

De Anza Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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
Grade Span	7-8
County-District-School (CDS) Code	36678196036206

2024-25 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	https://www.omsd.net

2024-25 School Description and Mission Statement

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 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:

2024-25 School Description and Mission Statement

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, families, and community members 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 Symphonic Orchestra in addition to our robust Band, Strings, and drum line programs. We are also offering an international language program with Arabic, Mandarin, and Spanish instruction. Additionally, our students 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 offer math and Spanish classes for high school credit in partnership with the local high school district, an endeavor which was piloted at our site for three years before spreading across the 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	253
Grade 8	251
Total Enrollment	504

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.4
American Indian or Alaska Native	0.4
Asian	1
Black or African American	2
Filipino	0.6
Hispanic or Latino	94.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.2
White	1.2
English Learners	24.6
Foster Youth	0.4
Homeless	11.7
Socioeconomically Disadvantaged	92.7
Students with Disabilities	16.5

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/Incomplete/NA	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

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)	31.10	93.96	888.80	90.57	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.02	5.90	0.61	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	17.50	1.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.02	9.70	0.99	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	59.30	6.04	15831.90	5.67
Total Teaching Positions	33.10	100.00	981.40	100.00	279044.80	100.00

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.

2022-23 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)	31.20	91.23	891.10	92.20	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.62	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	5.85	18.00	1.87	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.10	0.53	11746.90	4.23
Unknown/Incomplete/NA	1.00	2.92	46.20	4.79	14303.80	5.15
Total Teaching Positions	34.20	100.00	966.60	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.40	1.00	0
Total Out-of-Field Teachers	0.40	1.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	6.8
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	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2024

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 K-6 Reading Wonders (Houghton Mifflin Harcourt) Adopted 2016	Yes	0%
Mathematics	K-8 Eureka Math *(Great Minds) – Adopted 2015 and in 2018 for Dual Immersion programs. *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 K-5 Studies Weekly* Adopted 2023 *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	Beginning Spanish, Vista Higher Learning, Senderos. Adopted 2022 Spanish for Native Speakers, McDougal Littell, Tu Mundo, 2008, adopted July 2008 *Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 - *Not from the most recent state adoption.	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	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

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. In fall of 2024, an additional portable was placed on the campus to house Health and Wellness Services (HWS) staff and itinerant therapists to support social emotional and family needs.

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. 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 most recent Facility Inspection Tool (FIT) was completed on October 2, 2024, and facilities received a ranking of "Exemplary." Details are noted in this report.

Year and month of the most recent FIT report	October 2024
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Pick up and dispose of trash. Done.
Interior: Interior Surfaces	X			Patch and paint in front office. Done.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Pick up storage areas, repair lights, Done.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Repair dryer vent, replace light diffuser, repair drinking fountain. Done.
Safety: Fire Safety, Hazardous Materials	X			For two areas: "Fire extinguisher has not been signed off." Action Taken: All fire extinguishers were checked and signed off.
Structural: Structural Damage, Roofs	X			
External:	X			Repair classroom door (room 14 and 31), replace exterior lights. Done.

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	42	39	40	41	46	47
Mathematics (grades 3-8 and 11)	33	32	30	31	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	507	490	96.65	3.35	39.06
Female	230	229	99.57	0.43	46.72
Male	277	261	94.22	5.78	32.31
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	480	463	96.46	3.54	38.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	124	114	91.94	8.06	4.39
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	310	300	96.77	3.23	31.10
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	74	96.10	3.90	13.51

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	508	499	98.23	1.77	31.86
Female	231	230	99.57	0.43	33.04
Male	277	269	97.11	2.89	30.86
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	481	473	98.34	1.66	31.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	125	124	99.20	0.80	9.68
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	311	305	98.07	1.93	24.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	74	96.10	3.90	13.51

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	19.63	20.00	22.36	20.60	30.29	30.73

2023-24 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	255	250	98.04	1.96	20.00
Female	118	117	99.15	0.85	15.38
Male	137	133	97.08	2.92	24.06
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	241	236	97.93	2.07	20.34
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	54	54	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	151	148	98.01	1.99	12.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	39	95.12	4.88	7.69

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.

2023-24 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. The administration of the PFT requires only participation results 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	96.0%	96.4%	97.2%	96.8%	97.2%

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.

2024-25 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 automated 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	557	546	131	24.0
Female	253	250	57	22.8
Male	304	296	74	25.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	526	516	128	24.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	159	154	45	29.2
Foster Youth	--	--	--	--
Homeless	85	82	19	23.2
Socioeconomically Disadvantaged	520	510	124	24.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	89	87	26	29.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
7.5	5.8	5.75	1.69	1.56	1.19	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.75	0.00
Female	4.74	0.00
Male	6.58	0.00
Non-Binary	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	5.70	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	5.03	0.00
Foster Youth	0.00	0.00
Homeless	7.06	0.00
Socioeconomically Disadvantaged	5.77	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.74	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 November 18, 2024. 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

2024-25 School Safety Plan

positive school climate is given, with details noting how school programs support sustaining an ongoing positive school climate. The action plan indicates that De Anza Middle School will focus on the safe flow of people and vehicles as well as student safety while on campus. Strategies are provided for each goal. The Comprehensive School Safety Plan is developed each year.

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	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	22	12	15	2
Mathematics	24	6	16	
Science	25	5	16	
Social Science	24	6	14	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	22	14	13	2
Mathematics	25	6	13	1
Science	27	5	11	3
Social Science	25	5	11	4

2023-24 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	252

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$104,660
Percent Difference - School Site and District	N/A	N/A	138.9	7.9
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-18.8	16.1

Fiscal Year 2023-24 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

Fiscal Year 2023-24 Types of Services Funded

Counselor works in collaboration with our Outreach Consultant and School and Family Outreach Assistant 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. We are a community school and grant funding supports a Counseling Outreach Consultant and School and Family Outreach Assistant who support various programs that support families. 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 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$66,459	\$58,553
Mid-Range Teacher Salary	\$100,652	\$93,924
Highest Teacher Salary	\$124,076	\$119,489
Average Principal Salary (Elementary)	\$164,731	\$149,898
Average Principal Salary (Middle)	\$173,683	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$368,548	\$270,432
Percent of Budget for Teacher Salaries	35.4	31.93
Percent of Budget for Administrative Salaries	5.59	5.62

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.

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5