De Anza High

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education

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 and 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 https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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 (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	De Anza High
Street	5000 Valley View Rd.
City, State, Zip	Richmond, Ca, 94803-2599
Phone Number	510-231-1440
Principal	Summer Sigler
E-mail Address	ssigler@wccusd.net
County-District-School (CDS) Code	07617960732164

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

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.

Last updated: 1/29/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 9	340
Grade 10	368
Grade 11	338
Grade 12	336
Total Enrollment	1382
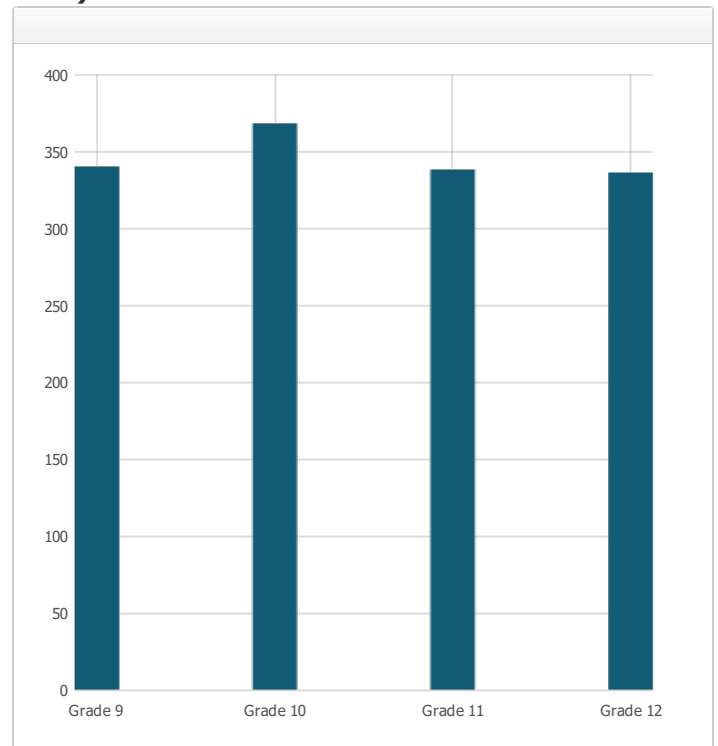
Last updated: 1/22/2019

Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	22.6 %
American Indian or Alaska Native	0.3 %
Asian	13.6 %
Filipino	7.6 %
Hispanic or Latino	43.3 %
Native Hawaiian or Pacific Islander	0.8 %
White	9.3 %
Two or More Races	2.5 %
Other	0.0 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.6 %
English Learners	19.1 %
Students with Disabilities	14.7 %
Foster Youth	0.7 %

