

De Anza Senior High 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 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
Grade Span	9-12
County-District-School (CDS) Code	07617960732164

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 School Description and Mission Statement

De Anza is an urban high school nestled in the Richmond hills surrounded by the cities of Pinole, and El Sobrante. The enrollment of approximately 1250 students in grades 9-12. The school population is comprised of 55% Latino, 20% African American, 6% White, 18% Asian, 1% Pacific Islander. 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 Linked Learning Academies. 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

2024-25 School Description and Mission Statement

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	232
Grade 10	268
Grade 11	303
Grade 12	300
Total Enrollment	1,103

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	50.7
Non-Binary	0.3
American Indian or Alaska Native	0.1
Asian	11.7
Black or African American	18.9
Filipino	4.4
Hispanic or Latino	53.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	3.5
White	7.6
English Learners	26.4
Foster Youth	0.5
Homeless	2.2
Socioeconomically Disadvantaged	76.2
Students with Disabilities	18.1

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/Incomplete/NA	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/Incomplete/NA	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

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)	47.50	70.47	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	4.00	5.93	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.40	11.06	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	3.20	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	6.20	9.31	94.30	6.58	14303.80	5.15
Total Teaching Positions	67.40	100.00	1433.20	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	3.10	0.00	2.8
Misassignments	2.20	9.20	4.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	5.40	9.20	7.4

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	2.90	1.90	2
Local Assignment Options	1.50	1.20	0.1
Total Out-of-Field Teachers	4.50	3.20	2.1

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)	3.10	13.5	6.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.10	0	0.7

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: October 2024

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 California State University: Expository Reading & Writing online reader (CSU Expository Reading & Writing - grades 11 & 12), c2020 - adopted 2020 California State University: Expository Reading & Writing online reader (English Language Development 11 & 12), c2020 - adopted 2024 Bedford Freeman Worth: Everything's an Argument (AP English Language) 7th ed., c2016 - adopted 2018 MacMillan: The Bedford Introduction to Literature (AP English Literature) 10th ed., c2013 - adopted 2018	Yes	0%
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Pearson Envision Geometry, c2015 - adopted 2018 Pearson Envision Algebra 2, c2015 - adopted 2018 Glencoe McGraw Hill Advanced Mathematical Concepts (Pre-Calculus) c2006 - adopted 2018 Pearson Envision Algebra 2, c2015 - adopted 2018 and Glencoe McGraw Hill Advanced Mathematical Concepts (Algebra 2 / Pre-Calculus) c2006 - adopted 2022 Pearson: AP Calculus: Graphical, Numerical, Algebraic (AP Calculus) 3rd ed, c2007 - adopted 2018 CourseKata: Data Science & Statistics 1, c2023 - adopted 2023	Yes	0%
Science	McGraw Hill Inspire Biology, c2020 - adopted 2022 Savvas: Campbell AP Biology (AP Biology), c2021 - adopted 2023	Yes	0%

	Elsevier/Mosby - The Human Body in Health & Disease (Biomedical Science), 7th ed, c2017 - adopted 2018 McGraw Hill Inspire Chemistry, c2020 - adopted 2022 Cengage AP Chemistry, c2018 - adopted 2018 Savvas Conceptual Physics (Physics of the Universe) c2009 - adopted 2022 McGraw Hill: Holes Essentials of Human Anatomy & Physiology, (Physiology) 9th ed., c2006 - adopted 2018		
History-Social Science	McDougal Littell Magruder's American Government, (American Government) c2006 - adopted 2018 Cengage: AP American Government (AP American Government) 16th ed, c2019 - adopted 2018 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008 - adopted 2018 Glencoe McGraw Hill: AP Economics (AP Economics) 19th ed, c2012 - adopted 2018 Glencoe McGraw Hill: Understanding Psychology (Psychology), c2014 - adopted 2018 Houghton Mifflin Harcourt American History: Reconstruction To the 21st Century (U.S. History & Ethnic Studies), c2019 - adopted 2023 Bedford/St. Martin's: America's History (AP US History) 8th ed., c2014 - adopted 2018 McGraw Hill: Traditions & Encounters, (AP World History) 7th ed., c2023 - adopted 2024 Constitutional Law Education Project: Constitutional Law, (Constitutional Law Civil Liberties) 5th ed., c2021 - adopted 2020	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 Independent Publisher: El Lazarillo de Tormes: Ilustrado (AP Spanish Literature), c2017 - adopted 2023 EMC T'es Branche, (French 3-4, AP French) c2014 - adopted 2014 Cheng & Tsui: Integrated Chinese (Mandarin 1-4), c2016 - adopted 2020	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 %

