

De Anza Middle School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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

2021-22 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

2021-22 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. 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. We have completed construction on a multi-million dollar facility that includes a performance venue, gym, multimedia collaboration space, and fully stocked makerspace. We are in the second year of an innovative program in which we 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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	273
Grade 8	223
Total Enrollment	496

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
American Indian or Alaska Native	1.2
Asian	1.6
Black or African American	2.8
Filipino	0.2
Hispanic or Latino	92.1
Native Hawaiian or Pacific Islander	0.6
Two or More Races	0.4
White	1
English Learners	15.9
Foster Youth	0.2
Homeless	5.6
Socioeconomically Disadvantaged	95.2
Students with Disabilities	14.7

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

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

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)	24.5	91.1	847.8	91.4	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	3.7	6.0	0.6	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	13.8	1.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	1.5	6.0	0.7	12115.8	4.4
Unknown	1.0	3.7	54.1	5.8	18854.3	6.9
Total Teaching Positions	26.9	100.0	927.8	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.4
Total Out-of-Field Teachers	0.4

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.7

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

August 2020

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 local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020	No	0%
Science	6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	Yes	0%
History-Social Science	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.	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 Littell, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008	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

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.

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 23, 2021. 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. The district continues to provide ongoing facilities and grounds repairs and improvements as needed.

Year and month of the most recent FIT report

August 23, 2021

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			Grounds: Gopher holes, trip hazards (work order #221137 completed 10/18/21)
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			PE Room 35: Fire extinguisher is not properly mounted, PE Room 36: Fire extinguisher is not properly mounted (work order #231135 completed 8/26/21)
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

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	505	NT	NT	NT	NT
Female	241	NT	NT	NT	NT
Male	264	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	465	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	80	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	102	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	481	NT	NT	NT	NT

Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	505	NT	NT	NT	NT
Female	241	NT	NT	NT	NT
Male	264	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	465	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	80	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	102	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	481	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	501	479	95.64%	4.39%	44.11%
Female	237	228	96.20%	3.80%	50.63%

Male	264	251	95.08%	4.92%	38.26%
American Indian or Alaska Native	7	7	100.00%	0.00%	0.00%
Asian	9	9	100.00%	0.00%	0.00%
Black or African American	14	13	92.86%	7.14%	0.00%
Filipino	2	2	100.00%	0.00%	0.00%
Hispanic or Latino	461	441	95.66%	4.34%	43.17%
Native Hawaiian or Pacific Islander	3	3	100.00%	0.00%	
Two or More Races	0	0	0	0	
White	5	4	80.00%	20.00%	NA
English Learners	80	75	93.75%	6.25%	0.00%
Foster Youth	1	1	100.00%	0.00%	
Homeless	51	47	92.16	784.00%	33.33%
Military	0	0	0	0	N/A
Socioeconomically Disadvantaged	501	479	95.61%	4.39%	44.11%
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	75	73	97.33%	2.67%	0.00%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iREADY Student Groups	iREADY Total Enrollment	iREADY Number Tested	iREADY Percent Tested	iREADY Percent Not Tested	iREADY Percent At or Above Grade Level
All Students	501	482	96.28%	3.73%	61.83%
Female	237	231	97.47%	2.53%	37.97%
Male	264	251	95.08%	4.92%	23.86%
American Indian or Alaska Native	7	7	100%	0.00%	
Asian	9	9	100.00%	0.00%	0.00%
Black or African American	14	14	100.00%	0.00%	0.00%
Filipino	2	2	100.00%	0.00%	0.00%
Hispanic or Latino	461	443	96.10%	3.90%	30.59%
Native Hawaiian or Pacific Islander	3	3	100.00%	0.00%	
Two or More Races	0	0	0	0	0
White	5	4	80.00%	20.00%	0.00%
English Learners	80	76	95.00%	5.00%	0.00%
Foster Youth	1	1	100%	0.00%	
Homeless	51	48	94.12%	5.88%	23.53%

Military	0	0	0	0	na
Socioeconomically Disadvantaged	501	482	96.21%	3.79%	30.54%
Students Receiving Migrant Education Services	0	0	0	0	na
Students with Disabilities	75	73	97.33%	2.67%	0.00%

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	224	NT	NT	NT	NT
Female	109	NT	NT	NT	NT
Male	115	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	202	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	36	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	38	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	212	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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. 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	519	515	82	15.9
Female	251	247	38	15.4
Male	268	268	44	16.4
American Indian or Alaska Native	6	6	0	0.0
Asian	8	8	1	12.5
Black or African American	16	16	3	18.8
Filipino	2	2	0	0.0
Hispanic or Latino	477	473	77	16.3
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	2	2	0	0.0
White	5	5	1	20.0
English Learners	98	98	22	22.4
Foster Youth	3	3	0	0.0
Homeless	51	51	11	21.6
Socioeconomically Disadvantaged	494	492	78	15.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	79	19	24.1

C. Engagement

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	13.46	0.00	2.98	0.03	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 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

2020-21 Suspensions and Expulsions by Student Group

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

2021-22 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, 2021. 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.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	10	12	4
Mathematics	25	4	15	2
Science	25	4	15	2
Social Science	25	5	13	3

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

2020-21 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	496

2020-21 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$7904.0	\$1143.0	\$6760.0	\$85887.0
District	N/A	N/A	\$1608.0	\$92,686
Percent Difference - School Site and District	N/A	N/A	123.1	-7.6
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	-22.2	0.0

2020-21 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) 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, 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 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$52,060
Mid-Range Teacher Salary	\$87,146	\$84,043
Highest Teacher Salary	\$105,113	\$107,043
Average Principal Salary (Elementary)	\$138,892	\$133,582
Average Principal Salary (Middle)	\$141,565	\$138,803
Average Principal Salary (High)	\$0	\$133,845
Superintendent Salary	\$319,095	\$240,628
Percent of Budget for Teacher Salaries	37%	35%
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 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	4.25

Ontario-Montclair School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12994	NT	NT	NT	NT
Female	6378	NT	NT	NT	NT
Male	6616	NT	NT	NT	NT
American Indian or Alaska Native	92	NT	NT	NT	NT
Asian	257	NT	NT	NT	NT
Black or African American	394	NT	NT	NT	NT
Filipino	81	NT	NT	NT	NT
Hispanic or Latino	11629	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	140	NT	NT	NT	NT
White	370	NT	NT	NT	NT
English Learners	2756	NT	NT	NT	NT
Foster Youth	73	NT	NT	NT	NT
Homeless	2320	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11552	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1919	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12994	NT	NT	NT	NT
Female	6378	NT	NT	NT	NT
Male	6616	NT	NT	NT	NT
American Indian or Alaska Native	92	NT	NT	NT	NT
Asian	257	NT	NT	NT	NT
Black or African American	394	NT	NT	NT	NT
Filipino	81	NT	NT	NT	NT
Hispanic or Latino	11629	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	31	NT	NT	NT	NT
Two or More Races	140	NT	NT	NT	NT
White	370	NT	NT		NT
English Learners	2756	NT	NT	NT	NT
Foster Youth	73	NT	NT	NT	NT
Homeless	2320	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11552	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1919	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.