A. Conditions of Learning

State Priority: Basic

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;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	55	55	68	1211
Without Full Credential	3	11	11	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	2	2	10
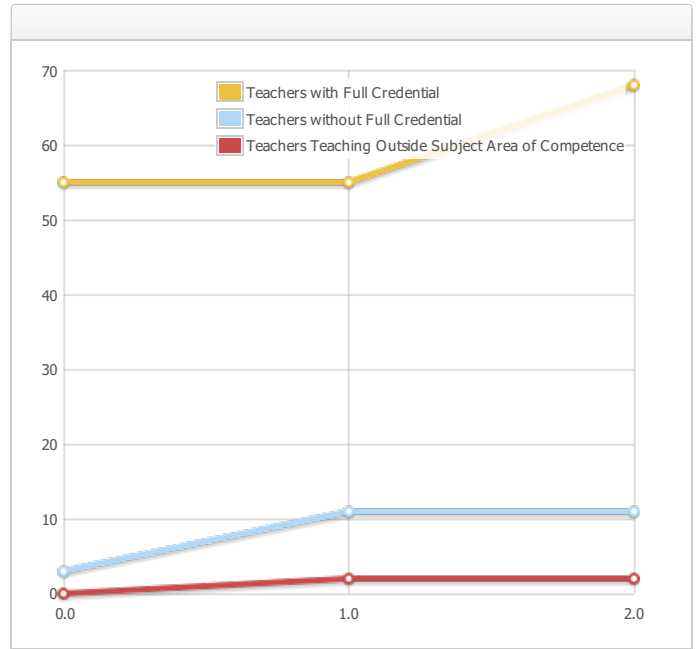
Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	2	0	0
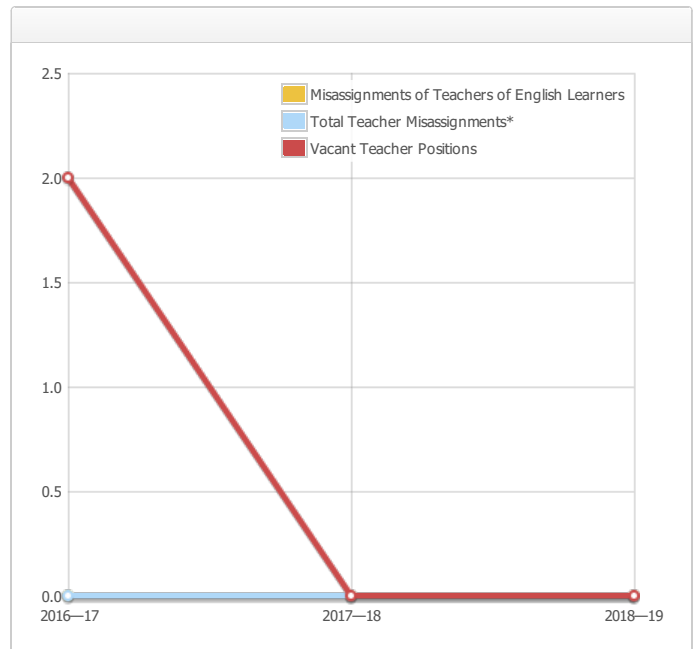
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson: Prentice Hall Literature (ELA grades 9-11), c2002 - adopted 2018 National Geographic: Edge, (ELD levels 1-4) c2014 - adopted 2014 Scholastic: Read 180, (Intervention) c2011 - adopted 2011 Bedford Freeman Worth: Everything's an Argument, (AP English Language) 7th ed., c2016 - adopted 2018 MacMillan: The Bedford Introduction to Literature, (AP English Literature) 10th ed., c2013 - adopted 2018 Longman: Reading Rhetorically, (CSU Expository Reading & Writing) 4th ed., c2014 - adopted 2018 National Textbook Co: African American Literature: an anthology (African Amer Lit), c1999 - adopted 2018 Warner Books: Bless Me, Ultima (Mex-Amer Lit), c1972 - adopted 2018	Yes	0.0 %
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Pearson Envision Geometry, c2015 - adopted 2018 Pearson Envision Algebra 2, c2015 - adopted 2018 Glencoe McGraw Hill Advanced Mathematical Concepts, (Pre-Calculus) c2006 - adopted 2018 Pearson: AP Calculus: Graphical, Numerical, Algebraic, (AP Calculus) 3rd ed, c2007 - adopted 2018 MacMillan McGraw Hill: Elementary Statistics: a Step-by-Step approach, (Probability & Statistics) 6th ed., c2007 - adopted 2018	Yes	0.0 %
Science	McDougal Littell Biology, c2008 - adopted 2018 Prentice Hall Chemistry, c2007 - adopted 2018 Cambridge Physics Outlet Foundations of Physics, (Physics) c2004 - adopted 2018 Pearson: Campbell AP Biology, (AP Biology) 9th ed, c2011 - adopted 2018 Cengage: AP Chemistry, (AP Chemistry) 10th ed, c2018 - adopted 2018 Glencoe: Environmental Science: a study of Interrelationships, (Environmental Science I) 14th ed., c2016 - adopted 2018 McGraw Hill: Environmental Science - a Global Concern, (Environmental Science II) 12th ed., c2012 - adopted 2018 McGraw Hill: Holes Essentials of Human Anatomy & Physiology, (Physiology) 9th ed., c2006 - adopted 2018 Elsevier/Mosby - The Human Body in Health & Disease (Biomedical Science), c2014 - adopted 2018	Yes	0.0 %
History-Social Science	Glencoe World Geography & Cultures, (Foundations of Cultural Geography) c2008 - adopted 2018 McDougal Littell Modern World History, (World History) c2006 - adopted 2018 McDougal Littell, Americans: Reconstruction to the 21st Century, (US History) c2006 - adopted 2018 McDougal Littell Magruders American Government, (American Government) c2006 - adopted 2018 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008 - adopted 2018 Cengage: AP American Government, (AP American Government) 16th ed, c2019 - adopted 2018 Glencoe McGraw Hill: AP Economics, (AP Economics) 19th ed, c2012 - adopted 2018 Glencoe McGraw Hill: Understanding Psychology (Psychology), c2014 - adopted 2018 Worth: Myers' Psychology, (AP Psychology) 2nd ed, 2014 - adopted 2018 Bedford/St. Martin's: America's History, (AP US History) 8th ed., c2014 - adopted 2018 McGraw Hill: Traditions & Encounters, (AP World History) 5th ed., 2011 - adopted 2018	Yes	0.0 %
Foreign Language	EMC T'es Branche, (French 1-4, AP French) c2014 - adopted 2014 Prentice Hall Realidades, (Spanish 1-3) c2004 - adopted 2004 EMC Aventura, (Spanish 4) 2nd ed., c2013 - adopted 2018 Heinle: Cumbre, (AP Spanish Language) 1st ed., c2014 - adopted 2018 Houghton Mifflin Harcourt: Abriendo Puertas (AP Spanish Literature), c2013 - adopted 2018 Wiley: Nuevos Mundos, (Spanish for Spanish Speakers I) 3rd ed., c2012 - adopted	Yes	0.0 %

