De Anza High

California Department of Education

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

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 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 2017-18)

District Contact Information (School Year 2017-18)	
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 2017-18)	
School Name	De Anza High
Street	5000 Valley View Road
City, State, Zip	Richmond, Ca, 94803-2599
Phone Number	510-231-1440
Principal	Summer Sigler, Principal
E-mail Address	ssigler@wccusd.net
Web Site	https://www.wccusd.net/site/Default.aspx?PageID=16
County-District-School (CDS) Code	07617960732164

Last updated: 11/21/2017

School Description and Mission Statement (School Year 2017-18)

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: 1/17/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	356
Grade 10	343
Grade 11	344
Grade 12	288
Total Enrollment	1331
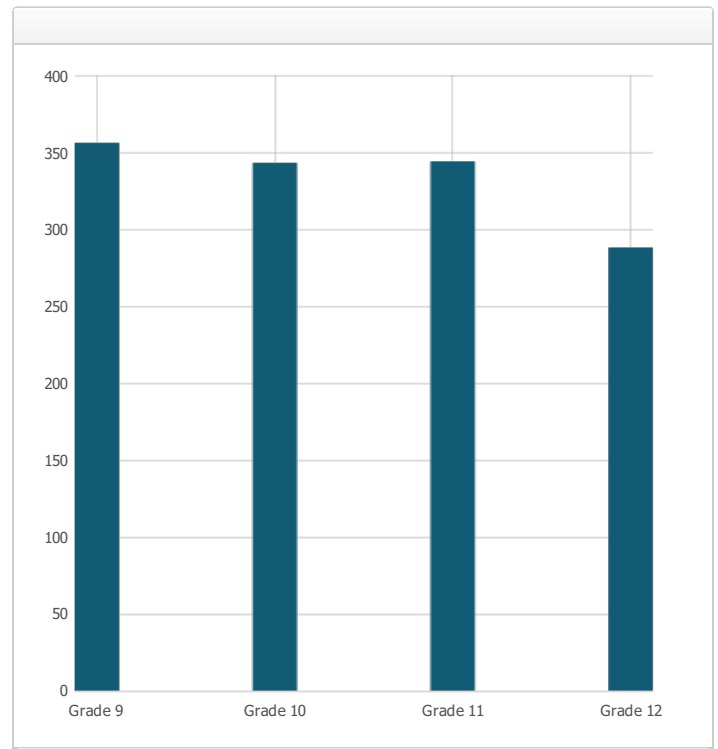
Last updated: 1/25/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	21.2 %
American Indian or Alaska Native	0.2 %
Asian	13.1 %
Filipino	7.9 %
Hispanic or Latino	44.9 %
Native Hawaiian or Pacific Islander	0.9 %
White	9.6 %
Two or More Races	2.0 %
Other	0.2 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	71.3 %
English Learners	18.3 %
Students with Disabilities	15.6 %
Foster Youth	0.5 %

