



# De Anza Middle School

1450 South Sultana Avenue • Ontario, Ca, 91761-4236 • (909) 986-8577 • Grades 7-8

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Ontario-Montclair School District

950 W. D Street  
Ontario, CA 91762  
(909) 459-2500

<https://www.omsd.net>

#### District Governing Board

Elvia M. Rivas- President

Kristen Brake- Vice President

Sonia Alvarado- Clerk

Sarah S. Galvez- Member

Flora Martinez- Member

#### District Administration

Dr. James Q. Hammond  
Superintendent

### School Description

**Mission:** De Anza Middle School's mission is to deliver a well-rounded and rigorous academic program that prepares our students to be critical and creative thinkers, collaborative problem solvers, and effective communicators.

**Vision:** De Anza will be an exemplary Project-Based Learning School that prepares all students for success in high school, college, career, and life through teaching 21st Century Competencies and developing "Habits of Success."

### Principal's Message:

I'd like to welcome you to De Anza Middle School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

De Anza Middle School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. We prepare students for continuing secondary and post-secondary success through teaching a standards-based, challenging curriculum taught by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency and be prepared for their future academic and career goals.

We are excited about progress in facilities and programs at our school. We are developing our performing arts program through music, with the goal of having a Philharmonic Orchestra. We are also offering an international language program with Arabic, Mandarin, and Spanish instruction. Our students also have access to Robotics and Coding as an elective. We have completed construction on a multi-million dollar facility that includes a performance venue, gym, multimedia collaboration space, and fully stocked makerspace. In the upcoming year, we will offer both math and Spanish classes for high school credit in partnership with the local high school district. As you can see, we have many amazing opportunities for our students here at De Anza Middle School.

We have made a commitment to provide the best educational program possible for De Anza Middle School's students and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

## About the SARC

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

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	221
Grade 8	255
<b>Total Enrollment</b>	<b>476</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	1.7
Asian	1.7
Hispanic or Latino	93.1
Native Hawaiian or Pacific Islander	0.2
White	0.6
Two or More Races	0.4
Socioeconomically Disadvantaged	92.9
English Learners	19.1
Students with Disabilities	13.7
Homeless	8

## 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 for De Anza Middle School	18-19	19-20	20-21
<b>With Full Credential</b>	26	27	28
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	1	1	1

Teacher Credentials for Ontario-Montclair	18-19	19-20	20-21
<b>With Full Credential</b>	♦	♦	925
<b>Without Full Credential</b>	♦	♦	2
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	11

### Teacher Misassignments and Vacant Teacher Positions at De Anza Middle School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	1

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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)**

**Textbooks and Instructional Materials**

**Year and month in which data were collected: August 2020**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program. K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards.  *TK mathematics materials are from the most recent local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020  <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018  *K-5 History/Social Science materials are not from the most recent state adoption; however, the district has determined through local review that the materials are still aligned to current state standards.  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Foreign Language</b>	Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 Spanish for Native Speakers, McDougal Littel, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984 <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	N/A <b>Percent of students lacking their own assigned textbook:</b> 0%

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

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

On an annual basis, the San Bernardino County Superintendent of Schools conducts Williams visits to monitored school sites to evaluate sufficiency of instructional materials and to ensure that school site facilities are in good repair. At the time of publishing, a facilities inspection had not been conducted for the 2020-21 school year as this site was not offering in-person instruction due to COVID-19. A visit will be conducted once the site resumes in-person learning.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: August 26, 2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	Grounds: Gopher holes, trip hazards (work order #191510 completed 8/29/19)
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Boy's restroom by room 1: Soap/dispensers damaged, broken or missing (work order #191513 completed 8/29/19) PE room 36: Sink/Fountain is not working properly (work order #191511 completed 8/30/2019)
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	32	N/A	44	N/A	50	N/A
Math	26	N/A	36	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	14	N/A	22	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2020-21)

Parents and families of students at De Anza Middle School have a variety of options for involvement in school activities. First of all, parents can be a part of numerous school committees. The School Site Council has three parents as elected representatives, and they provide invaluable input on important school programs. There are also parent involvement groups for parents of English Learners, Gifted and Talented Students, and Students with Disabilities. These groups provide important input on both school and district initiatives, and also help parents and families learn about how to best support their children. In addition to these groups, the principal meets monthly with parents and families at the "Coffee with the Principal" event, which provides an engaging environment where parents can learn about school initiatives and discuss shared interests. School communication is also key, with ongoing messages sent through School Loop, our online communication program that provides parents access to student grades and attendance data and an efficient method for two-way communication with teachers. Additionally, we have access to the Blackboard Connect automated telephone system, which offers a method of immediate contact to all parents in their primary language. Finally, there is a dedicated Parent Teacher Organization (PTO) that works on behalf of De Anza Middle School parents to provide support to students, staff, and parents. For more information regarding opportunities for parent involvement at De Anza Middle School please contact Adriana Gonzalez, Principal, at (909) 986-8577.