	2018 Simply Excellent Chinese: Chinese Breeze 1 (Mandarin 1), c2013 - adopted 2018		
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 6/1/2019

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Evaluate linoleum by exit doors (Cafeteria) Evaluate paint issues (Area by elevator) Paint all handrails (Building 7)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Showerpushbutton leaking (Girls locker room) Repair drinking fountain (Staduim field locker room) Replace stall door strike plates (All restrooms)
Safety: Fire Safety, Hazardous Materials	Fair	Replace fire extinguisher cabinet glass (Small gym/Large gym/Building 10)
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Replace door at exterior wall (Team room B101) Repair screen at serving window (Snack bar 9-102)

Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Good

Last updated: 6/24/2019

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] 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 alternate 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 education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	34.0%	46.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	11.0%	14.0%	25.0%	24.0%	37.0%	38.0%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/22/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	316	302	95.57%	45.70%
Male	157	145	92.36%	42.07%
Female	159	157	98.74%	49.04%
Black or African American	69	64	92.75%	31.25%
American Indian or Alaska Native				
Asian	42	41	97.62%	63.41%
Filipino	27	25	92.59%	72.00%
Hispanic or Latino	135	130	96.30%	40.00%
Native Hawaiian or Pacific Islander	--	--	--	
White	32	31	96.88%	54.84%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	218	206	94.50%	41.75%
English Learners	56	53	94.64%	18.87%
Students with Disabilities	32	28	87.50%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: 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.

Last updated: 1/22/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	316	301	95.25%	13.62%
Male	157	144	91.72%	11.81%
Female	159	157	98.74%	15.29%
Black or African American	69	63	91.30%	6.35%
American Indian or Alaska Native				
Asian	42	42	100.00%	26.19%
Filipino	27	24	88.89%	25.00%
Hispanic or Latino	135	130	96.30%	--
Native Hawaiian or Pacific Islander	--	--	--	
White	32	31	96.88%	19.35%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	218	206	94.50%	9.22%
English Learners	56	53	94.64%	5.66%
Students with Disabilities	32	27	84.38%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: 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.

Last updated: 1/22/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

Career Technical Education (CTE) courses are designed to bring real-world education and curriculum to our students using project-based learning. Students work with professionals from their fields to learn about the specific subject and career opportunities. Pathway teacher teams, along with industry partners, collaborate to build integrated projects, working on solving real world issues and building skills to prepare them for life beyond high school. Student leadership development, collaboration skills, and critical, creative thinking are emphasized in pathway curriculum and instruction.

College and Career Pathways are the major reform initiative at our secondary schools, designed to increase student achievement and motivation through individualized student support, authentic projects and multiple opportunities to work with career employment partners. Career technical teachers and core academic teachers work collaboratively in support of a cohort of students. Supports include:
 - Collaboration on rigorous, standards-based curriculum, partner engagement, and analysis of results.
 - Professional development/coaching of teachers to continuously develop career technical expertise
 - Study trips, speakers, mentor programs, internships
 - Central office support staff

A sustainable broad-based community coalition of business and civic leaders exists and serves on the District and career sector advisory boards to provide support for and monitor college and career pathway implementation, and align them to the local economic and workforce development needs.