Last updated: 1/25/2018

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	48	55	55	1192
Without Full Credential	4	3	11	155
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	0	2	14
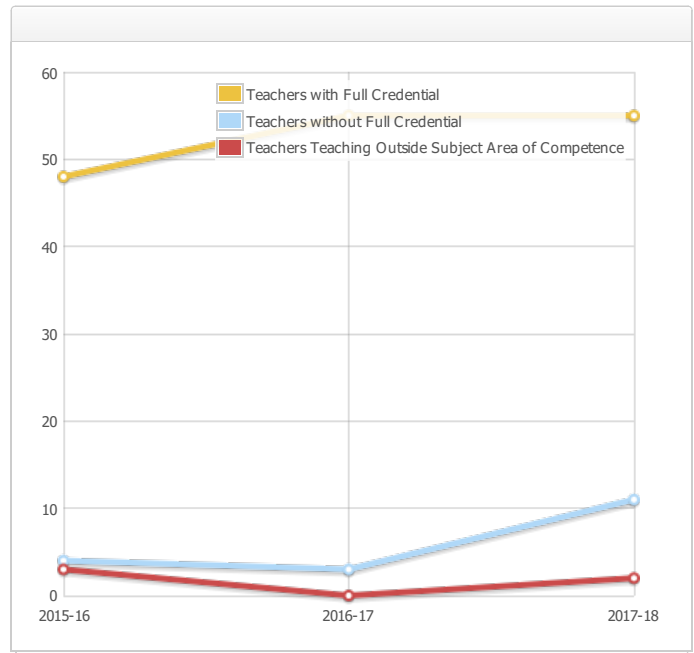
Last updated: 1/25/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	2	0
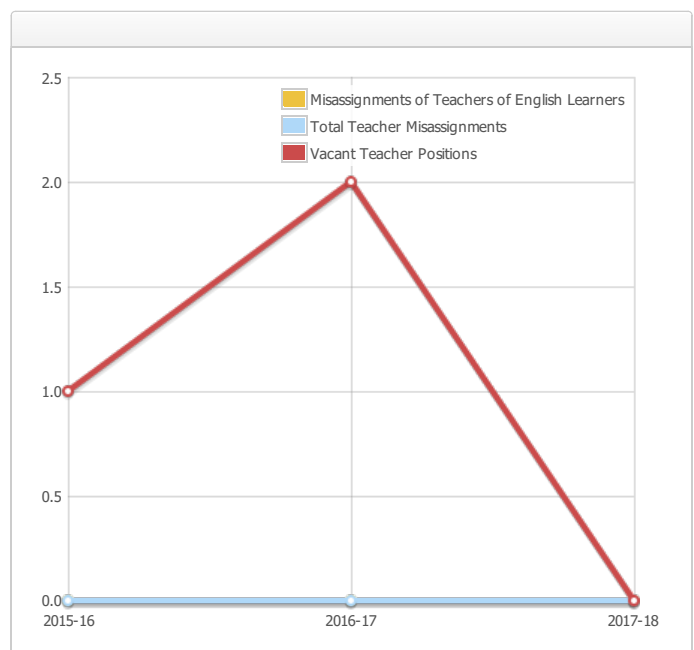
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/19/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

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 National Geographic: Edge, (ELD) c2014 - adopted 2014 Scholastic: Read 180, (Intervention) c2011 - adopted 2011 Bedford Freeman Worth: Everything's an Argument, (AP English Language) 7th ed., c2016 MacMillan: The Bedford Introduction to Literature, (AP English Literature) 10th ed., c2013 Longman: Reading Rhetorically, (CSU Expository Reading & Writing) 4th ed., c2014 National Textbook Co: African American Literature: an anthology (African Amer Lit), c1999 Warner Books: Bless Me, Ultima (Mex-Amer Lit), c1972		0.0 %
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Key Curriculum Press Discovering Geometry, c2008 Key Curriculum Press Discovering Algebra 2, c2004 Glencoe McGraw Hill Advanced Mathematical Concepts, (Pre-Calculus) c2006 Pearson: AP Calculus: Graphical, Numerical, Algebraic, (AP Calculus) 3rd ed, c2007 MacMillan McGraw Hill: Elementary Statistics: a Step-by-Step approach, (Probability & Statistics) 6th ed., c2007		0.0 %
Science	McDougal Littell Biology, c2008 Prentice Hall Chemistry, c2007 Cambridge Physics Outlet Foundations of Physics, (Physics) c2004 Pearson: Campbell AP Biology, (AP Biology) 9th ed, c2011 Cengage: AP Chemistry, (AP Chemistry) 10th ed, c2018 Glencoe: Environmental Science: a study of Interrelationships, (Environmental Science I) 14th ed., c2016 McGraw Hill: Environmental Science - a Global Concern, (Environmental Science II) 12th ed., c2012 McGraw Hill: Holes Essentials of Human Anatomy & Physiology, (Physiology) 9th ed., c2006 Elsevier/Mosby - The Human Body in Health & Disease (Biomedical Science), c2014		0.0 %
History-Social Science	Glencoe World Geography & Cultures, (Foundations of Cultural Geography) c2008 McDougal Littell Modern World History, (World History) c2006 McDougal Littell, Americans: Reconstruction to the 21st Century, (US History) c2006 McDougal Littell Magruders American Government, (American Government) c2006 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008 Cengage: AP American Government, (AP American Government) 13th ed, c2013 Glencoe McGraw Hill: AP Economics, (AP Economics) 19th ed, c2012 Glencoe McGraw Hill: Understanding Psychology (Psychology, c2014 Worth: Myers' Psychology, (AP Psychology) 2nd ed, 2014 Bedford/St. Martin's: America's History, (AP US History) 8th ed., c2014 McGraw Hill: Traditions & Encounters, (AP World History) 5th ed., 2011		0.0 %
Foreign Language	EMC T'es Branche, (French 1-4) c2014 - adopted 2014 Prentice Hall Realidades, (Spanish 1-3) c2004 - adopted 2004 EMC Aventura, (Spanish 4) 2nd ed., c2013 Heinle: Cumbre, (AP Spanish Language) 1st ed., c2014 McDougal Littell: Abriendo puertas (AP), Tomo II; antologia de literature en espanol (AP Spanish Literature, c2003 Wiley: Nuevos Mundos, (Spanish for Spanish Speakers I) 3rd ed., c2012		0.0 %
Health	N/A		0.0 %
Visual and Performing			0.0 %

