

De Anza Magnet School



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Richard Sanchez, Principal

2014-15 School Accountability Report Card

Principal's Message

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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 2014-15 school year, the school had an enrollment of 455 students including 7.9% in special education, 29.9% qualifying for English Language Learner support, and 62% qualifying for free or reduced price lunch.

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	1.5%	Kindergarten	25
American Indian or Alaskan Native	0.4%	Grade 1	41
Asian	0.7%	Grade 2	43
Filipino		Grade 3	50
Hawaiian or Pacific Islander		Grade 4	65
Hispanic or Latino	87.9%	Grade 5	35
White (not Hispanic)	7.5%	Grade 6	68
Two or More Races	0.9%	Grade 7	70
Socioeconomically Disadvantaged	62.0%	Grade 8	58
English Learners	29.9%		
Students with Disabilities	7.9%		
Migrant Education		Total	
Foster Youth	0.9%	Enrollment	455

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 CST Results and CAASPP charts; 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
Math Nights
Open House
Parent Training Night
Science Night
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 classroom 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 the 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 Student Success Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- 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. After school Mathematics, Engineering, Science Achievement (MESA) and AVID programs are 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. During the 2014-15 school year, De Anza Magnet School held staff development devoted to:

- Common Core State Standards
- Data Analysis
- English Language Arts Grade Level Planning
- English Language Arts Program Resources
- GO! Math Training
- Google Apps for Educators
- School Business
- Standards Plus Training

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.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
2	2	4

Instructional Materials

All textbooks used in the core curriculum at De Anza Magnet School are 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 adoption cycle for core content materials (English/Language Arts, math, science, and social science).

On Tuesday, October 13, 2015, 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 #101315-1064 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 2015-16 school year, El Centro

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

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

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				
2012-13				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
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
2014-15				
K	25.0		1	
1	21.0	1	1	
2	22.0	1	1	
3	22.0		2	
4	24.0	1	2	
5	35.0			1
6	34.0			2

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

The AYP table in this report illustrates the school's progress in meeting 2014-15 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/.

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/pt/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
Number of Standards Met:			
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	73%	55%	30%
Seventh	33%	19%	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.

Suspensions and Expulsions									
	De Anza			ECESD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	10	14	8	224	196	291	329,370	279,383	243,603
Expulsions (#)	0	0	0	4	8	7	8,266	6,611	5,692

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 assessments by 2014. Meeting 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. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

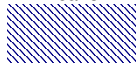
Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2014-15		
Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?		
AYP Criteria	De Anza	ECESD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	N/A
Attendance Rates	Yes	Yes
AYP Performance Level		
Number of AYP Criteria		
Met Out of the Total	9/9	12/13
Number of Criteria Possible		

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 2014-15, De Anza Magnet 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

**Title I PI Status
2015-16**

	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		9
% Schools Currently In PI		82%

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

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/.

