

# De Anza Middle School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2025-26 School Contact Information

<b>School Name</b>	De Anza Middle School
<b>Street</b>	1450 South Sultana Avenue
<b>City, State, Zip</b>	Ontario, CA, 91761-4236
<b>Phone Number</b>	(909) 986-8577
<b>Principal</b>	Alissa Garcia
<b>Email Address</b>	alissa.garcia@omsd.net
<b>School Website</b>	www.omsd.net/deanza
<b>Grade Span</b>	7-8
<b>County-District-School (CDS) Code</b>	36678196036206

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

**Mission:** De Anza Middle School's mission is to deliver a well-rounded and rigorous academic program that prepares our students to be critical and creative thinkers, collaborative problem solvers, and effective communicators.

**Vision:** De Anza will be an exemplary school that prepares all students for success in high school, college, career, and life through teaching 21st Century Competencies and developing "Habits of Success."

Principal's Message:

## 2025-26 School Description and Mission Statement

Welcome to De Anza Middle School's Annual School Accountability Report Card (SARC). In accordance with California Education Code and Proposition 98, all public schools in the state are required to publish an annual SARC that meets state and federal reporting requirements and provides parents, guardians, and community members with required information about the school's academic performance, staff qualifications, instructional programs, learning environment, and the condition of school facilities. This report is intended to support transparency and public understanding of De Anza Middle School's performance and resources.

De Anza Middle School, a member of the Ontario-Montclair School District, strives to provide a safe and supportive educational environment in which students engage in standards-aligned academic instruction that aligns with federal, state, and local expectations, while also developing essential "Habits of Success" and positive behavioral expectations that are reiterated to students throughout the school year. Students are offered a broad range of curricular and extracurricular opportunities, including the arts, world languages, and technology-focused electives, designed to enhance academic achievement and personal growth. Instruction is delivered by credentialed professional staff and is informed by ongoing assessment of individual student needs to support continuous improvement toward academic proficiency and preparedness for future secondary and postsecondary pathways.

De Anza Middle School continues to make progress in both facilities and program development. De Anza is proud of our elective pathways, including Art, AVID, High School for Credit Spanish, High School for Credit Math, Arabic, Music, and the CTE program. The campus also includes a newly constructed, multi-million-dollar facility with a performance venue, gymnasium, collaborative spaces, and a makerspace. De Anza Middle School remains committed to providing high-quality, equitable educational programs and welcomes questions or requests for additional information regarding the contents of this report and the school's services.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	253
Grade 8	257
<b>Total Enrollment</b>	<b>510</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.5
Male	55.5
American Indian or Alaska Native	0.4
Asian	2.2
Black or African American	2.7
Filipino	0.4
Hispanic or Latino	91.6
Native Hawaiian or Pacific Islander	0.6
Two or More Races	0.6
White	1.6
English Learners	27.1
Foster Youth	1.6
Homeless	11.4
Socioeconomically Disadvantaged	90.8
Students with Disabilities	15.3

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.1	93.96	888.8	90.57	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	3.02	5.9	0.61	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	17.5	1.78	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	3.02	9.7	0.99	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	59.3	6.04	15831.9	5.67
<b>Total Teaching Positions</b>	33.1	100	981.4	100	279044.8	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.2	91.23	891.1	92.2	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	6	0.62	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	5.85	18	1.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	5.1	0.53	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	1	2.92	46.2	4.79	14303.8	5.15
<b>Total Teaching Positions</b>	34.2	100	966.6	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.6	89.03	893	92.39	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0.8	2.58	9.3	0.96	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.2	0.65	7.8	0.82	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	3.23	13.1	1.36	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1.3	4.48	43.1	4.46	13705.8	4.91
<b>Total Teaching Positions</b>	31	100	966.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	2	0.2
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	2	0.2

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	1.00	0	1
<b>Total Out-of-Field Teachers</b>	1.00	0	1

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	6.8	0.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016)	0%
<b>Mathematics</b>	K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards.  Integrated Math, High School Credit Course, Houghton Mifflin Harcourt,  Integrated Math I, 2015 Adopted May, 2020	0%
<b>Science</b>	6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019	0%
<b>History-Social Science</b>	6-8 My World Interactive (Pearson) - Adopted 2018	0%
<b>Foreign Language</b>	Beginning Spanish, Vista Higher Learning, Senderos. Adopted 2022  Spanish for Native Speakers, McDougal Littell, Tu Mundo, 2008, adopted July 2008  Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020  Not from the most recent state adoption.	0%
<b>Health</b>	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984  Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.	0%