Arts	N/A		
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

WCCUSD takes great efforts 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: 1/23/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The following action/s was/will be taken to ensure: There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. The HVAC system is operable. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Fair	Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. The following action/s was/will be taken to ensure: There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Good	The following action/s was/will be taken to ensure: There is no evidence that any portion of the school has a power failure. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	The following action/s was/will be taken to ensure: The fire sprinklers appear to be in working order (e.g., there are no

missing or
damaged sprinkler heads).
Emergency alarms appear to be
functional.
Emergency exit signs function as
designed, exits are unobstructed.

Hazardous chemicals, chemical
waste, and flammable materials are
stored properly (e.g. locked and
labeled properly).

Structural: Structural Damage, Roofs	Good	The following action/s was/will be taken to ensure: Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. The following action/s was/will be taken to ensure: There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Good

Last updated: 1/23/2018

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 (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	29%	34%	35%	35%	48%	48%
Mathematics (grades 3-8 and 11)	13%	11%	25%	25%	36%	37%

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: 1/25/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	329	315	95.74%	34.39%
Male	165	156	94.55%	30.13%
Female	164	159	96.95%	38.61%
Black or African American	72	69	95.83%	20.29%
American Indian or Alaska Native				
Asian	55	52	94.55%	59.62%
Filipino	27	27	100.00%	51.85%
Hispanic or Latino	145	137	94.48%	27.94%
Native Hawaiian or Pacific Islander	--	--	--	
White	22	22	100.00%	36.36%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	232	220	94.83%	34.25%
English Learners	82	77	93.90%	19.74%
Students with Disabilities	43	39	90.70%	
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: 1/25/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	329	313	95.14%	--
Male	165	156	94.55%	
Female	164	157	95.73%	12.10%
Black or African American	72	69	95.83%	
American Indian or Alaska Native				
Asian	55	52	94.55%	30.77%
Filipino	27	27	100.00%	18.52%
Hispanic or Latino	145	136	93.79%	
Native Hawaiian or Pacific Islander	--	--	--	
White	22	21	95.45%	23.81%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	232	218	93.97%	
English Learners	82	76	92.68%	
Students with Disabilities	43	38	88.37%	
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: 1/25/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	51.0%	29.0%	46.0%	40.0%	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.