**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.

**School Safety Plan (School Year 2020-2021)**

The Comprehensive School Safety Plan was last reviewed, updated, and discussed with staff and students at the School Site Council meeting held on February 27, 2020. Key elements of the plan include an extensive profile of De Anza Middle School, including data related to school safety. Security features and research based practices are included. A description of the positive school climate is given, with details noting how school programs support sustaining an ongoing positive school climate. The action plan indicates that De Anza Middle School will focus on the safe flow of people and vehicles as well as student safety while on campus. Strategies are provided for each goal. The upcoming Comprehensive School Safety Plan is under development at the time the SARC is being drafted and finalized.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.0	13.5	2.4	3.0	3.5	3.5
Expulsions	0.2	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.2	0.8	
Expulsions	0	0	0.08%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	476

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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.



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

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	26	7	12	9	24	10	12	4	24	7	14	2
Mathematics	27	4	10	7	25	4	15	2	26	4	11	4
Science	27	4	9	8	25	4	15	2	26	3	12	3
Social Science	27	3	10	8	25	5	13	3	26	3	14	1

\*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.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

Teachers at De Anza Middle School receive a number of opportunities for professional development. Within the contractual agreement, teachers are afforded three days a month in which students are released early and teachers can work together for new learning or planning with colleagues. These dates are agreed upon and communicated at the start of each year. In the 2018-2019 school year, teachers have access to an additional 8 days of professional development. For the 2019-2020 school year, all teachers have a minimum of 8 days available for additional professional development, which can be through regularly scheduled meetings, trainings offered at the district and county level, outside experts presenting, and embedded opportunities available on a voluntary basis. These additional days offer support such as supporting curriculum use or research-based strategies, opportunities for planning, and opportunities for data analysis. Offerings can also take the form of workshops, webinars, or coaching support.

### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,369	\$51,004
Mid-Range Teacher Salary	\$86,028	\$82,919
Highest Teacher Salary	\$103,764	\$104,604
Average Principal Salary (ES)	\$137,496	\$131,277
Average Principal Salary (MS)	\$140,229	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$299,676	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7904.0	\$1143.0	\$6760.0	\$85887.0
District	N/A	N/A	\$1608.0	\$91,106
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	123.1	-5.9
School Site/ State	-13.6	2.0

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

### **Types of Services Funded**

De Anza Middle School provides a variety of programs and services that assist students. First, we are part of a Single-District SELPA and we provide services to all students with Individualized Education Plans who are enrolled at our site, including Special Day Class, Push-In RSP services, Speech Therapy, and support and assessment through our School Psychologist. Students with IEPs benefit from the support of instructional aides assigned to their classrooms. In addition, our full-time School Counselor links De Anza students and families to a robust collection of resources and services provided through the district's Family and Collaborative Services and other community partners. These resources help to support families in need of medical care, counseling, wraparound services, clothing and shoes, and other needs. We also have a Student Mentor on staff, a unique position that supports positive behavior by building rapport with students, serving as a preventative measure to discipline concerns. Our Positive Behavior Intervention and Supports program (PBIS) also serves to use clearly communicated expectations and positive reinforcement to ensure a positive campus. Safety at our school is a priority, and we have a Campus Safety Officer who does regular campus sweeps and is a liaison with local law enforcement. He is trained to respond in any emergency situation and he also keeps our students safe on a daily basis. We provide academic intervention for students who need assistance during the school day. Teachers use classroom, district, and state assessments to identify students who can progress academically with intervention support. We also work in partnership with nonprofit organization Think Together to provide quality after school programming to families that require a safe space for their children after school. We strive to provide academic intervention support to students performing below grade-level in multiple ways through before and after school interventions, Saturday interventions, as well as "between-the-bell" program. Overall, we pride ourselves in robust support services for all of our students and families.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.