# De Anza Senior High School
## School Accountability Report Card
## Reported Using Data from the 2013-14 School Year
### Published During 2014-15

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

• For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

• View this SARC online at the school and/or LEA Web sites.

• 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 and community members should contact the school principal or the district office.

## About This School

**Contact Information (Most Recent Year)**

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

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

**School Description and Mission Statement (Most Recent Year)**

**The De Anza Senior High School Vision Satement:**
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, prepares all students for graduation and the career path of their choice.

**The De Anza Schoolwide 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. During the 2011-12 school year De Anza has an enrollment of approximately 1300 students in grades 9-12. The school population is comprised of 43% Latino, 27% Afican American, 10% White, 8% Asian, and 8% Filipino. 73% are eligible for and receive free or reduced price meals. 18% 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 now has a new Air Force ROTC program. The DAHS family-- students, parents, teachers, administrators, and community collaborate to make our high school a positive place to 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 neccesary 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 2013-14)**

| Grade Level | Number of Students |
|---|---|
| Grade 9 | 321 |
| Grade 10 | 335 |
| Grade 11 | 261 |
| Grade 12 | 207 |
| Total Enrollment | 1,124 |

**Student Enrollment by Group (School Year 2013-14)**

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 24.7 |
| American Indian or Alaska Native | 0.3 |
| Asian | 11.8 |
| Filipino | 7.0 |
| Hispanic or Latino | 43.6 |
| Native Hawaiian or Pacific Islander | 1.2 |
| White | 10.7 |
| Two or More Races | 0.6 |
| Socioeconomically Disadvantaged | 72.6 |
| English Learners | 15.6 |
| Students with Disabilities | 13.0 |

# 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 |
|---|---|---|---|---|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| **With Full Credential** | 45 | 51 | 59 | 59 |
| **Without Full Credential** | 4 | 2 | 3 | 3 |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0 | 0 | 1 | 1 |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|
| **Misassignments of Teachers of English Learners** | 0 | 0 | 0 |
| **Total Teacher Misassignments *** | 0 | 0 | 0 |
| **Vacant Teacher Positions** | 0 | 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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| **This School** | 92.27 | 7.73 |
| **All Schools in District** | 95.82 | 4.18 |
| **High-Poverty Schools in District** | 95.70 | 4.30 |
| **Low-Poverty Schools in District** | 99.07 | 0.93 |

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 2014-15)**

**Year and month in which data were collected:**

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

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Selected Novels for each grade level. Prentice Hall Literature: Timeless Voices – Gold (English 1); Prentice Hall Literature, Timeless Voices – Platinum (English 2); Prentice Hall Literature – Ruby (English 3); Prentice Hall Literature, Diamond; Prentice Hall Writing & Grammar  grades ELD: High Point Reading Intervention: READ 180. | Yes | 0% |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| Mathematics | Prentice Hall, Algebra 1 y Addison Wesley, Algebra (Algebra 1); Key Curriculum Advanced Algebra (Algebra 2); Key Curriculum Geometry, Geometry; Glencoe Advanced Mathematical Concepts (Math Analysis); Prentice Hall, Calculus. | Yes | 0% |
| Science | Cambridge Physics Outlet (CPO) High School Chemistry: Prentice Hall Chemistry High School Biology:MCDougal Littel Biology Prentice Hall: Biology Pearson Ed: Biology (AP class) Prentice Hall: Exploring Physical Science (AP) Prentice Hall: Environmental Science (AP class) | Yes | 0% |
| History-Social Science | World Geography and Cultures, Glencoe, Cultural Geography High School World History: The Modern World McDougal Littell High School US History: The Amercias McDougal Littell High School Economics: McDougal ittell Economics 2007 edition Prentice Hall Magrudar's American Goverment, American Goverment. | Yes | 0% |
| Foreign Language | EMC/Paradigm Publishing: T'es Branche (French 1,2,3) Aventura (Spanish 4) Pearson Prentice Hall: Realidades (Spanish 1,2,3) | Yes | 0% |
| Science Laboratory Equipment (grades 9-12) | Laboratory equipment is provided to meet the needs of all high school classes in science | | 0% |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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

**School Facility Good Repair Status (Most Recent Year)**

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014 | | | | |
|---|---|---|---|---|
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | [X] | [ ] | [ ] | |
| **Interior:** Interior Surfaces | [X] | [ ] | [ ] | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | [X] | [ ] | [ ] | |
| **Electrical:** Electrical | [X] | [ ] | [ ] | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | [X] | [ ] | [ ] | |
| **Safety:** Fire Safety, Hazardous Materials | [X] | [ ] | [ ] | |

| School Facility Good Repair Status (Most Recent Year)<br>Year and month in which data were collected: July 2014 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and<br>Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **Structural:**<br>Structural Damage, Roofs | [X] | [ ] | [ ] | |
| **External:**<br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | [X] | [ ] | [ ] | |