Note:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/25/2018

Career Technical Education Programs (School Year 2016-17)

List of CTE programs:

Introduction to Healthcare Careers DE
Life Skills for Healthcare Student DE
Health Science Emergency Medicine P
Hospital Health Services 2 ROP
Internet Engineering 1 P
Digital Arts Web Design I ROP
Internet Engineering 2 P
Digital Arts Designs the Web1 P

Last updated: 12/4/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	334
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	36.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	19.0%

Last updated: 12/4/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	96.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	34.8%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	25.8%	21.2%	27.3%

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: 1/25/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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: The African American Site Advisory Team, 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

Last updated: 1/17/2018

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)

	School			District			State		
Indicator	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	7.7%	4.6%	2.6%	14.6%	7.2%	8.7%	11.5%	10.7%	9.7%
Graduation Rate	82.1%	87.9%	89.8%	77.7%	84.7%	83.1%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
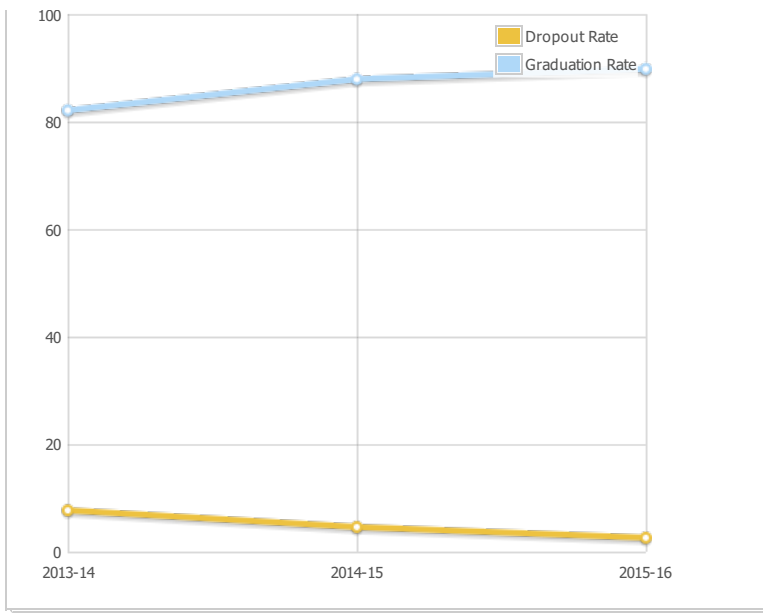
Last updated: 1/25/2018

Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

| Student Group	School	District	State
All Students	88.3%	84.9%	87.1%
Black or African American	83.3%	78.7%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	94.6%	94.7%	94.4%
Filipino	100.0%	97.2%	93.8%
Hispanic or Latino	87.9%	83.2%	84.6%
Native Hawaiian or Pacific Islander	100.0%	100.0%	86.6%
White	77.4%	84.5%	91.0%
Two or More Races	100.0%	93.8%	90.6%
Socioeconomically Disadvantaged	92.0%	85.0%	85.5%
English Learners	69.1%	60.9%	55.4%
Students with Disabilities	62.5%	61.4%	63.9%
Foster Youth	75.0%	68.8%	68.2%

