

De Anza Senior High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

2023-24 School Contact Information

School Name	De Anza Senior High School
Street	5000 Valley View Road
City, State, Zip	Richmond, CA 94803-2599
Phone Number	(510) 231-1440
Principal	Christopher Pierce
Email Address	cpierce@wccusd.net
School Website	www.wccusd.net/deanza
County-District-School (CDS) Code	07617960732164

2023-24 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Kenneth Chris Hurst
Email Address	chris.hurst@wccusd.net
District Website	www.wccusd.net

2023-24 School Description and Mission Statement

De Anza is a urban high school nestled in the Richmond hills surrounded by the cities of Pinole, and El Sobrante. The enrollment of approximately 1200 students in grades 9-12. The school population is comprised of 53% Latino, 21% African American, 17% Asian, 7% White, 1.3% Pacific Islander, and .7% two or more races. 72% are eligible for and receive free or reduced price meals and 71.1 percent are representative of the LCAP indicators. At De Anza High School, we strive for excellence in all academic and student support programs. We have three CTE Pathways. They feature Health, Information and Technology, and Law. De Anza also has an Air Force ROTC program that provides students with a curriculum focused on leadership, engineering, and civic duty. The DAHS family- students, parents, teachers, administrators, and community collaborate to make our high school a positive place to learn and grow. One of our goals is to maintain a safe learning environment, so that each student may flourish unhindered. Our students will employ strategies to achieve future career goals with success and satisfaction. We are dedicated to supporting our students, and teaching them how to make decisions, set goals, and take the necessary actions to achieve their goals. Our focus is to make sure all of our students are College and Career ready upon graduation.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	253
Grade 10	322
Grade 11	336
Grade 12	326
Total Enrollment	1,237

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1%
Male	52.8%
American Indian or Alaska Native	0.1%
Asian	11.9%
Black or African American	18.5%
Filipino	4.6%
Hispanic or Latino	53.7%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	4%
White	6.6%
English Learners	24.7%
Foster Youth	0.3%
Homeless	2.9%
Socioeconomically Disadvantaged	63.8%
Students with Disabilities	17.2%

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)	47.70	74.67	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	1.50	2.43	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.40	8.47	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.50	7.11	49.60	3.54	12115.80	4.41
Unknown	4.60	7.29	26.30	1.87	18854.30	6.86
Total Teaching Positions	63.80	100.00	1403.90	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)	49.10	69.73	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	1.90	2.71	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.20	13.18	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.20	4.63	50.30	3.30	11953.10	4.28
Unknown	6.80	9.71	91.20	5.99	15831.90	5.67
Total Teaching Positions	70.40	100.00	1522.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	3.10	0.00
Misassignments	2.20	9.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.40	9.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	2.90	1.90
Local Assignment Options	1.50	1.20
Total Out-of-Field Teachers	4.50	3.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)	3.1	13.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	College Board SpringBoard ELA/ELD (ELA grades 9-10), c2017 - adopted 2019 National Geographic: Edge (ELD levels 1-4) c2014 - adopted 2014	Yes	0%

