

De Anza Senior High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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 this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	De Anza Senior High School
Street	5000 Valley View Road
City, State, Zip	Richmond, CA 94803-2599
Phone Number	(510) 231-1440
Principal	Summer Sigler
E-mail Address	ssigler@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1649
Grades Served	9-12
CDS Code	07-61796-0732164

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

THE DE ANZA SENIOR HIGH SCHOOL VISION STATEMENT:

De Anza is a rigorous and engaging educational environment in which all students achieve academic and personal success as they become lifelong learners and productive citizens.

THE DE ANZA SENIOR HIGH SCHOOL MISSION STATEMENT:

De Anza provides quality teaching, a caring and safe environment, promotes learning, and prepares all students for graduation and the career path of their choice.

The De Anza Expected School wide Learning Results. De Anza High School Students will:

THINK: Critically and Creatively

COMMUNICATE: Respectfully and Effectively

CONTRIBUTE: Locally and Globally

De Anza is a urban high school nestled in the Richmond hills surrounded by the cities of Pinole, and El Sobrante. The enrollment of approximately 1330 students in grades 9-12. The school population is comprised of 43.5% Latino, 23.2% African American, 10% White, 20.6% Asian, 1.3% Pacific Islander, and 0.2% two or more races. 67% are eligible for and receive free or reduced price meals and 71.1 percent are representative of the LCAP indicators. 15% of De Anza students are in Special Education. At De Anza High School, we strive for excellence in all academic and student support programs. We have three Linked Learning Academies for students to participate within our campus. They feature Health, Information and Technology, and Law. De Anza also has an Air Force ROTC program that provides students with a curriculum focused on leadership, engineering, and civic duty. The DAHS family-students, parents, teachers, administrators, and community collaborate to make our high school a positive place to learn and grow. One of our goals is to maintain a safe learning environment, so that each student may flourish unhindered. Our students will employ strategies to achieve future career goals with success and satisfaction. We are dedicated to supporting our students, and teaching them how to make decisions, set goals, and take the necessary actions to achieve their goals. Our focus is to make sure all of our students are College and Career ready upon graduation.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	371
Grade 10	325
Grade 11	325
Grade 12	242
Total Enrollment	1,263

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	24.2
American Indian or Alaska Native	0.2
Asian	12.1
Filipino	7.3
Hispanic or Latino	44.5
Native Hawaiian or Pacific Islander	1
White	9.3
Two or More Races	1.3
Socioeconomically Disadvantaged	72
English Learners	18.8
Students with Disabilities	14.2
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

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

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	51	59	48	48
Without Full Credential	2	3	4	4
Teaching Outside Subject Area of Competence (with full credential)	0	1	3	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	.80

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.9	9.1
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

DeAnza provides all students materials & textbooks that are needed for their success.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	ELA – Prentice Hall Literature: Timeless Voices ELD – National Geographic: Edge Intervention – Scholastic: Read 180 AP English Language – Bedford/St. Martin’s: Bedford Reader AP English Literature – MacMillan: Bedford Introduction to Literature & Norton: Norton Anthology of Poetry CSU Expository Reading – Longman: Reading Rhetorically	Yes	0%
Mathematics	Algebra – Prentice Hall: Algebra 1 Geometry – Key Curriculum Press: Discovering Geometry Algebra 2 – Key Curriculum Press: Algebra 2 Pre-Calculus – Glencoe McGraw Hill: Advanced Mathematical Concepts AP Calculus – Pearson: AP Calculus Probability & Statistics: McGraw Hill: Elementary Statistics: a Step-by-Step Approach	Yes	0%
Science	Biology – McDougal Littell: Biology AP Biology – Person: Campbell AP Biology Biomedical Science – Elsevier/Mosby: The Human Body in Health & Disease Chemistry – Prentice Hall: Chemistry Environmental Science I – Glencoe: Environmental Science – a study of interrelationships Environmental Science II – McGraw Hill: Environmental Science – a global concern Physics – Cambridge Physics Outlet: Foundation of Physics Physiology – McGraw Hill: Holes Essentials of Human Anatomy & Physiology	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	US History – McDougal Littell: Americans – Reconstruction to 21 st Century AP US History – Bedford/St. Martin’s: America’s History World History – McDougal Littell: Modern World History AP World History – McGraw Hill: Traditions & Encounters Economics – Houghton Mifflin: Economics – Concepts and Choices AP Economics – Glencoe McGraw Hill: AP Economics American Government – Prentice Hall: Magruder’s American Government AP Government – Cengage: AP American Government Journey for Justice – Glencoe McGraw Hill: Street Law Psychology – Glencoe McGraw Hill: Understanding Psychology	Yes	0%
Foreign Language	French 1-4 – EMC/Paradigm: T’es Branche Spanish 1-3 – Pearson Prentice Hall: Realidades Spanish 4 – EMC/Paradigm: Aventura 4 AP Spanish Language – Heinle: Cumbre	Yes	0%
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Built in 1955, the school’s property and all its buildings are aging. School facilities are cleaned daily. Repairs and safety concerns are given the highest priority, followed by work that impacts the educational program. De Anza has begun the the initial stages of constructing the new school facility, the new football field, field house, and all weather track was completed in 2009.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Replace metal strip on wall and locker
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Repair stall doors; Adjust drinking fountain; Showers have leaks
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Repair entrance glass; Repair door holders; Check mullion on exterior doors

