

De Anza Magnet School



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Richard Sanchez, Principal

2013-14 School Accountability Report Card

Principal's Message

Published January 2015

Each year the staff of De Anza Magnet School challenges its students to explore the world of learning in all its facets and to open new, exciting pathways for themselves. Each year we focus on improving the many successes of our students by maintaining the excellent programs already in place and by developing new programs to meet the needs of our students. We hope that this annual report will provide you with information on what De Anza Magnet School is doing to provide for the future of your children. We invite your comments, not only on this report, but throughout the year.

School Vision

De Anza Magnet School is committed to working collaboratively to increase student learning with the goal of all students achieving grade level proficiency or above. It is our goal to instill a love of learning in students in order to promote lifetime learners and productive citizens. As we move into the future, our students will be equipped to utilize technology as a learning tool.

De Anza Magnet School will develop a school culture to include:

- A sense of belonging
- Collaborative decision making
- Building leadership capacity in students, parents, and staff
- High expectations for all, by all
- Character of caring

De Anza Magnet School will enhance student learning by:

- Integrating technology
- Providing project-based learning experiences
- Providing enrichment opportunities tied to science, math, and technology
- Preparing students for a career in science, math, engineering and/or technology

School Mission

De Anza Magnet School is committed to increasing academic excellence and building character in all students.

Our efforts to accomplish the mission include:

Providing a safe school environment that is conducive to learning

Providing an atmosphere which fosters high self-esteem, positive attitudes, tolerance and an acceptance of diversity, social responsibility, and an ethos of caring.

Including students, staff and parents in decision making by participation in school wide committees, such as Discipline, Leadership, Problem Solving Team, Social Fund, English Language Advisory, and School Site Council

A Title I Academic Achievement School

A California Distinguished School

A 2009 California Business for
Excellence Award Recipient
(Honor Roll)



CALIFORNIA
BUSINESS
for Education
EXCELLENCE



El Centro Elementary School District

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Promoting home/school cooperation and support by providing parents an opportunity to participate in school activities, and by maintaining frequent home/school communications

Building community partnerships to enhance the student learning experience through the use of mentors with expertise in various disciplines

Becoming Professional Learning Communities committed to teacher collaboration, data analysis, monitoring student progress and appropriate placement of students in intervention and/or enrichment based on specific need

Supporting teachers and support staff by provided professional development and instructional coaching

District & School Profile

The El Centro Elementary School District is located in Imperial County, and is surrounded by thousands of acres of California's most productive farming land. El Centro Elementary School District is comprised of nine elementary schools and two middle schools, and educates almost 6,100 students in kindergarten through eighth grade per school year. The district is committed to preparing its students for the future and dedicated to excellence in the realm of academics. All programs within the district are founded on the principle that "children come first."

De Anza Magnet School serves students in kindergarten through eighth grade. During the 2013-14 school year, the school had an enrollment of 471 students including 7.9% in special education, 23.4% qualifying for English Language Learner support, and 63.7% qualifying for free or reduced price lunch.

Percentage of Students by Ethnicity/Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African American	1.3%	Kindergarten	25
American Indian or Alaskan Native	0.4%	Grade 1	31
Asian	0.6%	Grade 2	52
Filipino		Grade 3	58
Hawaiian or Pacific Islander		Grade 4	45
Hispanic or Latino	89.6%	Grade 5	68
White (not Hispanic)	6.6%	Grade 6	61
Two or More Races	0.6%	Grade 7	61
		Grade 8	70
Total Enrollment			471

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the STAR Results and CAASPP charts; Academic Performance Index, including API chart; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

Parents stay informed of upcoming events and school activities through flyers, the school marquee, the school website, monthly calendars, and Blackboard Connect automated telephone message delivery system. Contact any school office staff member at (760) 352-9811 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Fundraising Activities
Library Helper

Office Helper
Schoolwide Events
Speakers in Classrooms

Committees

English Learner Advisory Council
Parent Teacher Organization
School Site Council
8th Grade Parent Group

School Activities

Back to School Night
Family Activities
Family Friendship Dance
Math Nights
Open House
Parent Training Night
Science Fair
Social Studies Re-enactments

Curriculum & Instruction

School Leadership

The administrative team is comprised of the principal, who works closely with the leadership team, teachers, and school staff. Principal Richard Sanchez is responsible for the day-to-day operations of the school and the overall instructional program. Coordinating efforts with the principal is the Leadership Team, comprised of the principal and teacher representatives. The Leadership Team meets monthly throughout the year to discuss school operational systems and educational concerns.