CTE programs exist at all of the high schools and all pathways are open to all students. CTE teachers are encouraged to work with Special Ed teachers and ELD

teachers to ensure student success. Students may transfer schools in order to choose a CTE program that is not available at their home school. All CTE courses satisfy graduation and A-G requirements, and several receive dual college credit. Course progressions are continually updated and follow CDE CTE sequence guidelines.

CTE Courses offered at DeAnza High School:

MultiMedia P
Art of Video Production ROP
Life Skills for Healthcare Student DE
Introduction to Healthcare Careers DE
Internet Engineering 1 P
Internet Engineering 2 P
Digital Arts Designs the Web1 P
Web Page Design 1.2 DE

Last updated: 1/8/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	298
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	35.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	30.0%

Last updated: 1/8/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	97.3%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	53.8%

State Priority: Other Pupil Outcomes

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

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	17.5%	26.7%	22.3%

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.

Last updated: 1/22/2019

C. Engagement

State Priority: Parental Involvement

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

Opportunities for Parental Involvement (School Year 2018—19)

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 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: The African American Site Advisory Team, The coffee club, and each athletic team hosts meetings to encourage parental support and participation. 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 State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	4.6%	2.6%	7.2%	8.7%	10.7%	9.7%
Graduation Rate	87.9%	89.8%	84.7%	83.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	1.7%	7.5%	9.1%
Graduation Rate	90.7%	80.2%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
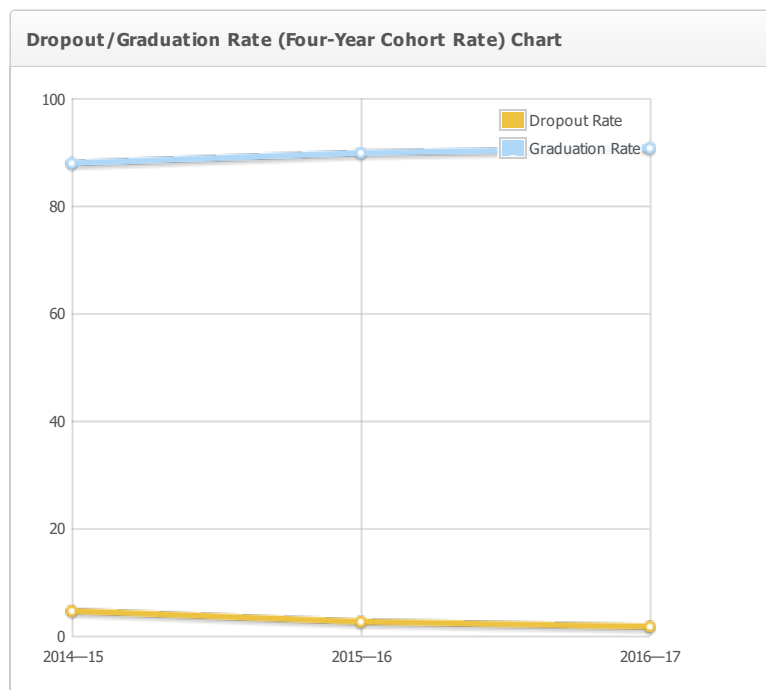
For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 1/22/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	92.4%	85.0%	88.7%
Black or African American	87.5%	79.7%	82.2%
American Indian or Alaska Native	100.0%	66.7%	82.8%
Asian	91.9%	94.9%	94.9%
Filipino	95.7%	95.2%	93.5%
Hispanic or Latino	92.9%	83.6%	86.5%
Native Hawaiian or Pacific Islander	100.0%	94.4%	88.6%
White	95.5%	87.9%	92.1%
Two or More Races	100.0%	88.0%	91.2%
Socioeconomically Disadvantaged	95.5%	88.1%	88.6%
English Learners	74.4%	62.0%	56.7%
Students with Disabilities	65.1%	59.2%	67.1%
Foster Youth	100.0%	75.0%	74.1%