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	37	32	44
Mathematics	9	22	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	306	298	97.4	35	26	30	7
Male	11		166	54.2	42	21	28	6
Female	11		132	43.1	26	31	32	9
Black or African American	11		72	23.5	50	19	22	3
Asian	11		37	12.1	30	30	24	11
Filipino	11		17	5.6	6	29	41	24
Hispanic or Latino	11		135	44.1	35	27	33	4
Native Hawaiian or Pacific Islander	11		5	1.6	--	--	--	--
White	11		27	8.8	22	33	30	15

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	11		4	1.3	--	--	--	--
Socioeconomically Disadvantaged	11		223	72.9	36	26	30	6
English Learners	11		44	14.4	66	20	9	0
Students with Disabilities	11		35	11.4	74	11	3	3
Foster Youth	11		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	306	285	93.1	67	19	9	0
Male	11		157	51.3	68	17	9	1
Female	11		128	41.8	66	21	9	0
Black or African American	11		68	22.2	81	12	3	0
Asian	11		35	11.4	66	20	9	0
Filipino	11		17	5.6	41	35	18	6
Hispanic or Latino	11		130	42.5	72	15	8	0
Native Hawaiian or Pacific Islander	11		5	1.6	--	--	--	--
White	11		25	8.2	36	36	20	0
Two or More Races	11		4	1.3	--	--	--	--
Socioeconomically Disadvantaged	11		213	69.6	67	19	8	0
English Learners	11		43	14.1	86	7	0	0
Students with Disabilities	11		32	10.5	91	3	0	0
Foster Youth	11		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	50	47	51	46	48	46	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	51
Male	54
Female	48
Black or African American	42
American Indian or Alaska Native	--
Asian	56
Filipino	73
Hispanic or Latino	49
Native Hawaiian or Pacific Islander	--
White	75
Two or More Races	--
Socioeconomically Disadvantaged	40
English Learners	9
Students with Disabilities	47
Foster Youth	--

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2014-15)

The De Anza staff prides themselves on preparing students for both college and career. The electives that our students take through through our career technical academies are specifically designed to prepare students for the workforce and for career technical certifications. Currently, students in the Health Academy can participate in concurrent enrollment at Contra Costa College in order to achieve a Certified Nursing Assistant certificate and students in the Information Technology Academy can take the exams for the CompTIA A+, Cisco CCENT, or the CompTIA Network certifications and move directly from high school to a career in IT. All courses are designed to support career readiness skills. However, the following courses prepare students for specific technical paths: Computer Application, Computer Hardware, Video Productions, Digital Arts, Health Occupations, and Journey for Justice.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	566
% of pupils completing a CTE program and earning a high school diploma	8.8%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	80%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	96.92
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	38.32

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	41	40	44	42	35	38	57	56	58
Mathematics	38	34	42	41	35	36	60	62	59

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

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	55	22	23	56	31	13
All Students at the School	56	21	22	58	30	12
Male	59	19	22	56	31	13
Female	53	24	23	61	29	10
Black or African American	72	12	17	74	24	2
Asian	48	26	26	48	35	17
Filipino	43	13	43	43	35	22
Hispanic or Latino	59	23	18	59	31	10
White	25	39	36	38	38	24
Socioeconomically Disadvantaged	63	19	18	63	29	8
English Learners	94	6		91	7	2
Students with Disabilities	86	11	4	90	10	

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.90	26.00	28.40

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parental involvement is key to student success and welcome at De Anza. Parent Teacher Student Association (PTSA) is a parent led organization for the support of the students and staff of De Anza Senior High School. They meet bi-monthly and advise staff about issues they see on campus, brainstorm fundraisers, and work to support the activities of both the teachers and students on campus. This group is open to all parents, and they welcome new members!