Specialized Instruction

All curriculum and instruction is being aligned to the Common Core State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

For students whose primary language is not English and who have limited English proficiency, De Anza Magnet School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are clustered in the class room by language fluency level to receive differentiated instruction from class teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided in the classroom by the teacher. De Anza Magnet School's teachers utilize

Treasures series, a state-approved reading intervention program and textbook adoption. Students are monitored through the CELDT exam given throughout the year; results are used to evaluate and adjust individualized learning strategies. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

De Anza Magnet School's special education program is staffed by a special education teacher and instructional aide. Instruction is provided in the least restrictive environment based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in the resource room. A portion of instruction may be provided in the special day class. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. De Anza Magnet School takes advantage of the district's participation in the Imperial County Office of Education's Special Education Local Plan Area (SELPA), which provides a pool of professional resources and expertise in the field of special education.

De Anza Magnet School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using district benchmark assessments teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Problem Solving Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Linda Mood Bell Instruction
- Classroom Instruction Intervention

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Enrichment Programs

De Anza Magnet School offers a band program to all fourth grade students, and a strings program to all fifth grade students who wish to participate. What makes us a magnet school? De Anza Magnet School focuses on science, math, and technology. Students are exposed to project-based science activities in which they learn about renewable energy. The

school also offers students advanced math classes in 7th and 8th grade (Algebra I and II). An after school Mathematics, Engineering, Science Achievement (MESA) program is available for students in grades 6-8.

Staff Development

All training and curriculum development activities at De Anza Magnet School are being aligned to the Common Core State Standards.

Staff Development Days Three-Year Trend		
2011-12	2012-13	2013-14
3	2	2

During the 2013-14 school year, De Anza Magnet School held staff development devoted to:

- Data Analysis
- English Language Arts Program Resources
- SPARKS Training
- Common Core State Standards
- English Language Arts Grade Level Planning
- School Business

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. De Anza Magnet School

supports ongoing professional growth throughout the year. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

De Anza Magnet School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum at De Anza Magnet School are being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, October 14, 2014, the El Centro Elementary School District held a public hearing to certify the extent to which textbooks and instructional materials have

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2009	Yes	McMillan/McGraw Hill: California Treasures	0%	K-6
2009	Yes	Pearson Curriculum: Literature & Language Central	0%	7-8
Math				
2014	Yes	Houghton Mifflin Harcourt; California Go Math!	0%	K-6
2008	Yes	Holt Rinehart & Winston: Holt California Mathematics Course 1: Numbers to Algebra Course 2: Pre-Algebra Algebra Readiness Algebra I	0%	6-8
Science				
2007	Yes	Harcourt School Publishers: California Science	0%	K-6
2006	Yes	Holt, Rinehart & Winston: Earth Science Life Science Physical Science	0%	6-8
Social Science				
2006	Yes	McMillan/McGraw Hill: California Vistas	0%	K-6
2006	Yes	McDougal Littell: World History Medieval and Early Modern Times Creating America Pupil Edition	0% 0% 0%	7 8

The textbooks and instructional materials used by the school are selected from the State Board of Education's most recent adoption.

Textbook information was obtained from district office personnel in January 2015.

been provided to students. The Governing Board adopted Resolution #101414-1036 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and 3) each pupil enrolled in a foreign language has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board for those subjects.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2014-15 school year, El Centro Elementary School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Classroom Environment

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Discipline & Climate for Learning

De Anza Magnet School's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. De Anza Magnet School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Class Size Distribution Self-Contained Classrooms				
2011-12				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	21.0	1	1	
1	27.0		1	
2	31.0		2	
3	30.7		3	
4	23.0	1	2	
5	26.5		2	
6	31.0		1	1
2012-13				
K	25.0		1	
1	16.0	1	2	
2	28.0		2	
3	19.0	1	1	
4	25.0	1	2	
5	29.0		2	
6	28.0		4	
2013-14				
K	25.0		1	
1	31.0		1	
2	26.0		2	
3	19.0	1	2	
4	23.0	1		1
5	34.0			2
6	61.0			2

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Suspensions and Expulsions								
	De Anza			ECESD			CA	
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13 13-14
Suspensions (#)	12	10	14	358	224	196	366629	329370 279383
Expulsions (#)	0	0	0	3	4	8	9553	8266 6611

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Student Achievement

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency

level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

On March 7, 2014, the U.S. Department of Education approved California's testing waiver allowing flexibility in making AYP determinations for elementary and middle schools and unified school districts participating in the Smarter Balanced Field Test. CDE will not produce a 2014 AYP report for these qualifying schools and districts. High schools and high school districts will receive a 2014 AYP report based on achievement results from the grade ten California High School Exit Examination (CAHSEE) and California Alternate Performance Assessment (CAPA) as well as the cohort graduation rate.