	<p>California State University: Expository Reading & Writing online reader (CSU Expository Reading & Writing - grades 11 & 12), c2020 - adopted 2020</p> <p>Bedford Freeman Worth: Everything's an Argument (AP English Language) 7th ed., c2016 - adopted 2018</p> <p>MacMillan: The Bedford Introduction to Literature (AP English Literature) 10th ed., c2013 - adopted 2018</p> <p>New Village Press: American Tensions: Literature of Identity and the Search for Social Justice (Literature & Identity: Search for Social Justice) c2011 - adopted 2021</p>		
Mathematics	<p>Pearson Algebra 1, c2015 - adopted 2017</p> <p>Pearson Envision Geometry, c2015 - adopted 2018</p> <p>Pearson Envision Algebra 2, c2015 - adopted 2018</p> <p>Glencoe McGraw Hill Advanced Mathematical Concepts (Pre-Calculus) c2006 - adopted 2018</p> <p>Pearson Envision Algebra 2, c2015 - adopted 2018 and Glencoe McGraw Hill Advanced Mathematical Concepts (Algebra 2 / Pre-Calculus) c2006 - adopted 2022</p> <p>Pearson: AP Calculus: Graphical, Numerical, Algebraic (AP Calculus) 3rd ed, c2007 - adopted 2018</p> <p>MacMillan McGraw Hill: Elementary Statistics: a Step-by-Step approach (Probability & Statistics) 6th ed., c2007 - adopted 2018</p>	Yes	0%
Science	<p>McGraw Hill Inspire Biology, c2020 - adopted 2022</p> <p>Savvas: Campbell AP Biology (AP Biology), c2021 - adopted 2023</p> <p>Elsevier/Mosby - The Human Body in Health & Disease (Biomedical Science), c2014 - adopted 2018</p> <p>McGraw Hill Inspire Chemistry, c2020 - adopted 2022</p> <p>Cengage AP Chemistry, c2018 - adopted 2018</p> <p>Savvas Conceptual Physics, c2009 - adopted 2022</p> <p>McGraw Hill: Holes Essentials of Human Anatomy & Physiology, (Physiology) 9th ed., c2006 - adopted 2018</p>	Yes	0%
History-Social Science	<p>McDougal Littell Magruder's American Government, (American Government) c2006 - adopted 2018</p> <p>Cengage: AP American Government (AP American Government) 16th ed, c2019 - adopted 2018</p> <p>Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008 - adopted 2018</p> <p>Glencoe McGraw Hill: AP Economics (AP Economics) 19th ed, c2012 - adopted 2018</p> <p>Glencoe McGraw Hill: Understanding Psychology (Psychology, c2014 - adopted 2018</p> <p>Worth: Myers Psychology (AP Psychology), 2nd ed. c2014 - adopted 2018</p> <p>Houghton Mifflin Harcourt American History: Reconstruction To the 21st Century (U.S. History & Ethnic Studies), c2019 - adopted 2023</p> <p>Bedford/St. Martin's: America's History (AP US History) 8th ed., c2014 - adopted 2018</p> <p>McGraw Hill: Traditions & Encounters, (AP World History) 5th ed., c2011 - adopted 2018</p> <p>Houghton Mifflin Harcourt Modern World History (Ethnic/Soc Justice Mod Wld History), c2019 - adopted 2023</p> <p>Constitutional Law Education Project: Constitutional Law, (Constitutional Law Civil Liberties) 5th ed., c2021 - adopted 2020</p>	Yes	0%

Foreign Language	Vista Higher Learning Descubre (Spanish 1-3), c2022 - adopted 2022 Vista Higher Learning Imagina (Spanish 4), 5th ed, c2022 - adopted 2022 Vista Higher Learning Temas (AP Spanish Language), 2nd ed, c2019 - adopted 2022 Vista Higher Learning Galeria (Spanish for Spanish Speakers 1-2), c2019 - adopted 2022 Holt McDougal: Abriendo Puertas (AP Spanish Literature), c2013 - adopted 2018 EMC T'es Branche, (French 1-4, AP French) c2014 - adopted 2014 Cheng & Tsui: Integrated Chinese (Mandarin 1-4), c2016 - adopted 2020 Cheng & Tsui: Integrated Chinese (AP Chinese Language & Culture) c2016 - adopted 2021	Yes	0%
Health	Pearson: Medical Terminology for health care professionals (Medical Terminology), 10th ed., c2021 - adopted 2020 Prentice Hall: Emergency Medical Responder First on Scene (Health Science Emergency Medicine), c2019 - adopted 2019	Yes	0%
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0 %

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. 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. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

June 2023

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		Team room A-105 - One light fixture is out. Building 6 hallway - Light fixture is out in front of room 6-110.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Administration Office - Clogged drain on drinking fountain. Girls restroom Bldg 8 by 8-105 Concession stand - There are some loose toilet seats. Boys restroom by rom 7-106 - Handicap stall is missing the door latch.