| Student Group	School	District	State
All Students			

State Priority: School Climate

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

Suspensions and Expulsions

Rate	School 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	11.5%	7.3%	5.4%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
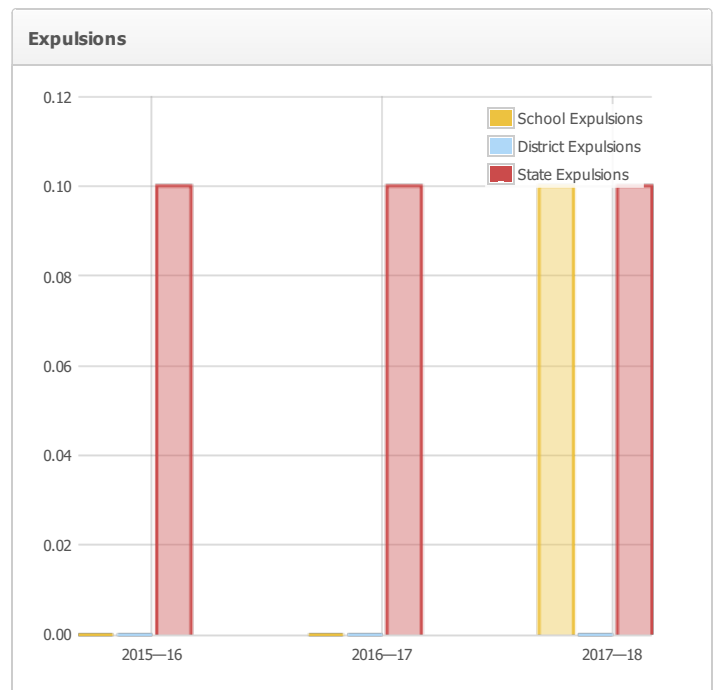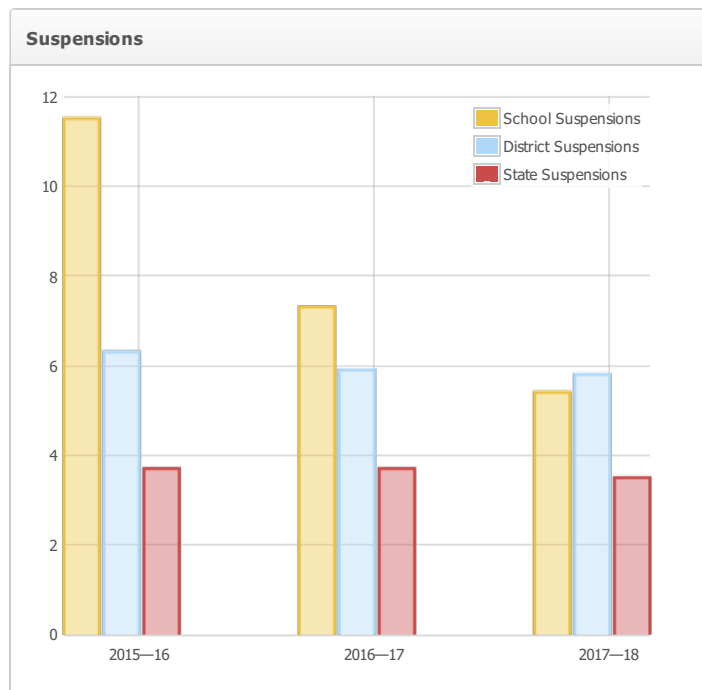
School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER),Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	32.0	5	14	26
Mathematics	29.0	10	10	24
Science	34.0	4	6	25
Social Science	34.0	2	8	34

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	28.0	6	37	8
Mathematics	26.0	14	27	9
Science	29.0	7	21	10
Social Science	29.0	9	28	15

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	28.0	13	34	14
Mathematics	27.0	8	29	11
Science	27.0	5	26	3
Social Science	28.0	7	43	5

* 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.