The AYP table in this report illustrates the school's progress in meeting 2013-14 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance		
2013-14		
Did the school and district meet or exceed 2014 AYP performance criteria in each of the areas listed below?		
AYP Criteria	De Anza	ECESD
Overall Performance	*	*
Participation Rate		
Language Arts	*	*
Math	*	*
Percent Proficient		
Language Arts	*	*
Math	*	*
Graduation Rate	N/A	N/A
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	*	*
Number of Criteria Possible		

A "*" means that the school or LEA did not receive a 2014 AYP Report. For 2014, only schools and LEAs identified as a "high school" or "high school LEA" are in receipt of AYP Reports.

Standardized State Assessments

Students at De Anza Magnet School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components:

the California Standards Tests (CST), the California Alternative Performance Assessment (CAPA), the California Modified Assessment (CMA), and Standards-based Tests in Spanish (STS). The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency through fiscal year 2012-13. Beginning in 2013-14, students at De Anza Magnet School participated in the new statewide student assessment system program identified as CAASPP, California Assessment of Student Performance and Progress. For the 2013-14 school year, the CAASPP reports results for the CAPA science test given in grades five, eight and ten only.

Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, De Anza Magnet School is required by the state to administer a physical fitness test to all students in grades five and seven. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pfl/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2013-14

	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	23%	19%	19%
Seventh	23%	22%	30%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2013-14, De Anza Magnet qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

STAR Results

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	De Anza			ECESD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	61	60	56	47	49	46	54	56	55
Math	58	57	57	54	53	52	49	50	50
History	47	31	40	39	46	54	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress/Standardized Testing and Reporting

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	De Anza			ECESD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	73	71	65	60	59	59	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science

2013-14

	Percentage of Students Scoring at Proficient and Advanced Levels
ECESD	59
De Anza	65
Male	59
Female	75
African American	
American Indian or Alaskan Native	
Asian	
Filipino	
Hispanic or Latino	64
Hawaiian or Pacific Islander	
White (not Hispanic)	83
Two or More Races	
Economically Disadvantaged	59
English Learners	33
Students with Disabilities	
Migrant Education	45

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. 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.

Title I PI Status

2014-15

	De Anza	ECESD
PI Status	In PI	In PI
First Year of PI Implementation	2011-2012	2004-2005
Year in PI	Year 3	Year 3
# Schools Currently In PI		11
% Schools Currently In PI		100%

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

**DW (Determination Waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.*

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well.

Schools/subgroups that have achieved an API of 800 or above must maintain their scores. Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Professional Staff

Counseling & Support Staff

De Anza Magnet School provides professional, highly qualified staff who provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to De Anza Magnet School's students.

Counselors and Support Personnel (Nonteaching Professional Staff)

2013-14

	No. of Staff	FTE*
Academic Counselor	0	0.0
Librarian	1	1.0
Psychologist	1	0.2
Reading Coach	1	0.5
Speech & Language Aide	1	0.2
Speech & Language Pathologist	1	0.2

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

Academic Performance Index Three-Year Performance Comparison

	De Anza Base API Rank:		
	2010-11	2011-12	2012-13
Statewide Rank	6	6	6
Similar Schools Rank	5	6	7
	Actual API Change		
	2010-11	2011-12	2012-13
All Students	-7	-7	
Ethnic Subgroups			
African American			
American Indian or Alaskan Native			
Asian			
Filipino			
Hispanic or Latino	-7	1	-3
Hawaiian or Pacific Islander			
White (not Hispanic)			
Two or More Races			
Other Subgroups			
Economically Disadvantaged	5	-1	-4
English Learners	-16	-27	13
Students with Disabilities			

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced. "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Teacher Assignment

During the 2013-14 school year, De Anza Magnet School had 20 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments

	De Anza			ECESD		
	12-13	13-14	14-15	12-13	13-14	14-15
Total Teachers	18	21	22	190	211	221
Teachers with Full Credential	17	20	21	189	209	219
Teachers without Full Credential	1	1	1	1	2	2
Teachers Teaching Outside Subject Area (with full credential)	1	0	0	1	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	1	0	2	6

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.

