De Anza Senior High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 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 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 2016-17)

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	www.wccusd.net/Page/1649
CDS Code	07-61796-0732164

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

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 2015-16)

Grade Level	Number of Students
Grade 9	343
Grade 10	363
Grade 11	307
Grade 12	316
Total Enrollment	1,329

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	23.2
American Indian or Alaska Native	0.1
Asian	13.1
Filipino	7.5
Hispanic or Latino	43.6
Native Hawaiian or Pacific Islander	1.3
White	9.7
Two or More Races	1.6
Socioeconomically Disadvantaged	71.3
English Learners	16.2
Students with Disabilities	14.7
Foster Youth	0.8

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	59	48	55.33	55.33
Without Full Credential	3	4	3	3
Teaching Outside Subject Area of Competence (with full credential)	1	3	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	.80	2

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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	88.2	11.8
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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 2016-17)

Year and month in which data were collected: November 2016

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, Literature: Timeless Voices (gr 9-12) / 2001 National Geographic, Edge (ELD gr 9-12) / 2014 Houghton Mifflin Harcourt, (Intervention gr 9-12) Read 180 / 2011 Longman, Reading Rhetorically (CSU Expository Reading & Writing - gr 12) MacMillan, Bedford Introduction to Literature (AP Eng Literature) / 2013 Bedford/St. Martin's, Bedford Reader (AP Eng Language) / 2003	Yes	0%
Mathematics	Prentice Hall, CA Algebra I / 2001 Key Curriculum Press, Discovering Geometry / 2008 Key Curriculum Press, Discovering Advanced Algebra / 2004 Glencoe, Adv Mathematical Concepts (Pre-Calculus) / 2006 MacMillan, Elementary Statistics (Probability & Statistics) / 2007 Pearson, AP Calculus / 2007 Pearson, AP Statistics / 2007	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	McDougal Littell, Biology / 2008 Prentice Hall, Chemistry / 2007 Cambridge Physics Outlet, Foundations of Physics / 2004 Glencoe, Environmental Science: a study of interrelationships (Environmental Science I) / 2016 McGraw Hill, Environmental Science: a global concern (Environmental Science II) / 2012 McGraw Hill, Holes: Essentials of Human Anatomy & Physiology (Physiology) / 2006 Elsevier, The Human Body in Health & Disease (Biomedical Science) / 2014 Pearson, AP Biology / 2011 Holt McDougal, AP Chemistry / 2012 Houghton Mifflin Harcourt, Living in the Environment (AP Env Science) / 2012	Yes	0%
History-Social Science	McDougal Littell, Modern World History / 2006 McDougal Littell, The Americans (US History) / 2006 Houghton Mifflin, Economics, Concepts & Choices / 2007 Prentice Hall, Magruders American Government / 2006 Glencoe, Street Law (Journey for Justice) / 2016 Glencoe, Understanding Psychology / 2014 Glencoe McGraw Hill, AP Economics / 2012 Houghton Mifflin Harcourt, AP American Government / 2013 Bedford St. Martin's, America's History (AP US History) / 2014 McGraw Hill, Traditions & Encounters (AP World History) / 2011	Yes	0%
Foreign Language	Pearson Prentice Hall, Realidades (Spanish 1-3) / 2004 EMC/Paradigm, Aventura (Spanish 4) / 2014 Heinle, Cumbre (AP Spanish Language) / 2014 EMC/Paradigm, T'es Branche (French 1-4) / 2014	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)

<table>
<tr><td colspan="5">School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: July 2016</td></tr>
<tr><td rowspan="2">System Inspected</td><td colspan="3">Repair Status</td><td rowspan="2">Repair Needed and
Action Taken or Planned</td></tr>
<tr><td>Good</td><td>Fair</td><td>Poor</td></tr>
<tr><td>Systems: Gas Leaks, Mechanical/HVAC, Sewer</td><td>X</td><td></td><td></td><td>Replace thermostat cover by speed line</td></tr>
<tr><td>Interior: Interior Surfaces</td><td></td><td>X</td><td></td><td>Repair linoleum in cafeteria
Remove graffiti from boys restroom mirrors</td></tr>
<tr><td>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</td><td>X</td><td></td><td></td><td>Remove graffiti from boys restroom mirrors</td></tr>
<tr><td>Electrical: Electrical</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Restrooms/Fountains: Restrooms, Sinks/ Fountains</td><td></td><td></td><td>X</td><td>Low pressure on drinking fountain by textbook room
Repair stall hinges in boys and girls restrooms by 5-105, boys and girls restrooms by 7-206, and boys cafeteria restroom
Re-screw stall door latch in girls cafeteria restroom</td></tr>
<tr><td>Safety: Fire Safety, Hazardous Materials</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>Structural: Structural Damage, Roofs</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</td><td>X</td><td></td><td></td><td>Re-fasten exterior door holders</td></tr>
</table>