<b>Visual and Performing Arts</b>	<p>TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p> <p>TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p> <p>TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008</p> <p>Not from the current state adoption, however, the district has determined through local review, that the materials are still aligned to state standards.</p>	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A

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

## School Facility Conditions and Planned Improvements

De Anza Middle School was built in 1955 and continues to meet the needs of students and staff through well-maintained and adequate facilities. The campus includes 30 permanent classrooms, seven portable classrooms added between 1980 and 2001, a multipurpose room that also serves as a cafeteria, a library, storage areas, athletic fields, and an administrative building. In fall 2019, a new facility was completed that includes a gymnasium, performance space, multimedia center, and makerspace. In fall 2024, an additional portable classroom was added to provide space for Health and Wellness Services staff and visiting therapists who support students' social-emotional and family needs.

The campus has nine student restrooms and seven staff restrooms, all of which are in proper working condition. School facilities are kept clean, safe, and functional. Current enrollment allows for sufficient classroom space for all students, as well as areas for extracurricular activities. Staff facilities include a staff workroom/lunchroom and a dedicated collaboration space.

District maintenance staff respond to repair needs promptly through a work order system that prioritizes urgent issues. A new video surveillance system has been installed to support campus safety. The school follows district-approved cleaning standards, which are available at the school or district office. The principal works closely with custodial staff to establish daily cleaning schedules that maintain a safe and clean environment. Although the school was originally built in 1955, facilities are well cared for through consistent daily cleaning and additional maintenance during school breaks.

Student safety is a top priority. Facilities are regularly reviewed to ensure they remain in good condition, and any concerns are promptly addressed by custodial and maintenance staff. The most recent Facility Inspection Tool (FIT) assessment was completed on October 2, 2025, and the school received a "Good" rating. Additional details are included in this report.

<b>Year and month of the most recent FIT report</b>	October 2, 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Bldg. A (Men's Restroom) - Exhaust fan is squealing excessively.

## School Facility Conditions and Planned Improvements

<p><b>Interior:</b> Interior Surfaces</p>	X		<p>Bldg. A (Conference Room) - Replace missing ceiling tile.            Bldg. A (Vault) - Patch/paint wall and floor tile in hallway next to vault.            Bldg. B (Custodian Room) - Patch/paint area where conduits enter the room from the ceiling.            Bldg. B - Room 1 (Staff Lounge) - Repair/replace missing handles on cabinets at east wall.            Bldg. F - Room 23 (Classroom) - Replace stained ceiling tiles at S/W corner of the room.            Bldg G - Room 34 (Science Lab) - Replace missing ceiling tile at S/W corner of the room.            Bldg. K (Cafeteria) - Patch/paint door frame from cafeteria to kitchen and area at the north door in the MPR below the exit sign. Also, patch/paint the wall next to the walk-in refrigerator.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>Bldg. A - AC Room - Clean room and sweep floor.</p>
<p><b>Electrical</b></p>	X		<p>Bldg. A (Attendance Office) - Install a cord protector for wiring to the printer or install a 5400 on the wall where the printer is located.            Bldg. B (Boys Restroom) - Install missing diffusers on lights or upgrade to LED fixtures.            Bldg. E (Girl's Restroom) Upgrade lighting to LED fixtures. Secure hanging blank cover for abandoned jbox@ ceiling. Transfer the work order to painters to patch/paint as necessary.            Bldg. E- Room 14 (Classroom) - Replace stained ceiling tiles at the S/W corner of the room.            Bldg. E - Room 15 (Classroom) - Secure hanging light fixture diffuser.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X		<p>Bldg. A ( Women's Restroom) - Replace broken sink.            Bldg. H ( Exterior) - Clean drinking fountains.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>Bldg. B ( Overhead breezeways throughout the school have chipping, peeling paint, and need repair.            Bldg. C (Storage) - Clean and organize the storage room west of Room 4A. Need to clear a path through the room for 36".            Bldg. G - Room 33 (Classroom) - West doorway needs 36" clearance for ADA.            Bldg. K (AC Room) - Remove items stored in the room. This area needs to be clear for safe access. The fire extinguisher is missing.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>Bldg. E - Room 14 (Classroom) - The door is not latching properly.            Bldg. F - Room 21 (Classroom) - The door is not closing properly.</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	39	44	41	44	47	48
<b>Mathematics</b> (grades 3-8 and 11)	32	40	31	34	35	37

