Desert Garden Elementary School

1900 South 6th Street, El Centro, CA 92243
Phone: (760) 352-2051   Fax: (760) 337-3802
Kathy Brandenberg, Principal

2013-14 School Accountability Report Card

Principal's Message

Published January 2015

It is the goal of faculty and staff at Desert Garden School to provide the best possible education for each one of our students. We will continue to monitor our progress through the use of data examination, conferencing, input from the School Site Council and English Language Advisory Committee, and comments from our parents. We are concerned about each student not only academically, but also as a whole person who will be a contributing member of our society.

School Mission

Desert Garden School staff members believe that all children can learn and places a special emphasis on developing proficiency in the arts for all students. Education is child centered and focuses on preparing all students to be competent, responsible, and contributing members of our society.

There is a schoolwide commitment to high expectations and excellence. Students receive a strong foundation in basic skills and there is an emphasis on problem solving, critical thinking and higher level thinking skills throughout the curriculum. In addition, students will develop self-discipline, leadership skills, and the responsibility that enables them to become better citizens in their home, school, community, and country.

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."

Desert Garden Elementary School serves students in kindergarten through sixth grade. During the 2013-14 school year, the school had an enrollment of 347 students including 13% in special education, 41.5% qualifying for English Language Learner support, and 81% qualifying for free or reduced price lunch.

Percentage of Students by Ethnicity/Grade Level 2013-14			
Ethnic Group	%	Grade Level	#
African American	0.6%	Kindergarten	48
American Indian or Alaskan Native	0.3%	Grade 1	52
Asian	0.3%	Grade 2	53
Filipino	0.6%	Grade 3	33
Hawaiian or Pacific Islander		Grade 4	48
		Grade 5	69
Hispanic or Latino	95.1%	Grade 6	44
White (not Hispanic)	2.3%	Grade 7	
Two or More Races	0.9%	Grade 8	
		Total Enrollment	347

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.

Contents

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, newsletters, parent conferences, progress reports, the school marquee, the school website, and Blackboard Connect automated telephone message delivery system. Contact any school office staff member at (760) 352-2051 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone Field Trips
Classroom Helper
Fundraising Activities
Room Parent

Committees
English Learner Advisory Council
Parent Teacher Organization
School Site Council

School Activities
Back to School Night
Family Nights
Field Day
Halloween Carnival
Movie Night
Medal Ceremony
Open House
Parade
Performing Arts Programs
Potluck
Student Performances
Student Recognition Assemblies

Curriculum & Instruction

School Leadership
The administrative team is comprised of the principal, who works closely with the leadership team, teachers, and school staff. Principal Kathy Brandenberg 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 classroom teachers. The Leadership Team meets monthly throughout the year to discuss instructional programs, staff development needs, evaluate the effectiveness of instruction programs and implement strategies that increase proficiency, evaluate student performance and student learning needs, and to focus on school operations.

Principal Brandenberg has been in the educational field for 30 years and serving Desert Garden Elementary School for 19 years (as of 2014-15). Previous positions held in other schools include: classroom teacher and assistant principal. Principal Brandenberg holds a bachelor's degree in Liberal Arts, a master's degree in Educational Administration and Supervision, and a Professional Administrative Services credential.

Specialized Instruction
All curriculum and instruction is being aligned to the Coomon 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, Desert Garden Elementary 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 grouped based upon CELDT performance results to receive 30 minutes of differentiated instruction daily from the classroom teachers. 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 classrooms by the teachers. Desert Garden Elementary School's teachers utilize Treasures series, a state-approved reading intervention program and textbook adoption, and bridge materials to prepare for the Common Core State Standards. 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.

Desert Garden Elementary School's special education program is staffed by a team of specialists. One special education teacher, and three instructional aides manage the Special Day Class; one resource specialist teacher and an instructional aide provide support in the general education classroom and in the resource room based upon students' academic needs. 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. Desert Garden Elementary 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.

Desert Garden Elementary 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, test results, and end-of-unit exams, 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 Student Study 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
• Language!
• Fast Forward
• Corrective Reading

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

Enrichment Programs

Desert Garden Elementary School offers an all day kindergarten program, a band program to all fourth through sixth grade students, and a strings program to all fourth thru sixth grade students who wish to participate. All K-6 students may participate in the After School Education & Safety (ASES) Program which offers enrichment programs in science, visual arts, performing arts, and physical education. Students in grades K-6 may participate in soccer, art, drill team/cheer, computers, fine arts, and animation drawing. All students participate in at least one performing arts program annually.

