Desert Garden Elementary School

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

2014-15 School Accountability Report Card

Principal's Message

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Welcome to the 2015-2016 school year! I am excited to be Desert Garden's new principal. This school is a very special place to learn! The faculty and staff work very hard to ensure that our students will enjoy a successful, exciting experience at our school. Our goal is to create a positive school climate that maximizes instructional time for student learning, while developing self-discipline and leadership skills in our students. Yet, we are very well aware that this cannot be possible without parental support. Therefore, we highly encourage parents to partner with us in their child's education. We truly value, appreciate, and seek out their involvement and collaboration for the success of their child.

Let's begin our journey to success!

Cecilia Heraz
Principal
Desert Garden

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 2014-15 school year, the school had an enrollment of 347 students including 11% in special education, 55% qualifying for English Language Learner support, and 84.4% qualifying for free or reduced price lunch.

Percentage of Students by Ethnicity/Grade Level 2014-15

Ethnic Group	%	Grade Level	#
African American	0.9%	Kindergarten	50
American Indian or Alaskan Native	0.3%	Grade 1	51
		Grade 2	47
Asian	0.6%	Grade 3	50
Filipino		Grade 4	31
Hawaiian or Pacific Islander		Grade 5	46
		Grade 6	72
Hispanic or Latino	95.6%	Grade 7	
White (not Hispanic)	2.0%	Grade 8	
Two or More Races	0.6%		
Socioeconomically Disadvantaged	84.4%		
English Learners	55.0%		
Students with Disabilities	11.0%		
Migrant Education		Total Enrollment	347
Foster Youth	1.4%		

Contents

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, 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
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 Cecilia Heraz 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 Heraz has been in the educational field for 19 years and serving Desert Garden Elementary School for her first year (as of 2015-16). Previous positions held in other schools include: classroom teacher, reading intervention teacher, academic coach, Director of Curriculum and Instruction at Imperial County Office of Education. Principal Heraz holds a bachelor's degree in Psychology and Social Behavior, a master's degree in Educational Leadership, and a Professional Administrative Services credential.

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, 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 the 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 two 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.

During the 2014-15 school year, Desert Garden Elementary School held staff development devoted to:

• Classroom Management
• Common Core State Standards
• Data Analysis
• Differentiated Instruction
• English Language Arts Grade Level
• English Language Arts Program Resources
• English Language Development Instruction
• Frontloading Science
• Intervention Strategies
• Instructional Strategies
• Non-Violent Crisis Prevention Intervention
• Positive Behavioral Intervention & Support (PBIS)
• Professional Learning Communities
• School Business
• SPARKS Training

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.

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 Desert Garden Elementary 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 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.

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%	TK-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

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

Suspensions and Expulsions

	Desert Garden			ECESD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	14	7	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.

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.

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 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.

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

Class Size Distribution Self-Contained Classrooms

	Average Class Size	Number of Classes*		
2012-13				
Grade		1-20	21-32	33+
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
2014-15				
K	25.0		2	
1	25.0		2	
2	24.0		2	
3	25.0		2	
4	31.0		1	
5	35.0			1
6	28.0	1	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 2014-15

Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Desert Garden	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 Number of Criteria Possible	9/9	12/13

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, 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 2014-15

	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	40%	31%	7%

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 2014-15, 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
2015-16

	Desert Garden	ECESD
PI Status	Not in PI	In PI
First Year of PI Implementation	N/A	2004-2005
Year in PI	N/A	Year 3
# Schools Currently In PI		9
% Schools Currently In PI		82%

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

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

	Desert Garden			ECESD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	46	41	38	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
Desert Garden	38
Male	40
Female	36
Hispanic or Latino	38
English Learners	38
Students with Disabilities	41

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.