## 2024-25 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	481	473	98.34	1.66	43.97
Female	214	212	99.07	0.93	52.36
Male	267	261	97.75	2.25	37.16
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	13	13	100.00	0.00	30.77
Filipino	--	--	--	--	--
Hispanic or Latino	441	434	98.41	1.59	42.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	105	99	94.29	5.71	7.07
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	277	272	98.19	1.81	39.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	77	98.72	1.28	16.88

## 2024-25 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	481	478	99.38	0.62	39.75
Female	214	214	100.00	0.00	39.72
Male	267	264	98.88	1.12	39.77
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	81.82
Black or African American	13	13	100.00	0.00	30.77
Filipino	--	--	--	--	--
Hispanic or Latino	441	438	99.32	0.68	38.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	105	104	99.05	0.95	10.58
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	277	275	99.28	0.72	37.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	77	98.72	1.28	14.29

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	20	19.92	20.6	24.25	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	242	241	99.59	0.41	19.92
Female	107	107	100.00	0.00	25.23
Male	135	134	99.26	0.74	15.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	225	224	99.56	0.44	18.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	50	49	98.00	2.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	147	146	99.32	0.68	17.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	11.43

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97.50%	97.90%	97.90%	97.10%	97.50%

## 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.

#### 2025-26 Opportunities for Parental Involvement

Parents and families of students at De Anza Middle School are encouraged to participate in a variety of school-based involvement opportunities. Parents may serve on several advisory and decision-making committees, including the School Site Council, which includes elected parent representatives who provide input on school goals, programs, and expenditures. Additional parent advisory groups are available for families of English Learners, Gifted and Talented (GATE) students, and Students with Disabilities (SWD). These groups offer opportunities for collaboration on school and district initiatives and provide resources to help families support student learning.

De Anza Middle School also promotes family engagement through regular opportunities for communication and collaboration with school administration. The principal hosts monthly “Coffee with the Principal” meetings, providing parents and families with an opportunity to learn about school programs, initiatives, and priorities, and to share feedback in an informal setting. These meetings support open communication and foster positive partnerships between families and the school.

Effective communication with families is a priority at De Anza Middle School. School information is shared through the school website, social media platforms, and ParentSquare. The “Q” Student Information System allows parents digital access to student grades and attendance and ParentSquare allows two-way communication with teachers. Families also have opportunities throughout the school year to visit the campus and collaborate with teachers and staff members in-person. For additional information regarding parent involvement opportunities, families may contact the De Anza Middle School office at (909) 986-8577.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	540	527	97	18.4
Female	243	236	40	16.9
Male	297	291	57	19.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	0	0.0
Black or African American	17	15	3	20.0
Filipino	--	--	--	--
Hispanic or Latino	490	480	91	19.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	163	159	28	17.6
Foster Youth	--	--	--	--
Homeless	68	68	18	26.5
Socioeconomically Disadvantaged	492	481	94	19.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	85	84	14	16.7

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.8	5.75	4.44	1.56	1.19	1.56	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.44	0.00
Female	2.47	0.00
Male	6.06	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	5.88	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.69	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	5.52	0.00
Foster Youth	0.00	0.00
Homeless	4.41	0.00
Socioeconomically Disadvantaged	4.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.06	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.

## 2025-26 School Safety Plan

The Comprehensive School Safety Plan for De Anza Middle School was most recently reviewed, updated, and discussed with staff and students at a School Site Council meeting held on November 20, 2025. The plan includes a comprehensive profile of the school, incorporating relevant school safety data, security features, and research-based practices. It outlines measures to promote and sustain a positive school climate through schoolwide programs and clearly defined behavioral expectations.

The plan emphasizes student and campus safety through a strategic focus on the safe flow of people and vehicles, supported by an updated and actively monitored campus supervision plan and strategically reviewed security camera systems. In addition, staff participate in ongoing training related to emergency preparedness, including protocols for weather-related events, intruder situations, and health emergencies. De Anza Middle School also maintains a collaborative working relationship with the Ontario Police Department to support campus safety and emergency response.

The Comprehensive School Safety Plan is reviewed and developed annually in accordance with state and district requirements.