Staff Development

All training and curriculum development activities at Desert Garden Elementary 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, Desert Garden Elementary School held staff development devoted to:

• Differentiated Instruction
• Classroom Management
• Intervention Strategies
• English Language Development Instruction
• Data Analysis
• Instructional Strategies
• Professional Learning Communities
• English Language Arts Program Resources
• SPARKS Training
• Common Core State Standards
• English Language Arts Grade Level

• Frontloading Science
• Non-Violent Crisis Prevention Intervention
• School Business

Decisions concerning selection of staff development activities are performed by the principal, grade level representatives, and the reading coach using tools such as teacher input, state assessment results, data analysis, and teacher input to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Desert Garden Elementary 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.

Desert Garden Elementary 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 Desert Garden Elementary 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 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 SARCs 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

Discipline & Climate for Learning

Desert Garden Elementary 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. Desert Garden Elementary 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.

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
Math				
2014	Yes	Houghton Mifflin Harcourt; *California Go Math!*	0%	K-6
Science				
2007	Yes	Harcourt School Publishers: *California Science*	0%	K-6
2006	Yes	Holt, Rinehart & Winston: *Earth Science*	0%	6-8
Social Science				
2006	Yes	McMillan/McGraw Hill: *California Vistas*	0%	K-6
2006	Yes	McDougal Littell: *World History* *Ancient Civilizations*	0% 0%	6

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.

Suspensions and Expulsions

	Desert Garden			ECESD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions (#)	6	14	7	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.

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.

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/.

Class Size Distribution Self-Contained Classrooms

	2011-12			
Grade	Average Class Size	1-20	21-32	33+
K	30.5		2	
1	27.5		2	
2	26.0		2	
3	29.5		2	
4	33.0			1
5	34.5			2
6	33.5			2
	2012-13			
K	27.0		2	
1	26.0		2	
2	32.0		1	
3	30.0		2	
4	28.0		2	
5	21.0	1		1
6	22.0	1	2	
	2013-14			
K	24.0		2	
1	17.0	1	2	
2	27.0		2	
3	17.0	1	1	
4	24.0		2	
5	23.0	1	2	
6	22.0	1		1

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

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	Desert Garden	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.*

Physical Fitness

In the spring of each year, Desert Garden Elementary School is required by the state to administer a physical fitness test to all students in grade five. 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/pf/.

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	26%	21%	13%

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.

Standardized State Assessments

Students at Desert Garden Elementary 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 Desert Garden Elementary 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.

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, Desert Garden Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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/.

Title I PI Status 2014-15		
	Desert Garden	ECESD
PI Status	In PI	In PI
First Year of PI Implementation	2010-2011	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.

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.

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Desert Garden			ECESD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	46	44	46	47	49	46	54	56	55
Math	61	49	56	54	53	52	49	50	50
History				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									
	Desert Garden			ECESD			CA		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	51	47	41	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
Desert Garden	41
Male	39
Female	43
African American	
American Indian or Alaskan Native	
Asian	
Filipino	
Hispanic or Latino	41
Hawaiian or Pacific Islander	
White (not Hispanic)	
Two or More Races	
Economically Disadvantaged	32
English Learners	15
Students with Disabilities	
Migrant Education	

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.

Academic Performance Index Three-Year Performance Comparison			
	Desert Garden Base API Rank:		
	2010-11	2011-12	2012-13
Statewide Rank	5	3	4
Similar Schools Rank	7	2	6
	Actual API Change		
	2010-11	2011-12	2012-13
All Students	16	-32	23
Ethnic Subgroups			
African American			
American Indian or Alaskan Native			
Asian			
Filipino			
Hispanic or Latino	18	-34	22
Hawaiian or Pacific Islander			
White (not Hispanic)			
Two or More Races			
Other Subgroups			
Economically Disadvantaged	25	-45	30
English Learners	27	-37	24
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.

Professional Staff

Teacher Assignment

During the 2013-14 school year, Desert Garden Elementary School had 15 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						
	Desert Garden			ECESD		
	12-13	13-14	14-15	12-13	13-14	14-15
Total Teachers	13	15	15	190	211	221
Teachers with Full Credential	13	15	15	189	209	219
Teachers without Full Credential	0	0	0	1	2	2
Teachers Teaching Outside Subject Area (with full credential)	0	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	0	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 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	
Desert Garden	100.0%	0.0%
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.