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

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

7/19/2024

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	3-102: 4. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING. 5-105: 4. FLOORING IS CRACKED THROUGHOUT HALLWAY. 11. EYEWASH STATION TAG IS OUTDATED.(8/10/21) 5-113: 4. SECTION OF WALL TRIM IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 6-110: 4. PENCIL SHARPENER COVER IS MISSING. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 6-114: 4. CEILING TILES HAVE HOLES. DRYWALL IS CHIPPING EXPOSING METAL. 7. OUTLET COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 6-118: 4. DRAWER HANDLE IS MISSING. 6-119: 4. DRYWALL IS CHIPPING EXPOSING METAL. 10. EVACUATION MAP IS NOT POSTED. 7-110: 4. DRAWER HANDLE IS MISSING. 7-112: 4. CEILING TILE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. 7-118: 4. DRAWER HANDLE IS MISSING. WALLPAPER IS TORN. 10. EVACUATION MAP IS NOT POSTED. 7-212: 4. WALLPAPER IS TORN. 10. EVACUATION MAP IS NOT POSTED. 7-214: 4. DRAWER HANDLE IS MISSING. DRYWALL IS CHIPPING EXPOSING METAL. 10. EVACUATION MAP IS NOT POSTED. 7-218: 4. PENCIL SHARPENER COVER IS MISSING. 7. ETHERNET COVER IS LOOSE. 10. EVACUATION MAP IS NOT POSTED. 7-219: 4. PENCIL SHARPENER COVER IS MISSING. DRAWER HANDLE IS LOOSE. 10. EVACUATION MAP IS NOT POSTED. CLASSROOM 2-120: 4. SPEAKER COVER IS LOOSE IN CEILING. 12. CRACK IN INTERIOR WALL. MEDIA CENTER/LIBRARY: 4. CEILING TILE IS MISSING. 7. TWO LIGHT PANELS ARE OUT. OFFICE 3-111: 4. CEILING TILE HAS A HOLE. STUDENT STORE 9-103: 4. CEILING TILES HAVE HOLES. 15. DOOR IS BROKEN.

School Facility Conditions and Planned Improvements

			<p>WORK ROOM 5-119: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>105: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 107: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 3-102: 4. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING. 3-114: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 4-113: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 5-114: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. DOOR GOUGES FLOOR. CLASSROOM 2-116: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVERS ARE MISSING IN FLOOR. 12. CRACK IN INTERIOR WALL. HEALTH OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) STORAGE 1-125: 5. UNSECURED ITEMS ARE STORED TOO HIGH. STORAGE 1-148: 5. UNSECURED ITEMS ARE STORED TOO HIGH. WORK AREA 1-121: 5. UNSECURED ITEMS ARE STORED TOO HIGH. WORK ROOM 5-119: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. WORKROOM 1-139: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE.</p>
<p>Electrical</p>	X		<p>106: 7. FLOOR OUTLET COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 107: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 108: 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 4-107: 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 10. PLUG IN AIR FRESHENER IN RR. EVACUATION MAP IS NOT POSTED. 4-114: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 8. MENSTRUAL PRODUCTS ARE NOT READILY</p>