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and

CAASPP Assessment Results Disaggregated by Student Groups 2014-15

		English Language Arts/Literacy							Mathematics							
				Achievement Level							Achievement Level					
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4		
Grade 3								Grade 3								
All Students Tested	50	47	94.0%	57.0%	21.0%	6.0%	15.0%	50	47	94.0%	62.0%	17.0%	19.0%	2.0%		
Male	50	28	56.0%	61.0%	18.0%	7.0%	14.0%	50	28	56.0%	64.0%	18.0%	18.0%	0.0%		
Female	50	19	38.0%	53.0%	26.0%	5.0%	16.0%	50	19	38.0%	58.0%	16.0%	21.0%	5.0%		
African American	50	2	4.0%	*	*	*	*	50	2	4.0%	*	*	*	*		
Hispanic or Latino	50	44	88.0%	57.0%	20.0%	7.0%	16.0%	50	44	88.0%	61.0%	16.0%	20.0%	2.0%		
White (not Hispanic)	50	0	0.0%	*	*	*	*	50	0	0.0%	*	*	*	*		
Socioeconomically Disadvantaged	50	27	54.0%	70.0%	19.0%	7.0%	0.0%	50	27	54.0%	70.0%	22.0%	7.0%	0.0%		
English Learners	50	19	38.0%	84.0%	5.0%	11.0%	4.0%	50	19	38.0%	79.0%	16.0%	5.0%	0.0%		
Students with Disabilities	50	8	16.0%	*	*	*	*	50	8	16.0%	*	*	*	*		
Migrant Education	50	3	6.0%	*	*	*	*	50	3	6.0%	*	*	*	*		
Grade 4								Grade 4								
All Students Tested	69	67	97.1%	51.0%	24.0%	16.0%	9.0%	69	67	97.1%	46.0%	39.0%	12.0%	3.0%		
Male	69	33	47.8%	64.0%	18.0%	15.0%	3.0%	69	33	47.8%	52.0%	30.0%	15.0%	3.0%		
Female	69	34	49.3%	38.0%	29.0%	18.0%	15.0%	69	34	49.3%	41.0%	47.0%	9.0%	3.0%		
African American	69	1	1.4%	*	*	*	*	69	1	1.4%	*	*	*	*		
Hispanic or Latino	69	62	89.9%	52.0%	24.0%	18.0%	6.0%	69	62	89.9%	48.0%	39.0%	11.0%	2.0%		
White (not Hispanic)	69	3	4.3%	*	*	*	*	69	3	4.3%	*	*	*	*		
Two or More Races	69	1	1.4%	*	*	*	*	69	1	1.4%	*	*	*	*		
Socioeconomically Disadvantaged	69	31	44.9%	71.0%	16.0%	10.0%	3.0%	69	31	44.9%	55.0%	39.0%	6.0%	0.0%		
English Learners	69	29	42.0%	76.0%	24.0%	0.0%	0.0%	69	29	42.0%	69.0%	28.0%	3.0%	0.0%		
Students with Disabilities	69	9	13.0%	*	*	*	*	69	9	13.0%	*	*	*	*		
Migrant Education	69	3	4.3%	*	*	*	*	69	3	4.3%	*	*	*	*		
Grade 5								Grade 5								
All Students Tested	35	34	97.1%	35.0%	21.0%	32.0%	9.0%	35	33	94.3%	61.0%	27.0%	6.0%	6.0%		
Male	35	18	51.4%	44.0%	28.0%	22.0%	6.0%	35	18	51.4%	61.0%	28.0%	6.0%	6.0%		
Female	35	16	45.7%	25.0%	13.0%	44.0%	13.0%	35	15	42.9%	60.0%	7.0%	7.0%	7.0%		
American Indian or Alaskan Native	35	1	2.9%	*	*	*	*	35	1	2.9%	*	*	*	*		
Hispanic or Latino	35	28	80.0%	25.0%	21.0%	39.0%	11.0%	35	27	77.1%	56.0%	30.0%	7.0%	7.0%		
White (not Hispanic)	35	4	11.4%	*	*	*	*	35	4	11.4%	*	*	*	*		
Two or More Races	35	1	2.9%	*	*	*	*	35	1	2.9%	*	*	*	*		
Socioeconomically Disadvantaged	35	12	34.3%	33.0%	25.0%	33.0%	8.0%	35	12	34.3%	42.0%	42.0%	0.0%	17.0%		
English Learners	35	5	14.3%	*	*	*	*	35	5	14.3%	*	*	*	*		
Migrant Education	35	2	5.7%	*	*	*	*	35	2	5.7%	*	*	*	*		
Grade 6								Grade 6								
All Students Tested	70	70	100.0%	37.0%	36.0%	21.0%	6.0%	70	70	100.0%	51.0%	36.0%	11.0%	1.0%		
Male	70	40	57.1%	43.0%	35.0%	20.0%	3.0%	70	40	57.1%	58.0%	33.0%	10.0%	0.0%		
Female	70	30	42.9%	30.0%	37.0%	23.0%	10.0%	70	30	42.9%	43.0%	40.0%	13.0%	3.0%		
African American	70	3	4.3%	*	*	*	*	70	3	4.3%	*	*	*	*		
Asian	70	2	2.9%	*	*	*	*	70	2	2.9%	*	*	*	*		
Hispanic or Latino	70	56	80.0%	43.0%	32.0%	20.0%	5.0%	70	56	80.0%	54.0%	36.0%	9.0%	2.0%		
White (not Hispanic)	70	9	12.9%	*	*	*	*	70	9	12.9%	*	*	*	*		
Socioeconomically Disadvantaged	70	33	47.1%	45.0%	39.0%	12.0%	3.0%	70	33	47.1%	58.0%	30.0%	12.0%	0.0%		
English Learners	70	20	28.6%	75.0%	25.0%	0.0%	0.0%	70	20	28.6%	70.0%	30.0%	0.0%	0.0%		
Students with Disabilities	70	4	5.7%	*	*	*	*	70	4	5.7%	*	*	*	*		
Migrant Education	70	3	4.3%	*	*	*	*	70	3	4.3%	*	*	*	*		
Grade 7								Grade 7								
All Students Tested	72	70	97.2%	24.0%	34.0%	34.0%	7.0%	72	70	97.2%	41.0%	29.0%	26.0%	4.0%		
Male	72	43	59.7%	23.0%	30.0%	42.0%	5.0%	72	43	59.7%	40.0%	28.0%	28.0%	5.0%		
Female	72	27	37.5%	26.0%	41.0%	22.0%	11.0%	72	27	37.5%	44.0%	30.0%	22.0%	4.0%		
Filipino	72	1	1.4%	*	*	*	*	72	1	1.4%	*	*	*	*		
Hispanic or Latino	72	56	77.8%	25.0%	32.0%	36.0%	7.0%	72	56	77.8%	39.0%	29.0%	27.0%	5.0%		
White (not Hispanic)	72	12	16.7%	25.0%	42.0%	25.0%	8.0%	72	12	16.7%	50.0%	33.0%	17.0%	8.0%		
Two or More Races	72	0	0.0%	*	*	*	*	72	0	0.0%	*	*	*	*		
Socioeconomically Disadvantaged	72	32	44.4%	34.0%	28.0%	28.0%	9.0%	72	32	44.4%	50.0%	22.0%	22.0%	6.0%		
English Learners	72	11	15.3%	45.0%	36.0%	9.0%	9.0%	72	11	15.3%	73.0%	18.0%	0.0%	9.0%		
Students with Disabilities	72	1	1.4%	*	*	*	*	72	1	1.4%	*	*	*	*		
Migrant Education	72	3	4.2%	*	*	*	*	72	3	4.2%	*	*	*	*		
Grade 8								Grade 8								
All Students Tested	60	60	100.0%	18.0%	43.0%	32.0%	5.0%	60	60	100.0%	45.0%	35.0%	10.0%	10.0%		
Male	60	27	45.0%	26.0%	52.0%	15.0%	4.0%	60	27	45.0%	9.0%	26.0%	7.0%	7.0%		
Female	60	33	55.0%	12.0%	36.0%	45.0%	6.0%	60	33	55.0%	33.0%	42.0%	12.0%	12.0%		
African American	60	1	1.7%	*	*	*	*	60	1	1.7%	*	*	*	*		
Asian	60	1	1.7%	*	*	*	*	60	1	1.7%	*	*	*	*		
Hispanic or Latino	60	54	90.0%	19.0%	43.0%	31.0%	6.0%	60	54	90.0%	48.0%	33.0%	9.0%	9.0%		
White (not Hispanic)	60	3	5.0%	*	*	*	*	60	3	5.0%	*	*	*	*		
Two or More Races	60	1	1.7%	*	*	*	*	60	1	1.7%	*	*	*	*		
Socioeconomically Disadvantaged	60	29	48.3%	17.0%	48.0%	28.0%	7.0%	60	29	48.3%	52.0%	34.0%	7.0%	7.0%		
English Learners	60	11	18.3%	55.0%	27.0%	9.0%	9.0%	60	11	18.3%	73.0%	9.0%	18.0%	0.0%		
Students with Disabilities	60	2	3.3%	*	*	*	*	60	2	3.3%	*	*	*	*		
Migrant Education	60	3	5.0%	*	*	*	*	60	3	5.0%	*	*	*	*		