Counseling & Support Staff

Desert Garden Elementary 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 Desert Garden Elementary School's students.

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.

Counselors and Support Personnel (Nonteaching Professional Staff) 2013-14		
	No. of Staff	FTE*
Academic Counselor	0	
Librarian	1	1.0
Psychologist	1	0.2
Resource Officer	As Needed	
Speech/Language/Hearing Special	1	0.2
Computer Lab Technician	1	1.0

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.

Facilities & Safety

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Desert Garden Elementary School's original facilities were built in 1964, and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. 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:

• Painting of the exterior of buildings
• Library beautification project
• Installation of a new HVAC system
• Landscaping throughout campus

2014-15 Planned Campus Improvements:
• Painting of the exterior of campus

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. One day custodian and one full-time evening custodian are assigned to Desert Garden Elementary School. The day custodians is responsible for:

• Cafeteria setup/cleanup
• General grounds maintenance
• Classroom cleaning
• Restroom cleaning
• Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

• Classroom cleaning
• Common use area cleaning
• Office area cleaning
• Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1962
	Quantity
# of Permanent Classrooms	15
# of Portable Classrooms	6
# of Restrooms (student use)	3
Computer Lab	1
Library	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio	1
Staff Lounge/Teacher Work Room	1

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, student supervisors are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, teachers supervise playground activity. Student supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, student supervisors monitor student behavior to ensure a safe and orderly departure.

Desert Garden Elementary School is a closed campus with a fence around the entire 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 Desert Garden Elementary School 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 most recent school safety plan was reviewed, updated, and discussed with school staff in January 2015.

Deferred Maintenance

Desert Garden Elementary 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 deferrred maintenance funds from the State School Deferred Maintenance Program.

Facilities Inspection

The district's maintenance department inspects Desert Garden Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Desert Garden Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Saturday, August 18, 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.

Item Inspected	School Facility Good Repair Status	Repair Status		
Inspection Date: August 18, 2014	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces			✓	Building "B" Rooms 1-4 - Room 3: cracks on west wall (EWO34587), Room 4: cracks on east wall (EWO34589); Building "C" Rooms 5-8.5 - Room 8: laminate peeling off cabinets (EWO34592), Room 6: laminate peeling off cabinets (EWO34593); Building "D" Rooms 9-12 - Room 10: stained ceiling tiles (EWO34598), Room 11: laminate peeling off cabinets (EWO34596), Room 12: laminate peeling off cabinets (EWO34597); Building "F" Library/Kinder - Kinder: laminate peeling off cabinets (EWO34602)
Cleanliness	✓			Portables P1-P6 - P2: stained ceiling tiles (EWO34604), P4: stained ceiling tiles (EWO34605)
Electrical	✓			
Restrooms/Fountains		✓		Building "B" Rooms 1-4 - Boy's Restroom: second urinal leaks (EWO34582), Room 3: faucet rusted (EWO34588); Building "D" Rooms 9-12 - First drinker not working eastside (EWO34954), Men's Restroom: sink needs to be replaced (EWO34595)
Safety	✓			Building "B" Rooms 1-4 - Deficiency noted
Structural	✓			Portables P1-P6 - P4: screw wood cover on west exterior (EWO34606)
External			✓	Building "A" Administration/Workroom - Concrete cracks around building (EWO34581); Building "B" Rooms 1-4 - By room 1: cracked concrete (EWO34583); Building "C" Rooms 5-8.5 - Electrical Room: replace grill on door (EWO34590), West Exit Door: replace grill (EWO34591); Building "E" Rooms 13-16 - By room 16: cracked concrete (EWO34600); Building "F" Library/Kinder - Front of Library: cracked concrete (EWO34685); Portables P1-P6 - Missing concrete by post on Ramada (EWO34607)

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.)

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/.

Current Expense of Education Per Pupil 2012-13					
	Dollars Spent Per Student				
Expenditures Per Pupil	Desert Garden	ECESD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,974	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,033	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,941	3,935	100.2%	4,690	84.0%
Average Teacher Salary	70,445	73,990	95.2%	67,289	104.7%

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

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool location at http://dq.cde.ca.gov/dataquest/ that contains additional information about Desert Garden Elementary 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 Desert Garden Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Desert Garden Elementary School is the El Centro Public Library.

El Centro Public Library
539 W. State Street
El Centro, California
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

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.