**Overall Facility Rating (Most Recent Year)**

| | **Exemplary** | **Good** | **Fair** | **Poor** |
|---|---|---|---|---|
| **Overall Rating** | [X] | [ ] | [ ] | [ ] |

# B. Pupil Outcomes

## State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

- The Academic Performance Index; and

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

**California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)**

| **Subject** | **Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards)** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | **School** | | | **District** | | | **State** | | |
| | **2011-12** | **2012-13** | **2013-14** | **2011-12** | **2012-13** | **2013-14** | **2011-12** | **2012-13** | **2013-14** |
| **Science (grades 5, 8, and 10)** | 54 | 50 | 48 | 45 | 47 | 49 | 60 | 59 | 60 |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

| Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| **All Students in the LEA** | 49 |
| **All Student at the School** | 48 |
| **Male** | 47 |
| **Female** | 48 |
| **Black or African American** | 40 |
| **American Indian or Alaska Native** | |
| **Asian** | 55 |
| **Filipino** | 67 |
| **Hispanic or Latino** | 43 |
| **Native Hawaiian or Pacific Islander** | |
| **White** | 59 |
| **Two or More Races** | |
| **Socioeconomically Disadvantaged** | 45 |
| **English Learners** | 3 |
| **Students with Disabilities** | 25 |
| **Students Receiving Migrant Education Services** | |

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

**Standardized Testing and Reporting Results for All Students (Three-Year Comparison)**

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| **English-Language Arts** | 34 | 35 | 39 | 41 | 43 | 42 | 54 | 56 | 55 |
| **Mathematics** | 13 | 13 | 9 | 37 | 38 | 38 | 49 | 50 | 50 |
| **History-Social Science** | 27 | 30 | 28 | 28 | 30 | 32 | 48 | 49 | 49 |

Note: STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks (Three-Year Comparison)**

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|---|---|---|---|
| **Statewide** | 2 | 2 | 2 |
| **Similar Schools** | 8 | 8 | 5 |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

**Academic Performance Index Growth by Student Group (Three-Year Comparison)**

| Group | Actual API Change | | |
|---|---|---|---|
| | **2010-11** | **2011-12** | **2012-13** |
| **All Students at the School** | 29 | 11 | 3 |
| **Black or African American** | 25 | 24 | 8 |
| **American Indian or Alaska Native** | | | |
| **Asian** | | | |
| **Filipino** | | | |
| **Hispanic or Latino** | 32 | 21 | -14 |
| **Native Hawaiian/Pacific Islander** | | | |
| **White** | | | |
| **Two or More Races** | | | |
| **Socioeconomically Disadvantaged** | 26 | 22 | 1 |
| **English Learners** | 18 | -46 | 19 |
| **Students with Disabilities** | -3 | -14 | 47 |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

**Career Technical Education Programs (School Year 2013-14)**

Computer Applications
Computer Hardware
Web Design
Wood 1
3-D Digital Art

**Career Technical Education Participation (School Year 2013-14)**

| Measure | CTE Program Participation |
|---|---|
| **Number of pupils participating in CTE** | 95% |
| **% of pupils completing a CTE program and earning a high school diploma** | 87% |
| **% of CTE courses sequenced or articulated between the school and institutions of postsecondary education** | 73% |

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

| UC/CSU Course Measure | Percent |
|---|---|
| **2013-14 Students Enrolled in Courses Required for UC/CSU Admission** | 76.32 |
| **2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission** | 35.10 |

## State Priority: Other Pupil Outcomes

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

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

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

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| **English-Language Arts** | 41 | 41 | 40 | 42 | 42 | 35 | 56 | 57 | 56 |
| **Mathematics** | 39 | 38 | 34 | 40 | 41 | 35 | 58 | 60 | 62 |