In the following table in this report, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

NCLB Compliance Percentage of Classes in Core Academic Subjects:

	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
2013-14		
De Anza	88.0%	12.0%
District Totals		
All Schools	97.0%	3.0%
High-Poverty Schools	97.0%	3.0%
Low-Poverty Schools	100.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Facilities & Safety

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. De Anza Magnet School's original facilities were built in 1969, and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

Campus Description

Year Built	1969
	Quantity
# of Permanent Classrooms	10
# of Portable Classrooms	13
# of Restrooms (student use)	3
Cafeteria	1
Computer Lab/Classroom	1
Gym	1
Infant Playground	1
Minor Parent Room	1
Outdoor Covered Patio	1
Staff Lounge/Teacher Work Room	1

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months the following campus improvements have been completed:

- Installation of new carpet
- Painting of classrooms
- Installation of new door locks
- Landscaping throughout campus
- Removal of asbestos
- Installation of new HVAC system

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering

school grounds. Two custodians are assigned to De Anza Magnet School. The day custodians are responsible for:

- Cafeteria setup/cleanup
- Lunch area setup/cleanup
- Office area cleaning
- Restroom cleaning
- Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal and pupil supervisors are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, the principal, teachers, and pupil supervisors supervise playground activity. Pupil supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, teachers and pupil supervisors monitor student behavior to ensure a safe and orderly departure.

De Anza Magnet is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for De Anza Magnet in collaboration with local agencies and the district office to fulfill Senate Bill 187

requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's safety plan is reviewed, updated, and discussed with school staff on an annual basis.

Facilities Inspection

The district's maintenance department inspects De Anza Magnet on an annual basis in accordance with Education Code §17592.72(c)(1). De Anza Magnet uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, September 8, 2014. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2013-14, all restrooms were fully functional and available for student use.

Deferred Maintenance

De Anza Magnet School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2013-14 school year, El Centro Elementary School District did not receive deferred maintenance funds from the State School Deferred Maintenance Program.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: September 8, 2014	Good	Fair	Poor	
Systems	✓			
Interior Surfaces		✓		Building "A" Administration - Front door: missing floor tile (EWO34879); Area "D" Rooms 11-14 - Room 11: Carpet torn (EWO34884); Area "E" Rooms 15-24 - Room 16: stained ceiling tiles (EWO34885)
Cleanliness	✓			
Electrical		✓		Building "A" Administration - Workroom: broken lens cover (EWO34880); Area "E" Rooms 15-24 - Room A-1: cover old clock box
Restrooms/Fountains	✓			Building "C" Rooms 3-10 - Girl's Restroom: last faucet not working (EWO34882)
Safety	✓			
Structural	✓			
External	✓			Building "A" Administration - Front of Office: Concrete has cracks (EWO34877); Area "E" Rooms 15-24 - Playground: repair backstop (EWO34888)
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary			✓	

Percentage Description Rating:

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2012-13 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2012-13 school year, El Centro Elementary School District spent an average of \$7,810 of total general funds to educate each student (based on 2012-13 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Current Expense of Education Per Pupil 2012-13					
Dollars Spent Per Student					
Expenditures Per Pupil	De Anza	ECESD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	3,935	N/A	N/A	N/A	N/A
Restricted (Supplemental)	306	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,629	3,935	92.2%	4,690	77.4%
Average Teacher Salary	65,838	73,990	89.0%	67,289	97.8%

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

In addition to general fund state funding, El Centro Elementary School District receives state and federal categorical funding for special programs. For the 2012-13 school year, the District received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Class Size Reduction (Grades K-3)
- Education Protection Account
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Medi-Cal Billing
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Transportation
- Transportation: Special Education

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the El Centro Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in January 2015.

Salary Comparison 2012-13

	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	40,358	41,535
Mid-Range Teacher Salary	68,009	64,101
Highest Teacher Salary	85,501	82,044
Average Principal Salaries:		
Elementary School	103,189	104,336
Middle School	107,362	107,911
Superintendent Salary	154,367	155,309
Percentage of Budget For:		
Teacher Salaries	43	41
Administrative Salaries	6	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about De Anza Magnet School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to API, AYP, STAR results, enrollment, and staffing.

Public Internet Access Location

Parents may access De Anza Magnet School's SARC and access the internet at any of the county's public libraries. The closest public library to De Anza Magnet School is the El Centro Public Library.

El Centro Public Library
539 W. State Street, El Centro
Phone Number: (760) 337-4565
Website: www.cityofelcentro.org/library
Hours: Mon-Thurs 9am-6pm
Fri 9am- 5pm
Sat & Sun, Closed
Number of Computers Available: 5