School Facility Conditions and Planned Improvements

		<p>AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING. 6-110: 4. PENCIL SHARPENER COVER IS MISSING. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 6-112: 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 6-114: 4. CEILING TILES HAVE HOLES. DRYWALL IS CHIPPING EXPOSING METAL. 7. OUTLET COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 7-109: 7. ETHERNET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 7-218: 4. PENCIL SHARPENER COVER IS MISSING. 7. ETHERNET COVER IS LOOSE. 10. EVACUATION MAP IS NOT POSTED. CLASSROOM 2-116: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVERS ARE MISSING IN FLOOR. 12. CRACK IN INTERIOR WALL. ELECTRICAL 3-117: 7. ACCESS TO ROOM IS BLOCKED MEDIA CENTER/LIBRARY: 4. CEILING TILE IS MISSING. 7. TWO LIGHT PANELS ARE OUT. OFFICE 1-114: 7. SURGE PROTECTERS ARE DAISY CHAINED. WORK ROOM 6-101: 7. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>	<p>3-102: 4. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING. 4-102: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. FAUCET LEAKS AT HANDLE. 15. DOOR WINDOW IS BROKEN. 4-107: 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 10. PLUG IN AIR FRESHENER IN RR. EVACUATION MAP IS NOT POSTED. 4-110: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. FAUCET LEAKS AT HANDLE. 4-114: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING. 5-109: 9. FAUCET HAS A LOW FLOW.(WILLIAMS NOTICE IS NOT POSTED) ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) CUSTODIAL 4-101: 9. DRINKING FOUNTAIN HAS A HIGH FLOW (HALLWAY). 12. CRACK IN INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.</p>

School Facility Conditions and Planned Improvements

			<p>GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) HEALTH OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) STAFF OFFICE 7-204: 9. SINK DRAIN GUARD IS MISSING. WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) WORK ROOM 7-101: 9. DRINKING FOUNTAIN HAS NO FLOW.(HALLWAY) WORKROOM 1-139: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET LEAKS AT HANDLE.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>102: 10. EVACUATION MAP IS NOT POSTED. 105: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 106: 7. FLOOR OUTLET COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 107: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVERS ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 108: 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 2-110: 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACKS IN INTERIOR WALL. 3-101: 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. 3-104: 10. EVACUATION MAP IS NOT POSTED. 4-107: 7. ONE LIGHT PANEL IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 10. PLUG IN AIR FRESHENER IN RR. EVACUATION MAP IS NOT POSTED. 5-105: 4. FLOORING IS CRACKED THROUGHOUT HALLWAY. 11. EYEWASH STATION TAG IS OUTDATED.(8/10/21) 5-113: 4. SECTION OF WALL TRIM IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 5-114: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. DOOR GOUGES FLOOR. 6-110: 4. PENCIL SHARPENER COVER IS MISSING. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 6-111: 10. PLUG IN AIR FRESHENER IS PRESENT. EVACUATION MAP IS NOT POSTED. 6-112: 7. TWO LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 6-114: 4. CEILING TILES HAVE HOLES. DRYWALL IS CHIPPING EXPOSING METAL. 7. OUTLET COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 6-115: 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p>