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

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)**

| Group | English-Language Arts | | | Mathematics | | |
|---|---|---|---|---|---|---|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| **All Students in the LEA** | 57 | 24 | 19 | 57 | 28 | 15 |
| **All Students at the School** | 60 | 25 | 15 | 66 | 24 | 10 |
| **Male** | 65 | 23 | 12 | 67 | 24 | 9 |
| **Female** | 55 | 27 | 18 | 65 | 24 | 10 |
| **Black or African American** | 79 | 13 | 8 | 77 | 20 | 3 |
| **American Indian or Alaska Native** | | | | | | |
| **Asian** | 44 | 44 | 11 | 44 | 39 | 17 |
| **Filipino** | 29 | 29 | 41 | 41 | 24 | 35 |
| **Hispanic or Latino** | 63 | 25 | 12 | 72 | 24 | 4 |
| **Native Hawaiian or Pacific Islander** | | | | | | |
| **White** | 44 | 33 | 22 | 51 | 26 | 23 |
| **Two or More Races** | | | | | | |
| **Socioeconomically Disadvantaged** | 65 | 24 | 11 | 70 | 22 | 8 |
| **English Learners** | 98 | 2 | | 93 | 7 | |
| **Students with Disabilities** | 95 | 5 | | 92 | 8 | |
| **Students Receiving Migrant Education Services** | | | | | | |

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

**California Physical Fitness Test Results (School Year 2013-14)**

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| **9** | 24.8 | 26.2 | 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.

# C. Engagement

## State Priority: Parental Involvement

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

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

**Opportunities for Parental Involvement (Most Recent Year)**

PARENT-TEACHER ASSOCIATION (PTA) and/OR PARENT GROUP ACTIVITIES
- Freshman Orientation
- Student Scholarships
- Visions, student poetry magazine
- School Improvement Projects
- Teacher Appreciation
- College Night/Career Center
- Awards Night
- WASC Focus Groups
- .    Parent Cooking Classes
- Parent Dance Classes
- .    ELAC
- Academic Night
- Academy Advisory Committee
- SIG  Parent Committee
- Athletic Booster Committee
- Food Bank

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).

Parent Teacher Student Association (PTSA) is a parent led organization for the support of the students and staff of De Anza Senior High School.

## 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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate | 17.8 | 11.7 | 17.2 | 18.1 | 18.2 | 13.3 | 14.7 | 13.1 | 11.4 |
| Graduation Rate | 75.56 | 76.11 | 77.27 | 76.99 | 75.72 | 79.88 | 77.14 | 78.87 | 80.44 |

**Completion of High School Graduation Requirements (Graduating Class of 2013)**

| Group | Graduating Class of 2013 | | |
|---|---|---|---|
| | School | District | State |
| **All Students** | 78.65 | 80.48 | 84.56 |
| **Black or African American** | 67.92 | 73.72 | 75.90 |
| **American Indian or Alaska Native** | 0.00 | 62.50 | 77.82 |
| **Asian** | 96.00 | 92.72 | 92.94 |
| **Filipino** | 64.29 | 91.24 | 92.20 |
| **Hispanic or Latino** | 88.46 | 77.11 | 80.83 |
| **Native Hawaiian/Pacific Islander** | 100.00 | 75.00 | 84.06 |
| **White** | 55.00 | 88.44 | 90.15 |
| **Two or More Races** | 0.00 | 300.00 | 89.03 |
| **Socioeconomically Disadvantaged** | 78.45 | 77.61 | 82.58 |
| **English Learners** | 63.16 | 61.71 | 53.68 |
| **Students with Disabilities** | 45.71 | 62.26 | 60.31 |

## 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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| **Suspensions** | 34.9 | 20.8 | 10.5 | 10.8 | 10.2 | 6.6 | 5.7 | 5.1 | 4.4 |
| **Expulsions** | 0.1 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

**School Safety Plan (Most Recent Year)**

The safety committee meets monthly. The master safety plan includes procedures for fire evacuation, shelter in place, and disaster drills. The plan also includes a chain of command for specific events.

De Anza has a Campus Crisis Team. We are in the process of expanding that team to include members from food service within it. At this time it consist 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 where camera monitors of the campus are nearby and all information flow is directed from there. If that area is in danger the back up 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. Because of our recent and ongoing construction we have had to adapt, and adjust our plan each year to fit the continuing growth area of our new campus. Our Crisis Management Plan is kept on the bottom shelf in the Principal's cabinet at all times. It is very detailed, and explains how to handle each problem step by step.

**De Anza High School Safety Drills:**
Fire Drill- 8 per Year: 80% of students evacuate to the Football Field and line up on the yard lines 5 yards apart. We use the red/green card protocol. 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: We use two type of lockdown systems. 1. Level one- Intruder alert: Locked doors, students/teachers away from windows down on the floor, halls cleared, isolate the danger area, and command center set-up. Level two- Instruction still taking place, however doors locked and students not allowed out of class.

Shelter in place is done 1-2 times a year.