Note: The number of students tested includes students that did not receive a score; 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 students with scores. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded

state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Professional Staff

Teacher Assignment

During the 2014-15 school year, De Anza Magnet School had 21 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.

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
2014-15		
De Anza	100.0%	0.0%
District Totals		
All Schools	94.0%	6.0%
High-Poverty Schools	94.0%	6.0%
Low-Poverty Schools	100.0%	-

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

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.

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.

California Assessment of Student Performance and Progress

All Students

Percentage of Students Meeting or Exceeding the State Standards

2014-15

	De Anza	ECESD	CA
English-Language Arts/Literacy	32	31	44
Mathematics	19	21	33

Note: Students in grades 3-8 and 11 are given this test. 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 Standards Test (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Test (CST)

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	De Anza			ECESD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	71	65	52	62	60	53	59	60	56

California Standards Test (CST)

Results by Student Subgroup

2014-15

	Percentage of Students Scoring at Proficient and Advanced Levels
ECESD	53
De Anza	52
Male	48
Female	55
Hispanic or Latino	51
Students with Disabilities	56

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.

Teacher Credentials and Assignments

	De Anza			ECESD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	21	22	21	211	221	217
Teachers with Full Credential	20	21	21	209	219	212
Teachers without Full Credential	1	1	0	2	2	5
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	2
Total Teacher Misassignments*	0	0	0	0	0	2
Teacher Vacancies	1	1	0	2	6	5

*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.*

Counselors and Support Personnel (Nonteaching Professional Staff)

2014-15

	No. of Staff	FTE*
Academic Counselor	1	0.2
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.

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
Infant Playground	1
Minor Parent Room	1
Outdoor Covered Patio	2
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 WiFi throughout campus
- Installation of a new phone system

2015-16 Planned Campus Improvements:

- Painting of the interior
- Asbestos abatement
- Painting and flooring projects

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.

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 September 25, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

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 and the 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.