School Facility Conditions and Planned Improvements

				Boys restroom Bldg 8 by 8-105 Concession stand - There is a broken toilet seat.
				Team room A-105 restroom - One toilet has a broken seat.
				Building 6 girls restroom - Some toilet seats are loose.
Safety: Fire Safety, Hazardous Materials	X			
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).

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	38	38	32	32	47	46
Mathematics (grades 3-8 and 11)	13	15	21	22	33	34

2022-23 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	303	286	94.39	5.61	37.89
Female	149	146	97.99	2.01	40.69
Male	153	139	90.85	9.15	34.53
American Indian or Alaska Native	0	0	0	0	0
Asian	35	33	94.29	5.71	60.61
Black or African American	62	61	98.39	1.61	24.59
Filipino	14	14	100.00	0.00	50.00
Hispanic or Latino	147	135	91.84	8.16	33.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	13	86.67	13.33	46.15
White	30	30	100.00	0.00	51.72
English Learners	70	58	82.86	17.14	5.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	252	239	94.84	5.16	36.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	42	91.30	8.70	14.29

2022-23 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	304	289	95.07	4.93	14.88
Female	149	147	98.66	1.34	12.93
Male	154	141	91.56	8.44	16.31
American Indian or Alaska Native	0	0	0	0	0
Asian	35	35	100.00	0.00	40.00
Black or African American	63	62	98.41	1.59	6.45
Filipino	14	14	100.00	0.00	21.43
Hispanic or Latino	147	136	92.52	7.48	7.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	13	86.67	13.33	23.08
White	30	29	96.67	3.33	31.03
English Learners	70	60	85.71	14.29	1.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	252	241	95.63	4.37	14.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	44	93.62	6.38	6.82

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	17.07	14.93	18.49	20.56	29.47	30.29

2022-23 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	620	594	95.81	4.19	14.86
Female	307	298	97.07	2.93	14.14
Male	312	295	94.55	5.45	15.31
American Indian or Alaska Native	--	--	--	--	--
Asian	73	71	97.26	2.74	29.58
Black or African American	124	121	97.58	2.42	6.72
Filipino	31	31	100.00	0.00	16.13
Hispanic or Latino	316	298	94.30	5.70	11.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	23	92.00	8.00	26.09
White	48	47	97.92	2.08	27.66
English Learners	139	125	89.93	10.07	1.60
Foster Youth	--	--	--	--	--
Homeless	23	22	95.65	4.35	13.64
Military	--	--	--	--	--
Socioeconomically Disadvantaged	517	494	95.55	4.45	14.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	91	84	92.31	7.69	2.41

2022-23 Career Technical Education Programs

Career Technical Education (CTE) courses are designed to bring real-world education and curriculum to our students using project-based learning. Students work with professionals from their fields to learn about the specific subject and career opportunities. Pathway teacher teams, along with industry partners, collaborate to build integrated projects, working on solving real-world issues and building skills to prepare them for life beyond high school. Student leadership development, collaboration skills, and critical, creative thinking are emphasized in pathway curriculum and instruction.

College and Career Pathways are the major initiatives at our secondary schools, designed to increase student achievement and motivation through small learning communities, authentic skills and tasks, and multiple opportunities to learn about and work with career employment partners. In Academy models, Career technical teachers and core academic teachers work collaboratively in support of a cohort of students. Supports can include:

- Collaboration on rigorous, standards-based curriculum, partner engagement, and analysis of results.
- Professional development/coaching of teachers to continuously develop career technical expertise
- Study trips, speakers, mentor programs, internships
- Central office support staff

A sustainable broad-based community coalition of business and civic leaders exists and serves on the District and career sector advisory boards to provide support for and monitor college and career pathway implementation and align them to the local economy and workforce development needs. CTE programs exist at all of the high schools and all pathways are open to all students. CTE teachers are encouraged to work with Special Ed teachers and ELD teachers to ensure student success. Students may transfer schools to choose a CTE program that is not available at their home school. All CTE courses satisfy graduation and A-G requirements, and several receive dual college credit. Course progressions are continually updated and follow CDE CTE sequence guidelines.