Overall Facility Rating (Most Recent Year)

<table>
<tr><td colspan="5">Year and month of the most recent FIT report: July 2016</td></tr>
<tr><td rowspan="2">Overall Rating</td><td>Exemplary</td><td>Good</td><td>Fair</td><td>Poor</td></tr>
<tr><td></td><td>X</td><td></td><td></td></tr>
</table>

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	38	29	33	35	44	48
Mathematics	10	13	23	25	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	293	280	95.6	28.5
Male	11	155	149	96.1	23.6
Female	11	138	131	94.9	34.1
Black or African American	11	54	50	92.6	22.4
Asian	11	34	34	100.0	32.4
Filipino	11	26	25	96.2	56.0
Hispanic or Latino	11	144	140	97.2	23.7
White	11	27	23	85.2	40.9
Socioeconomically Disadvantaged	11	207	201	97.1	23.5
English Learners	11	45	43	95.6	2.4
Students with Disabilities	11	47	42	89.4	7.3

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	293	278	94.9	12.7
Male	11	155	147	94.8	15.3
Female	11	138	131	94.9	9.9
Black or African American	11	54	51	94.4	11.8
Asian	11	34	34	100.0	20.6
Filipino	11	26	25	96.2	28.0
Hispanic or Latino	11	144	137	95.1	8.1
White	11	27	23	85.2	14.3
Socioeconomically Disadvantaged	11	207	201	97.1	9.5
English Learners	11	45	41	91.1	
Students with Disabilities	11	47	41	87.2	4.9

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	47	51	29	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	363	339	93.4	28.9
Male	192	174	90.6	29.3
Female	171	165	96.5	28.5
Black or African American	87	76	87.4	14.5
Asian	55	52	94.6	42.3
Filipino	25	24	96.0	50.0
Hispanic or Latino	159	151	95.0	27.8
White	29	29	100.0	31.0
Socioeconomically Disadvantaged	262	243	92.8	24.3
English Learners	63	56	88.9	16.1
Students with Disabilities	51	45	88.2	8.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)

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 2015-16)

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 (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	96.92
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	38.4

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	14.1	18	46.8

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 (School Year 2016-17)

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		
	2012-13	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**	**2012-13**	**2013-14**	**2014-15**
Dropout Rate	17.20	7.70	4.60	13.30	14.60	7.20	11.40	11.50	10.70
Graduation Rate	77.27	82.05	87.87	79.88	77.68	84.74	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	**District**	**State**
All Students	93	88	86
Black or African American	92	87	78
American Indian or Alaska Native	0	20	78
Asian	100	100	93
Filipino	96	95	93
Hispanic or Latino	85	85	83
Native Hawaiian/Pacific Islander	100	72	85
White	95	90	91
Two or More Races	100	85	89
Socioeconomically Disadvantaged	47	56	66
English Learners	60	63	54
Students with Disabilities	33	46	78

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		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Suspensions	10.5	10.4	11.4	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

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.

Federal Intervention Program (School Year 2016-17)

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	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	29	13	13	27	33	5	11	36	30	6	15	26
Mathematics	28	10	11	18	29	11	12	21	28	12	11	23
Science	29	6	11	19	32	3	11	19	33	4	7	25
Social Science	32	4	6	18	30	6	11	18	32	7		32

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	422
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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	7471.19	3676.55	3794.64	98122.25
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-40.8	50.8
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-33.2	29.4

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at De Anza High School include:

CENTRAL SUPPLEMNTL/CONCENTRATION
EDUCATION PROTECTION ACCOUNT
SCHOOL IMPROVEMENT GRANT
SP ED IDEA BASIC LOCAL ENTITL
CPA - CALIF PARTNRSHP ACADEMY
SPECIAL ED - E
PARTNERSHIP ACADEMY
ONGOING & MAJOR MAINT ACCOUNT
PARCEL TAX
ROC P
MISC DONATIONS
SITE SUPPLEMNTL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,699	$45,092
Mid-Range Teacher Salary	$59,640	$71,627
Highest Teacher Salary	$79,951	$93,288
Average Principal Salary (Elementary)	$91,385	$115,631
Average Principal Salary (Middle)	$96,869	$120,915
Average Principal Salary (High)	$108,183	$132,029
Superintendent Salary	$231,795	$249,537
Percent of Budget for Teacher Salaries	31%	37%
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 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
English	2	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	4	N/A
All courses	10	.1

Cells with N/A values do not require data.

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

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.