

De Anza Magnet School



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Richard Sanchez, Principal

2012-13 School Accountability Report Card

Published January 2014

Principal's Message

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

A Title I Academic Achievement School

A California Distinguished School

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



CALIFORNIA
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El Centro Elementary School District

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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

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 6,000 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 2012-13 school year, the school had an enrollment of 484 students including 8.3% in special education, 43.4% qualifying for English Language Learner support, 4.2% migrant education, and 60.3% qualifying for free or reduced price lunch. De Anza Magnet School achieved a 2013 Academic Performance Index (API) score of 820.

**Percentage of Students by Ethnicity/Grade Level
2012-13**

Ethnic Group	%	Grade Level	#
African American	1.4%	Kindergarten	25
American Indian or Alaskan Native	0.6%	Grade 1	47
Asian	0.6%	Grade 2	54
Filipino	0.4%	Grade 3	38
Hawaiian or Pacific Islander		Grade 4	76
Hispanic or Latino	87.2%	Grade 5	57
White (not Hispanic)	8.7%	Grade 6	55
Two or More Races	0.6%	Grade 7	70
		Grade 8	62
		Total Enrollment	484

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 TeleParent 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

Discipline Committee
English Learner Advisory Council
Leadership Committee
Magnet School Committee
Parent Teacher Organization
School Site Council
8th Grade Parent Group

School Activities

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

Curriculum & Instruction

School Leadership

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

Principal Sanchez has been in the educational field for 16 years and serving De Anza Magnet School for his first year as of 2013-14. Previous positions held in other schools include science specialist and science teacher. Principal Sanchez holds a bachelor's from UCLA and a masters from SDSU.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks 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 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 and Successmaker, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Problem Solving Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Linda Mood Bell Instruction
- Classroom Instruction Intervention

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

Enrichment Programs

De Anza Magnet School offers a band program to all fourth grade students, and a strings program to all fifth grade students who wish to participate. What makes us a magnet school? De Anza Magnet School focuses on science, math, and technology. Students are exposed to project-based science activities in which they learn about renewable energy. The school also offers students advanced math classes in 7th and 8th grade (Algebra I and II). Students aspiring to become scholars have the chance to participate in the Phi Kappa Phi Young Scholar's Society.

Staff Development

All training and curriculum development activities at De Anza Magnet School revolve around the California State Content Standards and Frameworks.

Staff Development Days Three-Year Trend		
2010-11	2011-12	2012-13
3	3	2

During the 2012-13 school year, De Anza Magnet School held staff development devoted to:

- Data Analysis
- English Language Arts Program Resources
- SPARKS Training
- Unit 1 Planning
- 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 all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. De Anza Magnet School supports ongoing professional growth

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

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

Instructional Materials

All textbooks used in the core curriculum at De Anza Magnet School are aligned to the California Content Standards and Frameworks. 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 8, 2013, the El Centro Elementary School District held a public hearing to certify the extent to which textbooks and instructional materials have

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

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

Textbook information was obtained from district office personnel December 2013.

been provided to students. The Governing Board adopted Resolution #100813-1012 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and 3) each pupil enrolled in a foreign language has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board for those subjects.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2013-14 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

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

Suspensions and Expulsions			
	De Anza		
	10-11	11-12	12-13
Suspensions (#)	43	30	15
Suspensions (%)	7.99%	5.92%	3.10%
Expulsions (#)	2	0	0
Expulsions (%)	0.37%	0.00%	0.00%

	ECESD All Elementary Schools		
	10-11	11-12	12-13
Suspensions (#)	300	207	131
Suspensions (%)	7.43%	4.83%	3.37%
Expulsions (#)	2	0	0
Expulsions (%)	0.05%	0.00%	0.00%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

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.

Class Size Distribution Self-Contained Classrooms				
Grade	2010-11			
	Average Class Size	Number of Classes		
		1-20	21-32	33+
K	17.5	2		
1	20.0	1	1	
2	18.7	3		
3	12.4	5		
4	30.0		1	
5	32.0		1	1
6	25.0		1	

Grade	2011-12		
	Average Class Size	1-20	21-32
K	21.0	1	1
1	27.0		1
2	31.0		2
3	30.7		3
4	23.0	1	2
5	26.5		2
6	31.0		1

Grade	2012-13		
	Average Class Size	1-20	21-32
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

Combo classes are any combination of K-3, 3-4, and 4-5 grades.

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.

For the 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in English/language arts and 89.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 740 or increasing the API growth by 1 point.