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	12	15	2
Mathematics	24	6	16	0
Science	25	5	16	0
Social Science	24	6	14	2

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	14	13	2
Mathematics	25	6	13	1
Science	27	5	11	3
Social Science	25	5	11	4

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	9	18	
Mathematics	24	9	11	1
Science	25	7	13	
Social Science	25	6	14	

## 2024-25 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	504

## 2024-25 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	\$11,248	\$2,331	\$8,917	\$113,237
<b>District</b>	N/A	N/A	\$1608.0	\$110,380
<b>Percent Difference - School Site and District</b>	N/A	N/A	138.9	7.9
<b>State</b>	N/A	N/A	\$11,146	\$101,700
<b>Percent Difference - School Site and State</b>	N/A	N/A	-18.8	16.1

## Fiscal Year 2024-25 Types of Services Funded

De Anza Middle School offers a comprehensive range of programs and services designed to support the academic, social-emotional, and behavioral needs of all students. As part of a single-district Special Education Local Plan Area (SELPA), the school provides services to all students with Individualized Education Programs (IEPs) enrolled at the site. These services include Special Day Class instruction, Resource Specialist Program (RSP) push-in support, speech and language therapy, and assessment and consultation services provided by a school psychologist. Students with IEPs also benefit from the support of instructional aides assigned to classrooms as appropriate.

De Anza Middle School is a community school and utilizes grant funding to support a Counseling Outreach Consultant and a School and Family Outreach Assistant. In collaboration with the full-time school counselor, these staff members connect students and families to a broad range of district Health and Wellness Services and community-based resources. The school counselor provides direct social-emotional support to students and facilitates referrals for Tier 2 counseling and therapeutic services when needed. These coordinated supports assist families with access to medical care, counseling, wraparound services, clothing, shoes, and other essential resources. In addition, the school employs a Student Mentor, a specialized role focused on building positive relationships with students and supporting positive behavior as a proactive approach to reducing disciplinary concerns.

The school implements Positive Behavioral Interventions and Supports (PBIS) to promote a safe and supportive learning environment through clearly defined expectations and positive reinforcement. Student safety is a priority, and De Anza Middle School employs a Campus Safety Officer who conducts regular campus supervision, serves as a liaison with local law enforcement, and is trained to respond to emergencies while supporting daily campus safety.

Academic intervention is provided to students who require additional support during the school day. Students identified as performing two or more grade levels below standard based on district benchmark assessments, including i-Ready, receive targeted intervention while maintaining access to elective courses. Teachers use classroom, district, and state assessment data to identify students who would benefit from intervention services and to monitor progress. Additional academic supports are available through before- and after-school programs, Saturday intervention opportunities, and “between-the-bell” intervention periods.

The school also partners with the nonprofit organization Think Together to provide high-quality after-school programming, offering students a safe and structured environment beyond the instructional day. Through these integrated academic, behavioral, and family support systems, De Anza Middle School remains committed to meeting the diverse needs of its students and families.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$69,782	\$61,597
<b>Mid-Range Teacher Salary</b>	\$105,685	\$98,902
<b>Highest Teacher Salary</b>	\$129,830	\$126,340
<b>Average Principal Salary (Elementary)</b>	\$183,587	\$158,383
<b>Average Principal Salary (Middle)</b>	\$189,187	\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>	\$386,975	\$288,332
<b>Percent of Budget for Teacher Salaries</b>	31.51%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	4.89%	5.38%

## Professional Development

Teachers at De Anza Middle School are provided with ongoing, structured opportunities for professional development that support high-quality instruction and continuous improvement. In alignment with the school's commitment to the Professional Learning Community (PLC) process, teachers engage in regular collaboration focused on student learning, instructional practice, and collective responsibility for student outcomes.

In accordance with the collective bargaining agreement, teachers participate in two to three scheduled early-release days each month, during which students are dismissed early to allow staff time for collaborative planning, professional learning, and data-driven inquiry. These dates are established and communicated at the beginning of each school year to support effective implementation of the PLC cycle, including analysis of student work, assessment data, and instructional strategies.

In addition to scheduled collaboration time, teachers may receive compensation for participating in extended professional learning and planning opportunities beyond the instructional day. These opportunities include curriculum alignment, implementation of research-based instructional strategies, targeted data analysis, and instructional planning designed to improve student outcomes. Professional development is offered through a variety of formats, including workshops, webinars, and instructional coaching, to support continuous improvement.

Through these collaborative structures and a sustained focus on the PLC process, De Anza Middle School promotes a culture of shared leadership, reflective practice, and continuous professional learning aligned to student achievement goals.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	10