School Facility Conditions and Planned Improvements

			<p>6-119: 4. DRYWALL IS CHIPPING EXPOSING METAL. 10. EVACUATION MAP IS NOT POSTED. 6-120: 10. EVACUATION MAP IS NOT POSTED. 7-108: 4. PENCIL SHARPENER COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 7-109: 7. ETHERNET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 7-111: 4. PENCIL SHARPENER COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 7-112: 4. CEILING TILE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. 7-113: 10. EVACUATION MAP IS NOT POSTED. 7-115: 10. EVACUATION MAP IS NOT POSTED. 7-116: 10. EVACUATION MAP IS NOT POSTED. 7-118: 4. DRAWER HANDLE IS MISSING. WALLPAPER IS TORN. 10. EVACUATION MAP IS NOT POSTED. 7-119: 4. PENCIL SHARPENER COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 7-120: 10. EVACUATION MAP IS NOT POSTED. 7-208: 10. EVACUATION MAP IS NOT POSTED. 7-209: 10. EVACUATION MAP IS NOT POSTED. 7-210: 10. EVACUATION MAP IS NOT POSTED. 7-211: 10. EVACUATION MAP IS NOT POSTED. 7-212: 4. WALLPAPER IS TORN. 10. EVACUATION MAP IS NOT POSTED. 7-214: 4. DRAWER HANDLE IS MISSING. DRYWALL IS CHIPPING EXPOSING METAL. 10. EVACUATION MAP IS NOT POSTED. 7-215: 10. EVACUATION MAP IS NOT POSTED. 7-217: 10. EVACUATION MAP IS NOT POSTED. 7-219: 4. PENCIL SHARPENER COVER IS MISSING. DRAWER HANDLE IS LOOSE. 10. EVACUATION MAP IS NOT POSTED. CLASSROOM 1-143: 10. ROOM ID IS MISSING. EVACUATION MAP IS NOT POSTED. CLASSROOM 1-146: 10. EVACUATION MAP IS NOT POSTED. DRESSING 2-137: 10. EVACUATION MAP IS NOT POSTED. FACULTY DINING 9-104: 10. PLUG IN AIR FRESHENER IS PRESENT. GREEN ROOM 2-135: 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN INTERIOR WALL. OFFICE 2-142: 10. EVACUATION MAP IS NOT POSTED. WORK ROOM 6-101: 7. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>X</p>		<p>2-110: 11. PAINT IS PEELING ON INTERIOR WALL. 12. CRACKS IN INTERIOR WALL. CLASSROOM 2-116: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVERS ARE MISSING IN FLOOR. 12. CRACK IN INTERIOR WALL. CLASSROOM 2-120: 4. SPEAKER COVER IS LOOSE IN CEILING. 12. CRACK IN INTERIOR WALL.</p>

School Facility Conditions and Planned Improvements

			<p>CUSTODIAL 4-101: 9. DRINKING FOUNTAIN HAS A HIGH FLOW (HALLWAY). 12. CRACK IN INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING. GREEN ROOM 2-135: 10. EVACUATION MAP IS NOT POSTED. 12. CRACK IN INTERIOR WALL.</p>
<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>	<p>X</p>		<p>3-102: 4. CEILING TILES HAVE HOLES. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING. 4-102: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. FAUCET LEAKS AT HANDLE. 15. DOOR WINDOW IS BROKEN. 4-114: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING. 5-114: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. DOOR GOUGES FLOOR. 6-113: 15. DOOR CLOSER COVER IS MISSING. 6-115: 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. 7-112: 4. CEILING TILE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. 7-117: 15. DOOR CLOSER COVER IS MISSING. 7-216: 15. DOOR CLOSER COVER IS MISSING. A105 TEAM ROOM A: 15. DOOR CLOSER COVER IS MISSING. CUSTODIAL 4-101: 9. DRINKING FOUNTAIN HAS A HIGH FLOW (HALLWAY). 12. CRACK IN INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING. SNACK BAR 9-102: 15. DOOR GOUGES FLOOR. STUDENT STORE 9-103: 4. CEILING TILES HAVE HOLES. 15. DOOR IS BROKEN.</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
		<p>X</p>	

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)	38	27	32	33	46	47
Mathematics (grades 3-8 and 11)	15	9	22	23	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	287	270	94.08	5.92	26.67
Female	129	127	98.45	1.55	34.65
Male	158	143	90.51	9.49	19.58
American Indian or Alaska Native	0	0	0	0	0
Asian	39	39	100.00	0.00	48.72
Black or African American	48	44	91.67	8.33	22.73
Filipino	12	12	100.00	0.00	66.67
Hispanic or Latino	170	158	92.94	7.06	19.62
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	15.38
English Learners	88	81	92.05	7.95	4.94
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	226	212	93.81	6.19	27.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	55	91.67	8.33	14.55