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					
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
Grade 3														
All Students Tested	50	47	94.0%	38.0%	43.0%	9.0%	11.0%	50	50	100.0%	30.0%	42.0%	22.0%	4.0%
Male	50	23	46.0%	57.0%	17.0%	3.0%	13.0%	50	24	48.0%	38.0%	29.0%	25.0%	4.0%
Female	50	24	8.0%	21.0%	67.0%	4.0%	8.0%	50	26	52.0%	23.0%	54.0%	19.0%	4.0%
Asian	50	1	2.0%	*	*	*	*	50	1	2.0%	*	*	*	*
Hispanic or Latino	50	44	88.0%	39.0%	45.0%	5.0%	11.0%	50	47	94.0%	30.0%	45.0%	19.0%	4.0%
White (not Hispanic)	50	2	4.0%	*	*	*	*	50	2	4.0%	*	*	*	*
Socioeconomically Disadvantaged	50	32	64.0%	44.0%	38.0%	9.0%	9.0%	50	34	68.0%	29.0%	41.0%	24.0%	3.0%
English Learners	50	23	46.0%	39.0%	48.0%	9.0%	4.0%	50	25	50.0%	28.0%	52.0%	20.0%	0.0%
Students with Disabilities	50	3	6.0%	*	*	*	*	50	3	6.0%	*	*	*	*
Migrant Education	50	3	6.0%	*	*	*	*	50	3	6.0%	*	*	*	*
Grade 4														
All Students Tested	31	31	100.0%	42.0%	32.0%	16.0%	10.0%	31	31	100.0%	29.0%	39.0%	26.0%	6.0%
Male	31	16	51.6%	38.0%	25.0%	19.0%	19.0%	31	16	51.6%	19.0%	44.0%	25.0%	13.0%
Female	31	15	48.4%	47.0%	40.0%	13.0%	0.0%	31	15	48.4%	40.0%	33.0%	27.0%	0.0%
African American	31	1	3.2%	*	*	*	*	31	1	3.2%	*	*	*	*
Hispanic or Latino	31	27	87.1%	44.0%	30.0%	19.0%	7.0%	31	27	87.1%	33.0%	33.0%	30.0%	4.0%
White (not Hispanic)	31	2	6.5%	*	*	*	*	31	2	6.5%	*	*	*	*
Two or More Races	31	1	3.2%	*	*	*	*	31	1	3.2%	*	*	*	*
Socioeconomically Disadvantaged	31	24	77.4%	50.0%	29.0%	17.0%	4.0%	31	24	77.4%	33.0%	38.0%	29.0%	0.0%
English Learners	31	11	35.5%	55.0%	27.0%	18.0%	0.0%	31	11	35.5%	45.0%	27.0%	27.0%	0.0%
Students with Disabilities	31	3	9.7%	*	*	*	*	31	3	9.7%	*	*	*	*
Migrant Education	31	2	6.5%	*	*	*	*	31	2	6.5%	*	*	*	*
Grade 5														
All Students Tested	46	43	93.5%	44.0%	37.0%	19.0%	0.0%	46	43	93.5%	70.0%	23.0%	7.0%	0.0%
Male	46	22	47.8%	55.0%	36.0%	9.0%	0.0%	46	22	47.8%	73.0%	18.0%	9.0%	0.0%
Female	46	21	45.7%	33.0%	38.0%	29.0%	0.0%	46	21	45.7%	67.0%	29.0%	5.0%	0.0%
Hispanic or Latino	46	43	93.5%	44.0%	37.0%	19.0%	0.0%	46	43	93.5%	70.0%	23.0%	7.0%	0.0%
Socioeconomically Disadvantaged	46	33	71.7%	48.0%	36.0%	15.0%	0.0%	46	33	71.7%	79.0%	18.0%	3.0%	0.0%
English Learners	46	23	50.0%	48.0%	39.0%	13.0%	0.0%	46	23	50.0%	78.0%	17.0%	4.0%	0.0%
Students with Disabilities	46	9	19.6%	*	*	*	*	46	9	19.6%	*	*	*	*
Migrant Education	46	5	10.9%	*	*	*	*	46	5	10.9%	*	*	*	*
Grade 6														
All Students Tested	72	69	95.8%	16.0%	32.0%	38.0%	14.0%	72	70	97.2%	34.0%	36.0%	17.0%	13.0%
Male	72	34	47.2%	21.0%	29.0%	35.0%	15.0%	72	35	48.6%	37.0%	26.0%	20.0%	17.0%
Female	72	35	48.6%	11.0%	34.0%	40.0%	14.0%	72	35	48.6%	31.0%	46.0%	14.0%	9.0%
Hispanic or Latino	72	67	93.1%	6.0%	31.0%	37.0%	15.0%	72	67	93.1%	34.0%	36.0%	16.0%	13.0%
White (not Hispanic)	72	1	1.4%	*	*	*	*	72	1	1.4%	*	*	*	*
Socioeconomically Disadvantaged	72	47	65.3%	19.0%	36.0%	36.0%	9.0%	72	47	65.3%	36.0%	38.0%	15.0%	11.0%
English Learners	72	30	41.7%	23.0%	40.0%	30.0%	7.0%	72	31	43.1%	48.0%	35.0%	13.0%	3.0%
Students with Disabilities	72	8	11.1%	*	*	*	*	72	8	11.1%	*	*	*	*
Migrant Education	72	10	13.9%	*	*	*	*	72	10	13.9%	*	*	*	*

