaries 2019-20					
Dollars Spent Per Student					
Expenditures Per Pupil	De Anza	VUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,160	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,653	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,507	6,041	91.2%	8,444	71.5%
Average Teacher Salary	51,532	78,453	N/A	86,376	N/A

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

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

- After School Education and Safety (ASES)
- Classified School Employee Summer Assistance Program
- Career and Technical Education Programs
- Career Technical Education Incentive Grant Program
- Department of Rehabilitation
- Education Protection Account
- Immediate Aid to Restart School Operations
- Indian Education
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- On-Behalf Pension Contributions
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State COVID Relief Funding
- State Lottery
- Strong Workforce Program
- Title I, II, III, IV
- Tobacco-Use Prevention Education