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	286	268	93.71	6.29	8.96
Female	129	127	98.45	1.55	9.45
Male	157	141	89.81	10.19	8.51
American Indian or Alaska Native	0	0	0	0	0
Asian	39	39	100.00	0.00	23.08
Black or African American	48	42	87.50	12.50	7.14
Filipino	12	12	100.00	0.00	0.00
Hispanic or Latino	169	158	93.49	6.51	6.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	7.69
English Learners	88	81	92.05	7.95	1.23
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	225	210	93.33	6.67	9.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	59	52	88.14	11.86	5.77

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)	14.93	11.90	20.56	20.89	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	585	524	89.57	10.43	11.71
Female	284	260	91.55	8.45	12.02
Male	300	263	87.67	12.33	11.07
American Indian or Alaska Native	0	0	0	0	0
Asian	74	72	97.30	2.70	27.78
Black or African American	114	99	86.84	13.16	7.29
Filipino	26	26	100.00	0.00	7.69
Hispanic or Latino	308	267	86.69	13.31	7.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	18	90.00	10.00	22.22
White	43	42	97.67	2.33	21.43
English Learners	133	113	84.96	15.04	0.00
Foster Youth	--	--	--	--	--
Homeless	16	13	81.25	18.75	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	431	388	90.02	9.98	9.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	105	84	80.00	20.00	1.20

2023-24 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 to colleges & industry workplaces, speakers, mentor programs, internships
- Central office support staff

2023-24 Career Technical Education Programs

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 Academy

- Beauty & Joy of Computing
- Software Development in Python 1 [H]
- Software Development in Python 2 [H]

Pathway: Health Academy

- Biomedical Science
- Health Science Emergency Medicine
- Medical Terminology [DE]
- Health Recs & Computer Apps [DE]

Pathway: Law Academy

- Introduction to Law
- Law and Justice
- Constitutional Law - Civil Liberties
- Law & Democracy DE

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	649
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	99.3
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.01
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	48.5

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 9	92.5	92.1	92.5	88.8	92.5

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

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 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).

2024-25 Opportunities for Parental Involvement

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 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
Dropout Rate	10.4	7.2	9.6	8.1	9.3	9.9	7.8	8.2	8.9
Graduation Rate	85.2	86.0	85.2	85.5	85.0	84.9	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	311	265	85.2
Female	156	143	91.7
Male	154	121	78.6
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	33	32	97.0
Black or African American	66	55	83.3
Filipino	13	13	100.0
Hispanic or Latino	152	126	82.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	18	12	66.7
White	29	27	93.1
English Learners	76	56	73.7
Foster Youth	--	--	--
Homeless	11	9	81.8
Socioeconomically Disadvantaged	281	242	86.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	52	34	65.4

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1232	1189	382	32.1
Female	587	570	193	33.9
Male	643	617	187	30.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	133	132	20	15.2
Black or African American	231	222	78	35.1
Filipino	56	55	14	25.5
Hispanic or Latino	670	641	215	33.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	46	44	18	40.9
White	89	88	34	38.6
English Learners	351	338	108	32.0
Foster Youth	--	--	--	--
Homeless	34	32	19	59.4
Socioeconomically Disadvantaged	945	913	302	33.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	221	216	81	37.5

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
7.55	7.79	8.6	3.97	4.81	4.82	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
0.21	0	0.08	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.60	0.08
Female	5.62	0.00
Male	11.35	0.16
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.75	0.00
Black or African American	12.99	0.43
Filipino	3.57	0.00
Hispanic or Latino	9.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.35	0.00
White	5.62	0.00
English Learners	8.55	0.00
Foster Youth	0.00	0.00
Homeless	8.82	0.00
Socioeconomically Disadvantaged	9.10	0.11
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.31	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 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.