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

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	10.3%	11.5%	7.3%	6.2%	6.3%	5.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
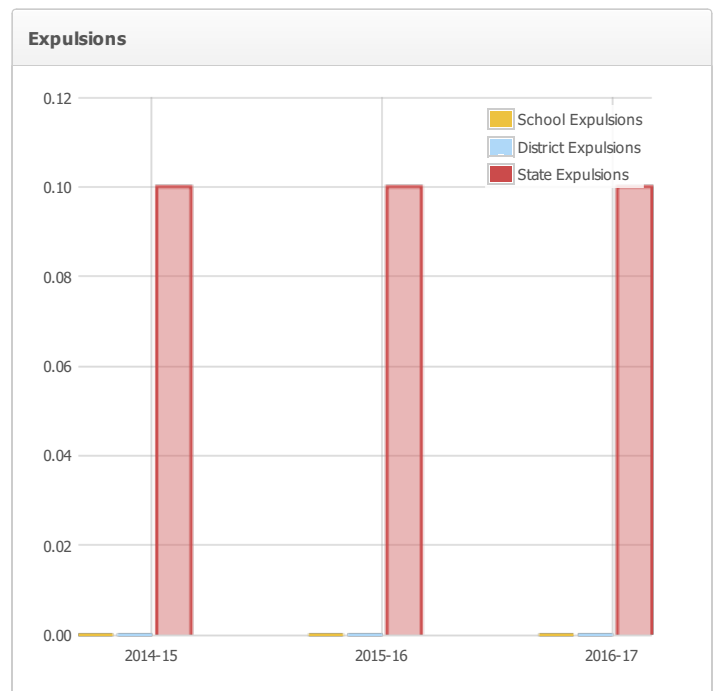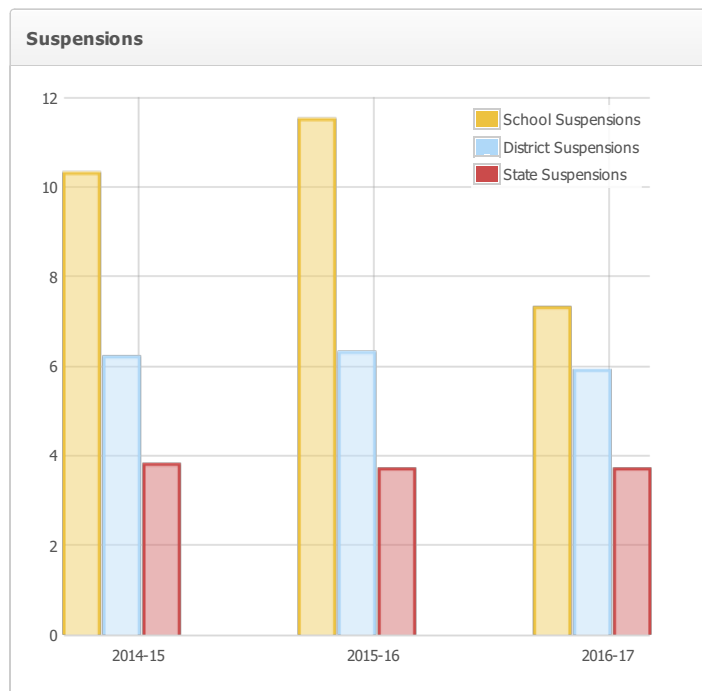
School Safety Plan (School Year 2017-18)

Last revised 2/2/2016 by Elizabeth Montes-Nation

Safety Plan Overview: The emergency organizational structure identified in the school site's plan is consistent with the federally mandated National Incident Management System (SIMS), and the State of California's Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System.
Preparedness efforts include the assignment of Disaster Service Workers and their responsibilities, routine earthquake and fire drills, review of Emergency Response roles/actions, evacuation procedures, as well as bomb threat procedures, reunification procedures, provision of emergency supplies, exercise drills such as lockdowns and shelter-in-place, and WCCUSD's Guidelines for Threat Assessment and Management Process.

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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	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	60.6%

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Secondary)

| | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	33.0	5	11	36	32.0	5	14	26	28.0	6	37	8
Mathematics	29.0	11	12	21	29.0	10	10	24	26.0	14	27	9
Science	32.0	3	11	19	34.0	4	6	25	29.0	7	21	10
Social Science	30.0	6	11	18	34.0	2	8	34	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.

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	441.0
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	0.6	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.7	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: 1/19/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$24478.7	$14619.1	$9859.6	$65078.8
District	N/A	N/A	$10107.3	$61169.5
Percent Difference – School Site and District	N/A	N/A	-2.5%	6.2%
State	N/A	N/A	$6574.0	$79228.0
Percent Difference – School Site and State	N/A	N/A	40.0%	-19.6%

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

Last updated: 1/18/2018

Types of Services Funded (Fiscal Year 2016-17)