CTE Courses offered at DeAnza High School:

Pathway: IT

- Beauty & Joy of Computing
- Computer Science
- Digital Arts
- Computer Science Advanced
- Web Page Design 1.2

Pathway: Health

- Applied Research Methods
- Biomedical Science
- Health Science Emergency Medicine
- Medical Terminology
- Health Recs & Computer Apps

Pathway: Law

- Introduction to Law
- Law and Justice
- Constitutional Law Advanced
- Law & Democracy DE

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	688
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.6
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	55.36

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.

2022-23 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 during 2021-22 and 2022-23 school years, 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 9	94.2	93.8	93.8	93.8	93.8

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.

2023-24 Opportunities for Parental Involvement

Parental involvement is key to student success and welcome at De Anza. Parent-Teacher-Student Association (PTSA) is a parent-led organization for the support of the students and staff of De Anza Senior High School. They meet monthly and advise staff about issues they see on campus, brainstorm fundraisers, and work to support the activities of both the teachers and

2023-24 Opportunities for Parental Involvement

students on campus. This group is open to all parents, and they welcome new members!

Throughout the year, there are other parent groups that meet regularly. These include The African American Site Advisory Team, The coffee club, and each athletic team hosts meetings to encourage parental support and participation. Throughout the year, parents are invited to participate in: Open House/Back to School Night, Freshman/New Student orientation, College Fairs, College Night, AP parent meeting, Academy Advisory committees, The Food Bank, Academic Awards Night (quarterly), sports events, and musical/theatrical events.

Each year, a group of parents is elected to serve on the School Site Council (SSC). The role of the SSC is to give parents and other stakeholders direct input into budget development. Every secondary school must have a School Site Council composed of three parents or community members, the principal, four classroom teachers, three students, and one other staff member (Education Code Section 52852).

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2.9	10.4	7.2	5.8	8.1	9.3	9.4	7.8	8.2
Graduation Rate	89.4	85.2	86	84.1	85.5	85	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	321	276	86.0
Female	155	138	89.0
Male	166	138	83.1
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	43	36	83.7
Black or African American	57	52	91.2
Filipino	19	16	84.2
Hispanic or Latino	177	150	84.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	14	13	92.9
English Learners	86	66	76.7
Foster Youth	--	--	--
Homeless	17	12	70.6
Socioeconomically Disadvantaged	305	261	85.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	53	26	49.1

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1348	1315	463	35.2
Female	638	622	215	34.6
Male	709	692	248	35.8
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	153	151	31	20.5
Black or African American	258	250	96	38.4
Filipino	58	57	12	21.1
Hispanic or Latino	724	708	260	36.7
Native Hawaiian or Pacific Islander	8	8	4	50.0
Two or More Races	56	54	23	42.6
White	90	86	37	43.0
English Learners	375	369	125	33.9
Foster Youth	8	7	4	57.1
Homeless	47	43	23	53.5
Socioeconomically Disadvantaged	1165	1139	411	36.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	238	227	94	41.4

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	7.55	7.79	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.21	0.00	0.00	0.04	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.79	0
Female	4.39	0
Male	10.86	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.61	0
Black or African American	13.95	0
Filipino	8.62	0
Hispanic or Latino	6.22	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	17.86	0
White	4.44	0
English Learners	5.6	0
Foster Youth	0	0
Homeless	12.77	0
Socioeconomically Disadvantaged	7.98	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	8.4	0