Last updated: 1/22/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	455.7
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	4.0	N/A
Other	0.0	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.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7879.5	$2100.3	$5779.2	$68981.0
District	N/A	N/A	$7722.4	$67686.4
Percent Difference – School Site and District	N/A	N/A	-28.8%	1.9%
State	N/A	N/A	$7125.0	$80764.0
Percent Difference – School Site and State	N/A	N/A	-12.9%	-15.7%

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

Last updated: 1/25/2019

Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

- FOLGERGRAPHICS STUDENT NEWSPAPERS
- WARDS NATURAL SCIENCE
- BAY AREA COMMUNITY RESOURCES
- ACADEMIES
- STUDY TRIPS
- HEALTH LAB SUPPLIES
- JUNIOR ACHIEVEMENT OF BAY AREA
- LOGOUP.COM RICH
- NASCO SCIENCE & MATH MODESTO
- REALITYWORKS RICH
- THE SASH COMPANY RCH
- VIMEO INC SOFTWARE
- CENGAGE LEARNING
- SCHOOL YARD RAP

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,519	$47,903
Mid-Range Teacher Salary	$67,069	$74,481
Highest Teacher Salary	$90,000	$98,269
Average Principal Salary (Elementary)	$103,642	$123,495
Average Principal Salary (Middle)	$112,513	$129,482
Average Principal Salary (High)	$126,076	$142,414
Superintendent Salary	$260,000	$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
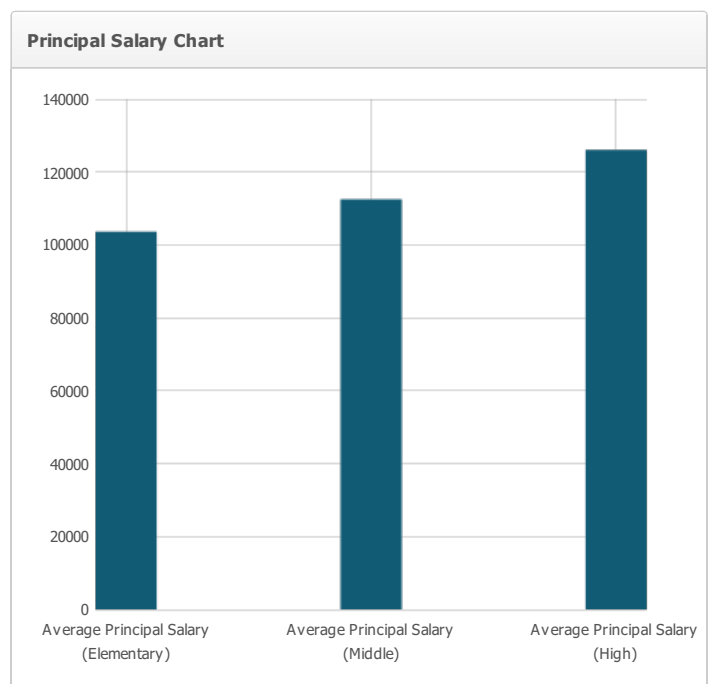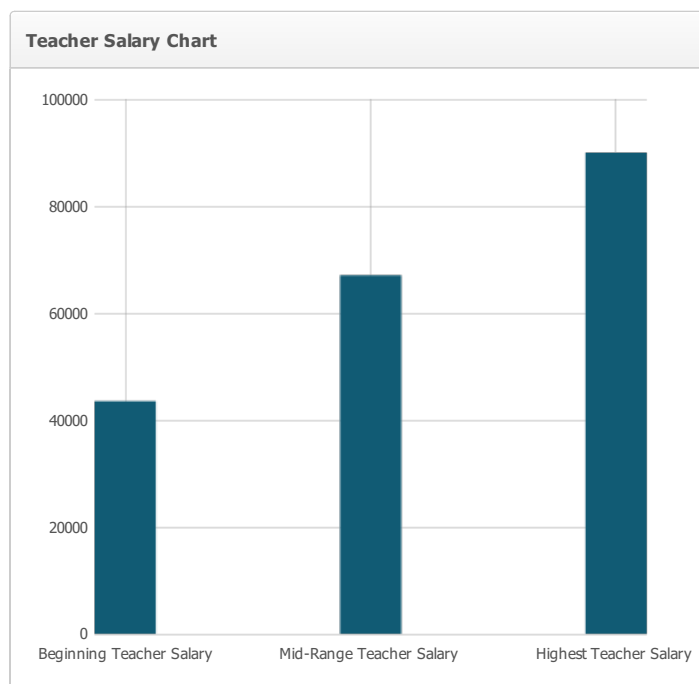
Last updated: 1/22/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	6	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	8	N/A
All Courses	18	25.5%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/22/2019

Professional Development

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.

Last updated: 1/29/2019