- COLLEGE GOING CULTURE

- EXTRA CURRICULAR SITE ALLOCATION

- FULL SERVICE COMMUNITY - WHOLE CHILD

- HEALTH SPORTS ACADEMY

- INFORMATION TECHNOLOGY ACADEMY

- LAW ACADEMY

- LEARNING CENTERS - RESPONSE TO INTERVENTION

- PARENT ENGAGEMENT

- SCHOOL CLIMATE-WHOLE CHILD

- SCHOOL SUPPORT - EXTRA CURRICULAR

- VISUAL & PERFORMING ARTS - WHOLE CHILD

- WHOLE SCHOOL ENRICHMENT

Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,021	$47,808
Mid-Range Teacher Salary	$63,219	$73,555
Highest Teacher Salary	$84,748	$95,850
Average Principal Salary (Elementary)	$95,040	$120,448
Average Principal Salary (Middle)	$100,743	$125,592
Average Principal Salary (High)	$112,510	$138,175
Superintendent Salary	$231,795	$264,457
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 http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart	Principal Salary Chart
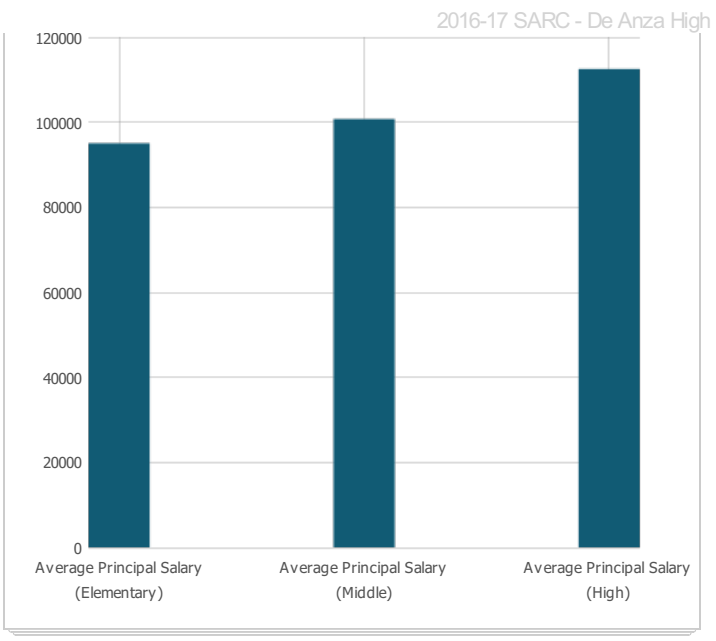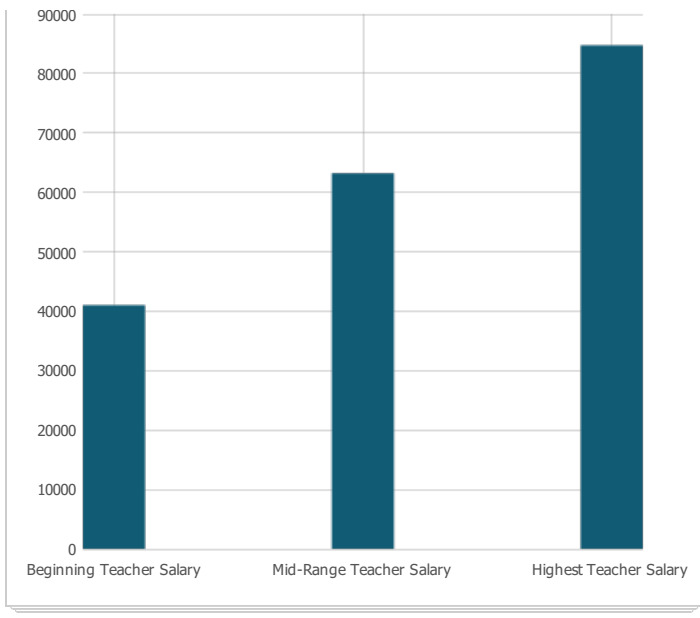
Last updated: 1/25/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	4	N/A
All Courses	10	23.9%

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

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

Last updated: 1/25/2018

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: 1/17/2018