## D. Other SARC Information

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

**Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)**

| AYP Criteria | School | District |
|---|---|---|
| **Made AYP Overall** | No | |
| **Met Participation Rate: English-Language Arts** | Yes | |
| **Met Participation Rate: Mathematics** | Yes | |
| **Met Percent Proficient: English-Language Arts** | No | |
| **Met Percent Proficient: Mathematics** | No | |
| **Met Graduation Rate (if applicable)** | No | |

**Federal Intervention Program (School Year 2014-15)**

| 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** | --- | 23 |
| **Percent of Schools Currently in Program Improvement** | --- | 82.1 |

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

**Average Class Size and Class Size Distribution (Secondary)**

| Subject | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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** | 27.4 | 7 | 19 | 10 | 24 | 23 | 15 | 15 | 29 | 13 | 13 | 27 |
| **Mathematics** | 27.8 | 8 | 8 | 10 | 28 | 7 | 11 | 15 | 28 | 10 | 11 | 18 |
| **Science** | 29.3 | 3 | 9 | 11 | 28 | 7 | 10 | 17 | 29 | 6 | 11 | 19 |
| **Social Science** | 31.5 | 3 | 10 | 11 | 31 | 5 | 13 | 19 | 32 | 4 | 6 | 18 |

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

**Academic Counselors and Other Support Staff (School Year 2013-14)**

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| **Academic Counselor** | 3 | 433 |
| **Counselor (Social/Behavioral or Career Development)** | 0 | --- |
| **Library Media Teacher (Librarian)** | 1 | --- |
| **Library Media Services Staff (Paraprofessional)** | 0 | --- |
| **Psychologist** | .35 | --- |
| **Social Worker** | | --- |
| **Nurse** | | --- |
| **Speech/Language/Hearing Specialist** | .30 | --- |
| **Resource Specialist** | 2.00 | --- |
| **Other** | 0 | --- |

Note: Cells with "---" 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 2012-13)**

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|---|---|---|---|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| **School Site** | $7,729.84 | $3,423.18 | $4,306.66 | $46,152.56 |
| **District** | --- | --- | $5,547.14 | $57,253 |
| **Percent Difference: School Site and District** | --- | --- | -22.4 | -16.2 |
| **State** | --- | --- | $4,690 | $70,720 |
| **Percent Difference: School Site and State** | --- | --- | -22.2 | -33.8 |

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

Programs and services available at De Anza School include:
- SIG-Grant
- VAPA- supplement
- A/M/PE- Drama/Theatre
- A/M/PE- Dance
- Gifted & Talented Ed-E
- LCAP

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $36,777 | $41,761 |
| **Mid-Range Teacher Salary** | $56,678 | $66,895 |
| **Highest Teacher Salary** | $75,980 | $86,565 |
| **Average Principal Salary (Elementary)** | $87,412 | $108,011 |
| **Average Principal Salary (Middle)** | $92,657 | $113,058 |
| **Average Principal Salary (High)** | $103,480 | $123,217 |
| **Superintendent Salary** | $227,250 | $227,183 |
| **Percent of Budget for Teacher Salaries** | 31 | 38 |
| **Percent of Budget for Administrative Salaries** | 5 | 5 |

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

**Advanced Placement Courses (School Year 2013-14)**

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---|---|---|
| Computer Science | | --- |
| English | 4 | --- |
| Fine and Performing Arts | | --- |
| Foreign Language | 1 | --- |
| Mathematics | 1 | --- |
| Science | 1 | --- |
| Social Science | 6 | --- |
| All courses | 13 | 0.8 |

Note: Cells with "---" do not require data.

* Where there are student course enrollments.

**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.

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 and teacher data teams in meeting the needs of all of our students. A primary goal of the professional development program is ensuring 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. It has turned it the culture and is the driving force to support all students. The majority of PD on campus is taught by teachers on campus as skills are developed and shared among peers. Peer observations are a frequent tool used by teachers to help each other improve instructional strategies. End of the year retreats are used to assess the previous year and develop instructional strategies and goals to better support students the following year. This extra work time also gives teachers the time and ability to work together to focus on analyzing and improving individual teaching strategies.

Most recently the Reading Language Arts , Math and all core content teachers have been engaged in targeted training in Explicit Direct Instruction for California State  Standards Based instruction.  This includes lesson planning, curriculum alignment, embedding the CCSS into the curriculum, and assessment.  The most recent round of Professional Development included data analysis of student assessments to direct instructional practices.  We find by having rigorous standards based instruction with engaging lessons that it affects all other areas of campus life.