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/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Desert Garden	ECESD	CA
English-Language Arts/Literacy	32	31	44
Mathematics	24	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.

Professional Staff

Teacher Assignment

During the 2014-15 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		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	15	15	16	211	221	217
Teachers with Full Credential	15	15	16	209	219	212
Teachers without Full Credential	0	0	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	0	0	1	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.*

In the adjacent table, 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.

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.

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2014-15	
Desert Garden	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.

Counselors and Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE*
Academic Counselor	0	
Librarian	1	1.0
Psychologist	1	0.2
Resource Officer	As Needed	
Speech/Language/Hearing Specialist	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:

2015-16 Planned Campus Improvements:
• Addition of an outside student eating area near the cafeteria (by a grant through Lowes)
• Painting of the interior
• Asbestos abatement
• Flooring projects
• Landscaping throughout 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	17
# of Portable Classrooms	6
# of Restrooms (student use)	3
Computer Lab	1
Library	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio	2
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 2016.

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 September 10, 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.

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

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.)

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/.

School Facility Good Repair Status				
Item Inspected				**Repair Status**
Inspection Date: September 10, 2015	Good	Fair	Poor	**Repair Needed and Action Taken or Planned**
Systems	✓			
Interior Surfaces			✓	Cafeteria - Cracked tile in doorway to water heater room; Room 5 SDC - Replace sink and counter top; Mens Restroom Next to 9.5 - There is a crack in the south wall; Room 10 - Replace sink counter top; Room A K - Move heavy items to the floor; Kinder Playground - Middle swing hooks are loose
Cleanliness	✓			Kitchen - Pigeon droppings on the west side of kitchen
Electrical			✓	Boys Restroom Next to PE Room - Light cover is hanging, loose cover needs to be cleaned; Teachers Lounge - Two bulbs out
Restrooms/Fountains			✓	Room 2 Computer Lab - Replace sink and counter top; Restrooms Next to 8.5 - Girls restroom has a leak in the toilet in the handicap stall; Room B K - Faucet does not work; Room A K - Plaster is broken below boys restroom toilet, loose faucet in office; Kinder Playground - Clean the outside fountain
Safety	✓			
Structural	✓			
External			✓	Front Office - Replace broken concrete in front of the school; Restroom Next to Room 1 - Holes in cement outside, cracks in cement causing a tripping hazard; Room 2 Computer Lab - Holes in cement outside; Restrooms Next to 8.5 - There is a bad cement crack outside; Room A K - Badly cracked cement outside restroom; Girls Restroom Next to PE Room - Bad crack in cement outside and big hole in cement outside; Playground - Replace one swing seat; Teachers Lounge - Replace the asphalt as you have a tripping hazard
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.

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	Desert Garden	ECESD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,292	N/A	N/A	N/A	N/A
Restricted (Supplemental)	693	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,599	4,445	103.5%	5,348	86.0%
Average Teacher Salary	58,605	76,291	76.8%	69,086	84.8%

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

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.