2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

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	29	5	15	10
Mathematics	30	2	11	11
Science	27	6	10	11
Social Science	32	1	9	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	29	12	32	14
Mathematics	27	10	22	12
Science	27	10	27	7
Social Science	27	12	20	14

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	27	12	33	8
Mathematics	30	4	31	9
Science	26	9	27	3
Social Science	28	8	24	7

2022-23 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	309.25

2022-23 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)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.7
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	8850.38	2914.56	5935.82	84669.20
District	N/A	N/A	5516.63	\$77,994
Percent Difference - School Site and District	N/A	N/A	7.3	8.2
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-62.9	-3.7

Fiscal Year 2022-23 Types of Services Funded

The following are programs/services available at the school that support and assist students:

ACP DIRECT
 ALLIANCE GRAPHICS
 ALLISON HUIE
 ALVIN JUMPP
 AMAZON
 ANNA RAMOS
 APPLE COMPUTER INC
 ARBOR SCIENTIFIC
 AREY JONES EDUCATIONAL SOLUTIONS
 ARIEL KIRSHENBAUM
 BIO-RAD
 BLUE CHIP TEES
 CAROLINA BIOLOGICAL SUPPLY COMPANY
 CDW GOVERNMENT

Fiscal Year 2022-23 Types of Services Funded

CENTRAL COMPUTERS, INC
CERRITO PRINTING
CEV MULTIMEDIA, LTD
CHRISTOPHER PIERCE
CLAY PEOPLE INC
D & D SECURITY RESOURCES, INC.
D HARRIS TOURS INC
DEMCO INC
EDPUZZLE, INC
FATHAM RIORDAN-NG
FELIPE FRANCO
FIRST STUDENT INC
FLINN SCIENTIFIC INC
FOLLETT CONTENT SOLUTIONS LLC
FOLLETT SCHOOL SOLUTIONS LLC
HARLEY ELLIS DEVEREAUX CORPORATION
HONORS GRADUATION, LLC
JESSICA J. SMITH
JILL DETWEILER
JOSTENS
KATHLEEN TREMPY
KBA DOCUMENT SOLUTIONS, LLC
KIM JORDAN
LETICIA MENDOZA
MARILYN AHUNA
MARYANNE SOSA MACADANGDANG
MCKIM CO
MICHAELS TRANSPORTATION
MYRNA HADJIRUL
NATIONAL HEALTHCAREER ASSOCIATION
NORTHEASTERN UNIVERSITY
PAXTON PATTERSON LLC
REALITYWORKS
RUTHIE GALICIA
SANDSTONE ENVIRONMENTAL ENGINEERING
SAVVAS LEARNING CO.
SCHOOL SPECIALTY LLC
SCHOOLMART
SOUTHERN COMPUTER WAREHOUSE INC
SOUTHWEST SCHOOL & OFFICE SUPPLY
STORER TRANSPORTATION SERVICE
STUDENT CONDUCTOR INC.
SYLVESTER HAJCAK
TEACHERS DISCOVERY
TECHSMART INC
TECHSMITH CORPORATION
THE DBQ PROJECT
US BANK
WCCUSD CENTRAL LIBRARY SERVICES
WCCUSD REVOLVING CASH FUND
WEST CONTRA COSTA PUBLIC EDUCATION
WILFREDO ROMANO
YOUSCIENCE LLC

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$50,922	\$55,550
Mid-Range Teacher Salary	\$79,887	\$80,703
Highest Teacher Salary	\$103,799	\$109,418
Average Principal Salary (Elementary)	\$124,259	\$137,703
Average Principal Salary (Middle)	\$129,831	\$143,760
Average Principal Salary (High)	\$145,277	\$159,021
Superintendent Salary	\$270,000	\$319,443
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	26
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	5
Fine and Performing Arts	2
Foreign Language	5
Mathematics	1
Science	3
Social Science	10
Total AP Courses Offered Where there are student course enrollments of at least one student.	26

Professional Development

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators, and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all Common Core State Standard areas.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	50	23	50