De Anza Middle School
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 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).
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.
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.

2022-23 School 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
School Website	www.omsd.net/deanza
County-District-School (CDS) Code	36678196036206

2022-23 District Contact Information

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

2022-23 School Overview

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 "Habits of Success" and positive behavioral expectations with access to robust extracurricular activities offered to all students. 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. Additionally, our students also have access to Art, Robotics, and Coding as an elective. Even students who require academic intervention to reach grade-level proficiency have access to elective courses through our innovative "elective flip" program. We have a new multi-million dollar facility that includes a performance venue, gym, multimedia collaboration space, and fully stocked makerspace. We also offer 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. We strive to ensure our students have equitable opportunities to meet their maximum potential.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	266
Grade 8	275
Total Enrollment	541

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
American Indian or Alaska Native	0.7
Asian	1.8
Black or African American	2.0
Filipino	0.2
Hispanic or Latino	93.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.2
White	1.5
English Learners	19.4
Foster Youth	0.2
Homeless	5.7
Migrant	0.0
Socioeconomically Disadvantaged	81.3
Students with Disabilities	13.3

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.50	91.11	847.80	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	3.71	6.00	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.40	1.48	6.00	0.65	12115.80	4.41
Unknown	1.00	3.71	54.10	5.83	18854.30	6.86
Total Teaching Positions	26.90	100.00	927.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.40	
Total Out-of-Field Teachers	0.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2022

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	K-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 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.	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	*Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 - *Not from the most recent state adoption. Spanish for Native Speakers, McDougal Littel, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Vista Higher Learning, Senderos. Adopted 2022	Yes	0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	0%
Visual and Performing Arts	6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008	No	0%
Science Laboratory Equipment (grades 9-12)	N/A		0%

School Facility Conditions and Planned Improvements

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 no current or planned facility improvements.

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.

School Facility Conditions and Planned Improvements

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. 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 in October, 2022. 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. There was not a Williams visit required in the fall of 2022. The district continues to provide ongoing facilities and grounds repairs and improvements as needed, and we will participate in any Williams visits if required in future years.

Year and month of the most recent FIT report	October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Various Classrooms: "Fire extinguisher has not been signed off." Action Taken: All fire extinguishers were checked and signed off.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	**State Priority: Pupil Achievement**

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	42	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	28	N/A	26	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	547	540	98.72	1.28	42.04
Female	253	250	98.81	1.19	46.00
Male	294	290	98.64	1.36	38.62
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	511	506	99.02	0.98	41.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	110	109	99.09	0.91	4.59
Foster Youth	--	--	--	--	--
Homeless	38	38	100.00	0.00	26.32
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	504	497	98.61	1.39	41.85
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	73	72	98.63	1.37	8.33

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	547	539	98.54	1.46	28.39
Female	253	249	98.42	1.58	26.10
Male	294	290	98.64	1.36	30.34
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	511	505	98.83	1.17	28.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	110	109	99.09	0.91	3.67
Foster Youth	--	--	--	--	--
Homeless	38	38	100.00	0.00	15.79
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	504	496	98.41	1.59	27.42
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	73	72	98.63	1.37	9.72

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	16.61	NT	19.46	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	275	271	98.55	1.45	16.61
Female	125	124	99.2	0.8	13.71
Male	150	147	98	2	19.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	258	255	98.84	1.16	15.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	49	49	100	0	0
Foster Youth	--	--	--	--	--
Homeless	22	22	100	0	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	258	254	98.45	1.55	16.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	0

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	96%	96%	97%	97%	97%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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. De Anza Middle School families receive weekly calls each Sunday evening with details about the upcoming week and highlights of any important upcoming dates. These calls are accompanied by both email and text reminders. Additionally, information about our school is provided online through Twitter and other social media platforms, through our school website, and in 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 via voice calls, emails, and text message to the information we have on file. 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 our school office at (909) 986-8577.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	587	574	184	32.1
Female	269	264	87	33.0
Male	318	310	97	31.3
American Indian or Alaska Native	6	6	2	33.3
Asian	10	10	0	0.0
Black or African American	11	11	4	36.4
Filipino	1	1	0	0.0
Hispanic or Latino	546	533	172	32.3
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	1	1	0	0.0
White	11	11	6	54.5
English Learners	124	122	40	32.8
Foster Youth	5	5	1	20.0
Homeless	40	39	11	28.2
Socioeconomically Disadvantaged	544	533	176	33.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	83	82	34	41.5

C. Engagement	State Priority: School Climate

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	8.47	1.64	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	7.50	0.03	1.69	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.50	0.00
Female	5.20	0.00
Male	9.43	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	18.18	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	9.09	0.00
English Learners	5.65	0.00
Foster Youth	0.00	0.00
Homeless	2.50	0.00
Socioeconomically Disadvantaged	7.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.05	0.00

2022-23 School Safety Plan

The Comprehensive School Safety Plan was last reviewed, updated, and discussed with staff and students at the School Site Council meeting held on February 18, 2022. 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. For this past year, it was imperative to also outline the numerous ways in which our school is using layered mitigation strategies to keep students, families and staff members safe during the coronavirus pandemic, aligned with all county, state, and national mandates. 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	7	14	2
Mathematics	26	4	11	4
Science	26	3	12	3
Social Science	26	3	14	1

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	7	4	10
Mathematics	29	6	2	9
Science	28	4	5	9
Social Science	28	4	4	10

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	10	18	
Mathematics	24	9	11	3
Science	27	5	12	3
Social Science	25	5	17	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	270.5

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,248	$2,331	$8,917	$113,237
District	N/A	N/A	$1608.0	$92,419
Percent Difference - School Site and District	N/A	N/A	138.9	20.2
State	N/A	N/A	$6,594	$87,271
Percent Difference - School Site and State	N/A	N/A	30.0	25.9

2021-22 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 works in collaboration with our Outreach Consultant to link De Anza Middle School students and families to a robust collection of resources and services provided through the district's Health and Wellness Services and other community partners. Additionally, our counselor provides direct social emotional support to students and refers students for Tier 2 supports in counseling and therapy as needed. 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) 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, for all students who have been identified as performing two or more grade levels below the standard according to the iReady assessments that serve as our school district's instructional benchmark assessment. These students still have access to electives in the school day. Teachers use classroom, district, and state assessments to identify students w ho 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,998	$52,641
Mid-Range Teacher Salary	$87,146	$83,981
Highest Teacher Salary	$105,113	$107,522
Average Principal Salary (Elementary)	$139,673	$136,247
Average Principal Salary (Middle)	$140,022	$142,248
Average Principal Salary (High)		$139,199
Superintendent Salary	$319,095	$242,166
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

Teachers at De Anza Middle School receive a number of opportunities for professional development. Within the contractual agreement, teachers are afforded two to 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. Additionally, teams of teachers are offered compensation for additional planning time. This can be opportunities for 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	8	4	5