2024-25 School Safety Plan

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 2024. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

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

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	29	13	29	7
Mathematics	26	10	27	3
Science	34	5	16	11
Social Science	26	10	24	2

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	275.75

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)	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 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	8851.46	3061.66	5789.8	78101.94
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	1.5	-7.7
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-60.2	-19.1

Fiscal Year 2023-24 Types of Services Funded

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

ALL CAL GOLF AND INDUSTRIAL VEHICLE
 ALVIN JUMPP
 AMAZON
 ANA MANAOIS
 APPLE COMPUTER INC
 B & H PHOTO VIDEO INC
 BAROBO INC
 BAY AREA COMMUNITY RESOURCES
 BEARCOM COMMUNICATIONS INC.
 BLICK ART MATERIALS LLC
 CA ASSOCIATION OF AFRICAN AMERICAN
 CARLO LACSINA
 CARLOS PONCE
 CAROLINA BIOLOGICAL SUPPLY COMPANY
 CENTER FOR YOUTH DEVELOPMENT
 CENTRAL COMPUTER INC.
 CENTRAL COMPUTERS, INC
 CEV MULTIMEDIA, LTD
 CHRISTOPHER PIERCE
 CLAY PEOPLE INC
 CUSTOM INK LLC
 D HARRIS TOURS INC
 DANA JONES
 DEMCO INC
 DISCOUNT DANCE LLC
 DISCOUNT MAGAZINE SUBSCRIPTION SERV
 DRI-STICK DECAL CORPORATION
 EDPUZZLE, INC
 ELIZABETH ADDIEGO
 ESSEN VENTURES
 FATHAM RIORDAN-NG
 FEMA L BERNIDO
 FIRST STUDENT INC
 FOLLETT CONTENT SOLUTIONS LLC
 FOOD MAXX
 FRONTLINE GENERAL ENGINEERING CONST
 HOME DEPOT

Fiscal Year 2023-24 Types of Services Funded

HONORS GRADUATION, LLC
IMPROVE YOUR TOMORROW
JOHN MORTEL
JOHN TRAN-MORTEL
JOSEPH KOWALCZYK
JUGS SPORTS INC
JULIA PALIS
JUNIOR ACHIEVEMENT OF NORTHERN CALI
KATHLEEN TREMPY
KBA DOCUMENT SOLUTIONS, LLC
KINGS VIP TRANSPORTATION
KIRAA EASTER
KYA SERVICES LLC
LATINO RECORDS
LAURA BEAN
LAW AND PUBLIC SAFETY EDUCATION NET
LETICIA MENDOZA
LUCKY
LUZ NUNEZ
MALACHIED, INC.
MARYANNE SOSA MACADANGDANG
MATTHEW VALENTINE
MCGRAW HILL SCHOOL EDUCATION HOLDIN
MEHELLE WILLIAMS
NATIONAL EMERGENCY COMMUNICATIONS I
NATIONAL HEALTHCAREER ASSOCIATION
NOAH'S BAGELS
NORTHEASTERN UNIVERSITY
PAXTON PATTERSON LLC
QUIZIZZ INC
REALITYWORKS
REMIND101, INC
RIDDELL
ROGERS ATHLETIC COMPANY
RUTHIE GALICIA
SAVVAS LEARNING CO.
SIERRA PACIFIC TOURS
SOUND AND SIGNAL INC
SOUTHWEST SCHOOL & OFFICE SUPPLY
STEMulate LEARNING LLC
STUDENT CONDUCTOR INC.
STUDIOFIVE10 SOCIAL AND
SWEETWATER SOUND INC
TECH EXPOSURE & ACCESS THROUGH MENT
TECHSMART INC
THEATREFOLK LTD
TOPS PEN CO., LLC
UNBOUNDED LEARNING, INC
US BANK
US BANK - DGS STATE TRAVEL PROGRAM
WCCUSD CENTRAL LIBRARY SERVICES
WCCUSD REVOLVING CASH FUND
WEST CONTRA COSTA PUBLIC EDUCATION
WILFREDO ROMANO
YOUSCIENCE LLC

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	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	30.2
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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	6
Fine and Performing Arts	3
Foreign Language	3
Mathematics	1
Science	1
Social Science	8
Total AP Courses Offered Where there are student course enrollments of at least one student.	22

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

Professional Development

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	23	50	45