Item Inspected		School Facility Good Repair Status	
		Repair Status	
		Good	Fair
		Poor	Repair Needed and Action Taken or Planned
Inspection Date:	September 25, 2015		
Systems		✓	
Interior Surfaces		✓	Building "A" Admin - Office: Patch holes by alarm cabinet, door jam touch up paint, Nurses Office: Replace exhaust fan, formica top damaged, faucet leaking, Lounge: Patch hole west wall, Womens Restroom: Exhaust fan missing, Mens Restroom: Exhaust fan not working, exterior overhang needs touch up paint; Building "C" Rooms 3-10 - Room 3, 7, 8 & 10: Cabinet doors off tracks, Room 8 - Cabinet broken door guides, Room 10: Broken AC vent; Building "D" Rooms 11-13, Library - Room 12: Stained and broken ceiling tiles, Library: Broken paper towel dispenser, stained ceiling tiles; Building "E" Portables 15-24, A-1, A-4 - #15 & #19: Stained and broken ceiling tiles, #16, #17 & #18: Stained ceiling tiles, #20: Ceiling tiles out of place, AC vent dirty, #21: Ceiling tiles broken, AC vents dirty, #22: Ceiling tiles damaged, #23: Ceiling tiles damaged, AC vents dirty, Vista (Back Office): Wallpaper damaged, broken ceiling tiles, broken blank cover, A-2 Main Office: Stained ceiling tiles, Main Office A-3: Clock makes noise, A-1: Wallpaper damaged, ceiling tiles broken, stained and out of place, A-4: Install fire extinguisher, ceiling boxes missing covers, ceiling tiles out of place, wallpaper damaged by door
Cleanliness		✓	
Electrical		✓	Building "A" Admin - Office: Replace switch cover, Principal's Office: Receptacle no power north wall, Lounge: Remove electrical conduit; Building "B" Rooms 1-2 - Room 1: Electrical box missing cover, Electrical Room: Install cover boxes; Building "C" Rooms 3-10 - Room 3, 8 & 10: Light out, Room 4: light fixture lens cracked, Room 5: Light fixture out, Room 7: Light fixture out, broken receptacle cover; Building "D" Rooms 11-13, Library - Room 11: Light fixture out, wire mold receptacle loose east wall, Room 12: Acrylics on light fixtures stained; Building "E" Portables 15-24, A-1, A-4 - #15: Light fixture out, broken receptacle cover west wall, #18, #21 & #24: Light fixture out, #19: Receptacle cover missing south wall, A-2 Main Office Storage Room: Broken light fixture lens, #13: Light fixture out, broken light lens, broken receptacle cover
Restrooms/Fountains		✓	Building "A" Admin - Womens Restroom: Sink and faucet damaged; Building "B" Rooms 1-2 - Room 2: Sink cabinet missing door, south wall cabinets missing door hinges, bathroom door needs touch up, Storage Room: touch up paint, Girls Restroom: Sinks damaged, tile on wall needs repair, Boys Restroom: Sinks damaged, tile repair needed, mirror cracked
Safety		✓	
Structural		✓	
External		✓	Building "A" Admin - Office: Entry door latch not working, entry door damaged; Building "C" Rooms 3-10 - Deficiency noted; Building "D" Rooms 11-13, Library - Room 12: Repair step on entry door; Building "E" Portables 15-24, A-1, A-4 - #21: Need door stop, Main Office A-3 - Entry door need adjustment
Overall Summary of School Facility Good Repair Status			
		Exemplary	Good
		Fair	Poor
Overall Summary			✓

Percentage Description Rating:

Poor: The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout campus.

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 and updated in January 2015, and discussed with school staff in August 2015 and throughout the year.

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: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2013-14 school year, El Centro Elementary School District spent an average of \$8,568 of total general funds to educate each student (based on 2013-14 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 2013-14					
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	3,932	N/A	N/A	N/A	N/A
Restricted (Supplemental)	366	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,566	4,445	80.2%	5,348	66.7%
Average Teacher Salary	51,935	76,291	68.1%	69,086	75.2%

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 2013-14 school year, the District received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing
- Ongoing & Major Maintenance Account
- Other Local: Locally Defined

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 December 2015.

Salary Comparison 2013-14

	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	-	42,723
Mid-Range Teacher Salary	70,729	65,936
Highest Teacher Salary	88,921	84,545
Average Principal Salaries:		
Elementary School	108,612	106,864
Middle School	109,206	110,494
Superintendent Salary	168,558	15,933
Percentage of Budget For:		
Teacher Salaries	42	40
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/>.

- Special Education
- State Lottery
- Title I, II, III

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 AYP, CST, CAASPP, 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-7pm
Fri: 9am- 5pm
Sat & Sun: Closed
Number of Computers Available: 5