Throughout the year, there are other parent groups that meet regularly. These include: Parent cooking classes, parent dance classes, the coffee club, and Parent University. Throughout the year, parents are invited to participate in: Open House/Back to School Night, Freshman/New Student orientation, College Fairs, College Night, AP parent meeting, Academy Advisory committees, The Food Bank, Academic Awards Night (quarterly), sports events, and musical/theatrical events.

Each year, a group of parents is elected to serve on the School Site Council (SSC). The role of the SSC is to give parents, faculty and staff more on-site decision making ability. Every secondary school must have a School Site Council composed of three parents or community members, the principal, four classroom teachers, three students, and one other staff member (Education Code Section 52852).

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	11.70	17.20	7.70	18.20	13.30	14.60	13.10	11.40	11.50
Graduation Rate	76.11	77.27	82.05	75.72	79.88	77.68	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	80.68	80.04	84.6
Black or African American	82	76.99	76
American Indian or Alaska Native	100	100	78.07
Asian	79.41	91.43	92.62
Filipino	92.31	94.8	96.49
Hispanic or Latino	78.82	76.11	81.28
Native Hawaiian/Pacific Islander	100	84	83.58
White	75	82.55	89.93
Two or More Races	100	64.29	82.8
Socioeconomically Disadvantaged	25.93	60.08	61.28
English Learners	51.43	54.21	50.76
Students with Disabilities	78.57	77.49	81.36
Foster Youth	--	--	--

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	20.78	10.53	10.37	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The safety committee meets monthly. The master safety plan includes procedures for fire evacuation, shelter in place, and disaster drills. The plan also includes a chain of command for specific events. It is reviewed and revised annually. During the 2015-16 school year, the staff reviewed elements of the plan in the August, September, and December faculty meetings. De Anza has a Campus Crisis Team. It consists of the Admin team, School Resource Officers, (Richmond Police Department), School Security Officers, Health Center, Teachers, Counselors and Custodians. In case of major emergency a Command Center is set up in the Principal's Conference Room from where the admin team/first responders could monitor surveillance cameras and have access to technology from which to communicate with the teachers. If that area is in danger the backup Command Center is in the Athletic Director's office. Our Campus Crisis Intervention Team is set up for Medical emergencies, Violence & Crime, Shelter in Place or Evacuation, Facility Emergencies, Weather, and Student Welfare. De Anza conducts safety drills several times per year. These include: Fire Drills - 4 per Year: 80% of students evacuate to the Football Field and line up on the yard lines 5 yards apart. The other 20% of students line up in front of the school away from the building next to the pick-up area. Lock-Downs: 3-4 per year. Shelter in place: 1-2 times per year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate: English-Language Arts	No	Yes	Yes
Met Participation Rate: Mathematics	No	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	23	15	15	29	13	13	27	33	5	11	36
Mathematics	28	7	11	15	28	10	11	18	29	11	12	21
Science	28	7	10	17	29	6	11	19	32	3	11	19
Social Science	31	5	13	19	32	4	6	18	30	6	11	18

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	441
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.60	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.70	N/A
Resource Specialist	4.00	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,521.69	\$4,786.76	\$3,734.93	\$56,285.85
District	N/A	N/A	\$9,628.1	\$56,383.71
Percent Difference: School Site and District	N/A	N/A	-61.2	-0.2
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-30.2	-22.9

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at De Anza School include:

- SIG-Grant
- VAPA- supplement
- A/M/PE- Drama/Theatre
- A/M/PE- Dance
- Gifted & Talented Ed-E
- LCAP

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for 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/>.

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	3	N/A
Social Science	8	N/A
All courses	17	.7

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all Common Core State Standard areas.

Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), Differentiated Instruction and Educational Technology. In addition, training is made available in classroom management and the effective use of assessment data so that teachers can meet the needs of students. A primary goal of the professional development program to ensure that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders. Collaborative work among teachers and administration is a main focus on the De Anza campus. Peer observations are a frequently used tool as teachers strive to improve their instructional abilities. Teachers meet officially to collaborate every Wednesday, and the first Monday of every month. Teachers collaborate extensively beyond these hours in both their departmental and academy teams.