

# De Anza High

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) 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).

### Internet Access

# About This School

Contact Information (School Year 2017-18)

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*Last updated: 11/21/2017*

*Last updated: 1/17/2016*



# 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

### Teacher Credentials

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Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	48	55	55	1192
Without Full Credential	4	3	11	155
Teachers Teaching Outside Subject Area of Competence (with full credential)				14

*Last updated: 1/25/2018*

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

*Last updated: 1/19/2018*

# Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson: Prentice Hall Literature (ELA grades 9-11), c2002 National Geographic: Edge, (ELD) c2014 - adopted 2014 Scholastic: Read 180, (Intervention) c2011 - adopted 2011 Bedford Freeman Worth: Everything's an Argument, (AP English Language) 7th ed., c2016 MacMillan: The Bedford Introduction to Literature, (AP English Literature) 10th ed., c2013 Longman: Reading Rhetorically, (CSU Expository Reading & Writing) 4th ed., c2014 National Textbook Co: African American Literature: an anthology (African Amer Lit), c1999 Wamer Books: Bless Me, Ultima (Mex-Amer Lit), c1972		0.0 %
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Key Curriculum Press Discovering Geometry, c2008 Key Curriculum Press Discovering Algebra 2, c2004 Glencoe McGraw Hill Advanced Mathematical Concepts, (Pre-Calculus) c2006 Pearson: AP Calculus: Graphical, Numerical, Algebraic, (AP Calculus) 3rd ed, c2007 MacMillan McGraw Hill: Elementary Statistics: a Step-by-Step approach, (Probability & Statistics) 6th ed., c2007		0.0 %
Science	McDougal Littell Biology, c2008 Prentice Hall Chemistry, c2007 Cambridge Physics Outlet Foundations of Physics (Physics) c2004 Pearson: Campbell Biology (AP Biology) 9th ed, c2011 Cengage: AP Chemistry, (AP Chemistry) 10th ed, c2018 Glencoe: Environmental Science: a study of Interrelationships, (Environmental Science I) 14th ed., c2016 McGraw Hill: Environmental Science - a Global Concern, (Environmental Science II) 12th ed., c2012 McGraw Hill: Holes Essentials of Human Anatomy & Physiology, (Physiology) 9th ed., c2006 Elsevier/Mosby - The Human Body in Health & Disease (Biomedical Science), c2014		0.0 %
History-Social Science	Glencoe World Geography & Cultures, (Foundations of Cultural Geography) c2008 McDougal Littell Modern World History, (World History) c2006 McDougal Littell, Americans: Reconstruction to the 21st Century, (US History) c2006 McDougal Littell Magruder's American Government, (American Government) c2006 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008 Cengage: AP American Government, (AP American Government) 13th ed, c2013 Glencoe McGraw Hill: AP Economics, (AP Economics) 19th ed, c2012 Glencoe McGraw Hill: Understanding Psychology (Psychology), c2014 Worth: Myers' Psychology, (AP Psychology) 2nd ed, 2014 Bedford/Stallman: American History (AP US History) 8th ed., c2014 McGraw Hill: Traditions & Encounters, (AP World History) 5th ed., 2011		

Arts	N/A		
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0%

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

*Last updated: 1/15/2018*

*Last updated: 1/23/2018*

School





## B. Pupil Outcomes

# State Priority: Pupil Achievement

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*Last updated: 1/25/2018*



CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)

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Note: 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.

Note: 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.

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.

*Last updated: 1/25/2016*

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 1/25/2016*

## Career Technical Education Programs (School Year 2016-17)

*Last updated: 12/4/2017*

*Last updated: 12/4/2017*



## C. Engagement

# State Priority: Parental Involvement

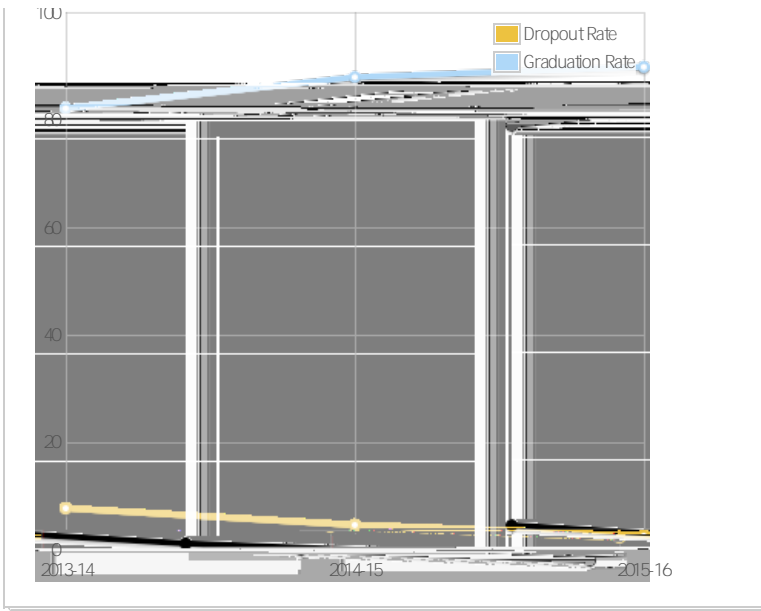
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

# State Priority: Pupil Engagement

*Last updated: 1/17/2018*

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



*Last updated: 1/25/2018*





# State Priority: School Climate

*Last updated: 1/25/2018*

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

*Last updated: 1/25/2018*

*Last updated: 1/3/2018*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18) 

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*Last updated: 1/26/2018*

## Average Class Size and Class Size Distribution (Secondary)

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\* Number of classes indicates how many classrooms 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.

*Last updated: 1/25/2018*

## Academic Counselors and Other Support Staff (School Year 2016-17)

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

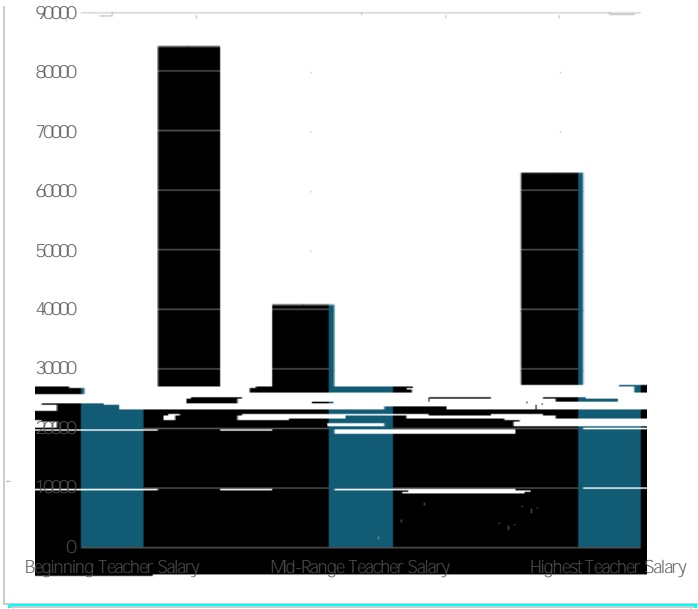
\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/19/2018*

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

*Last updated: 1/18/2018*





Last updated: 1/25/2018

## Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	2	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	4	N/A
All Courses	10	23.9%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/25/2018*

## Professional Development

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

*Last updated: 1/17/2018*