

De Anza Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	De Anza Middle School
Street	1450 South Sultana Avenue
City, State, Zip	Ontario, Ca, 91761-4236
Phone Number	(909) 986-8577
Principal	Adriana T. Gonzalez, Ed.D.
Email Address	adriana.gonzalez@omsd.net
Website	https://www.omsd.net/Domain/34
County-District-School (CDS) Code	36678196036206

Entity	Contact Information
District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
Website	https://www.omsd.net

School Description and Mission Statement (School Year 2019-20)

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. Students received 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.

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.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	256
Grade 8	261
Total Enrollment	517

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	1.4
Asian	1.2
Hispanic or Latino	93.8
White	1.7
Two or More Races	0.4
Socioeconomically Disadvantaged	90.3
English Learners	18.2
Students with Disabilities	17
Foster Youth	0.4
Homeless	6.6

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	26	27	963
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	2	1	1	9

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016	Yes	0%
Mathematics	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 state adoption.	No	0%
Science	6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	6-8 My World Interactive (Pearson) - Adopted 2018	Yes	0%
Foreign Language	7-8 Tu Mundo (McDougal Littell) - Adopted 2002 7-8 Realidades (Pearson/Prentice Hall) - Adopted 2004	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
Visual and Performing Arts	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	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California of Public School Construction. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning

Age of School Buildings

De Anza Middle School was originally built in 1955. The educational needs of students are met by adequate classroom space and additional spaces for staff and students. The school has a total of 30 original classrooms, seven portable classrooms that were added between 1980 and 2001, a multipurpose room/cafeteria, library, storage rooms, playing fields, and an administrative building. In fall 2019 we completed construction on an additional facility housing a gym, performance venue, multimedia center, and makerspace. There are nine student restrooms and seven staff restrooms on the campus, all in proper working condition. The facilities are maintained in a manner that is clean, safe, and functional. Based on current enrollment, school spaces are in abundance, with enough classrooms for all students, as well as areas for extracurricular activities. Staff spaces include a staff workroom/lunchroom, and staff collaboration center.

Maintenance and Repair

District 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. A new video surveillance system has been installed.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school or district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure clean and safe school. Student safety is an ongoing priority. Facilities are kept in good repair and safe conditions with thorough review on a regular basis and prompt follow-up by custodial staff for any concerns. Although the facility was built in 1955, cleanliness is maintained by a top-notch custodial staff with regular cleaning schedules both daily and at all breaks.

The last state inspection mandated under the Williams Settlement was completed August, 26, 2019. The report on this inspection was forwarded to the Superintendent of Schools. Any areas of concern noted by the team were corrected as reflected elsewhere in this report. Deficiencies listed as (remedied) were remedied/corrected at the time of review. The district continues to provide ongoing facilities and grounds repairs and improvements as needed.

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 overall rating

Year and month of the most recent FIT report: August 26, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Grounds: Gopher holes, trip hazards (work order #191510 completed 8/29/19)

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: 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)
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	28	32	43	44	50	50
Mathematics (grades 3-8 and 11)	27	26	31	36	38	39

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 ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	524	524	100.00	0.00	32.31
Male	283	283	100.00	0.00	27.92
Female	241	241	100.00	0.00	37.50
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	491	491	100.00	0.00	31.63
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	471	471	100.00	0.00	32.34
English Learners	285	285	100.00	0.00	18.31
Students with Disabilities	85	85	100.00	0.00	3.53
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	43	43	100.00	0.00	20.93

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	523	522	99.81	0.19	25.67
Male	282	282	100.00	0.00	28.37
Female	241	240	99.59	0.41	22.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	490	489	99.80	0.20	25.97
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	470	469	99.79	0.21	25.37
English Learners	284	284	100.00	0.00	14.79
Students with Disabilities	85	85	100.00	0.00	3.53
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	43	43	100.00	0.00	13.95

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.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	20.3	23.9	22.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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 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 2019-20)

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.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	7.1	8.0	13.5	2.5	2.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.2	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Safety Plan was last reviewed, updated, and discussed with staff and students at the School Site Council meeting held on March 1, 2019. 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 environment, facilities improvements, and the safe flow of people and vehicles. Strategies are provided for each goal. The Comprehensive School Safety Plan for 2019-2020 is under development and will be finalized in February of 2020.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	26	8	12	8	26	7	12	9	24	10	12	4
Mathematics	28	3	9	9	27	4	10	7	25	4	15	2
Science	28	3	8	10	27	4	9	8	25	4	15	2
Social Science	28	3	10	8	27	3	10	8	25	5	13	3

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	517.0

*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 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7904.0	\$1143.0	\$6760.0	\$85887.0
District	N/A	N/A	\$1608.0	\$87,821.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	123.1	-2.2
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-10.5	3.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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. Overall, we pride ourselves in robust support services for all of our students and families.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,733	\$45,741
Mid-Range Teacher Salary	\$83,119	\$81,840
Highest Teacher Salary	\$100,254	\$102,065
Average Principal Salary (Elementary)	\$132,145	\$129,221
Average Principal Salary (Middle)	\$134,622	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$289,542	\$224,581
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	9	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 2017-2018 school year, teachers had access to an additional nine days of professional development. 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. These additional days range from district-offerings supporting curriculum use or research-based strategies, to site-sponsored opportunities for planning, to additional opportunities for data analysis. Professional development is delivered both in workshop format and by local experts.