More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2012-13		
Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?		
AYP Criteria	De Anza	ECESD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A
AYP Performance Level		
Number of AYP Criteria Met Out of the Total		
Number of Criteria Possible	9/17	14/25/

Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students

STAR Results
All Students
Percentage of Students Scoring at Proficient and Advanced Levels

	De Anza			ECESD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	61	60	56	47	49	46	54	56	55
Math	58	57	57	54	53	52	50	51	50
Science	63	73	71	57	60	57	57	60	59
History	47	31	40	39	46	48	48	49	49

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results
Ethnic Subgroups
Percentage of Students Scoring at Proficient and Advanced Levels
2012-13

	De Anza							
	American African American	Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races
English-Language Arts					54		68	
Math					55		71	
Science					72		77	
History					38			

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

STAR Results
Other Subgroups
Percentage of Students Scoring at Proficient and Advanced Levels
2012-13

	De Anza					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	52	60	37	49	53	44
Math	55	59	48	50	53	44
Science	68	75	52	67		
History	48	31	14	33		

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

Academic Performance Index
Three-Year Performance Comparison

	De Anza								
	Base API Rank:								
	2010			2011		2012			
Statewide Rank	7			6		6			
Similar Schools Rank	8			5		6			
	De Anza			De Anza		ECESD		State	
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2010-11	2011-12	2012-13	2012-13		2012-13		2012-13	
All Students	-7	-7	-1	392	820	3,730	797	4,655,989	790
Ethnic Subgroups									
African American				6		48	781	296,463	708
American Indian or Alaskan Native				3		7		30,394	743
Asian				3		26	970	406,527	906
Hispanic or Latino	-7	1	-3	342	812	3,469	793	2,438,951	744
White (not Hispanic)				36	868	152	871	1,200,127	853
Two or More Races				2		20	817	-	
Other Subgroups									
Economically Disadvantaged	5	-1	-4	248	793	3,089	781	2,774,640	743
English Learners	-16	-27	9	164	759	2,081	751	1,482,316	721
Students with Disabilities				37	743	441	676	527,476	615

are doing in relation to the state content standards. The CSTs include English/ language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>.

Physical Fitness

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

Physical Fitness Test
Percentage of Students Meeting
California Fitness Standards
2012-13

Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	24%	19%	19%
Seventh	26%	20%	30%

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.

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/.

Professional Staff

Counseling & Support Staff

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

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)

2012-13

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

FTE = Full Time Equivalent

* = As Needed

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 2012-13, De Anza Magnet qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Teacher Assignment

During the 2012-13 school year, De Anza Magnet School had 17 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments

	De Anza				ECESD			
	10-11	11-12	12-13	13-14	10-11	11-12	12-13	13-14
Total Teachers	25	22	18		244	224	190	
Teachers with Full Credential	25	22	17		242	224	189	
Teachers without Full Credential	0	0	1		2	0	1	
Teachers Teaching Outside Subject Area	0	0	1		1	0	1	
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Total Teacher Misassignments	0	0	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	3	0	0	0

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.

Title I PI Status

2013-14

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

The statistical information in this table reflects the PI status during the 2013-14 school year.

NCLB Compliance

Percentage of Classes in Core Academic Subjects:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2012-13		
De Anza	85.0%	15.0%
District Totals		
All Schools	98.0%	2.0%
High-Poverty Schools	98.0%	2.0%
Low-Poverty Schools	100.0%	0.0%

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 1964, 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	16
# of Portable Classrooms	0
# of Restrooms (student use)	3
Cafeteria	1
Computer Lab/Classroom	1
Crib Room	1
Gym	1
Infant Playground	1
Minor Parent Room	1
Outdoor Covered Patio	1
Staff Lounge/Teacher Work Room	1
Weight Room	1

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

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

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two custodians are assigned to De Anza Magnet School. The day custodians are responsible for:

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

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

Campus Supervision

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

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

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for De Anza Magnet in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's safety plan is reviewed, updated, and discussed with school staff on an annual basis.

Deferred Maintenance

De Anza Magnet School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2012-13 school year, El Centro Elementary School District did not receive deferred maintenance funds from the State School Deferred Maintenance Program.

Facilities Inspection

The district's maintenance department inspects De Anza Magnet on an annual basis in accordance with Education Code §17592.72(c)(1). De Anza Magnet uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, September 12, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.

School Facility Good Repair Status				
Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: September 12, 2013	Good	Fair	Poor	
Systems		✓		
Interior Surfaces	✓			"A" Administration/Lounge - Office missing baseboard; "C" Rooms 3-10 - Room 6 has torn carpet; "E" Rooms 15-24 A-1 & A-4 - Room 15 has missing carpet piece by back window
Cleanliness	✓			
Electrical		✓		
Restrooms/Fountains		✓		
Safety	✓			
Structural	✓			
External	✓			
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2011-12 school year, El Centro Elementary School District spent an average of \$7,647 of total general funds to educate each student (based on 2011-12 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 2011-12		
	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	39,753	41,327
Mid-Range Teacher Salary	66,989	63,903
Highest Teacher Salary	84,218	81,573
Average Principal Salaries:		
Elementary School	102,375	103,887
Middle School	107,362	107,439
Superintendent Salary	152,262	155,551
Percentage of Budget For:		
Teacher Salaries	41	41
Administrative Salaries	6	6

SARC Data & Internet Access

DataQuest

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

Public Internet Access Location

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

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

Current Expense of Education Per Pupil 2011-12					
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	3,619	N/A	N/A	N/A	N/A
Restricted (Supplemental)	343	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,276	3,805	86.1%	5,537	59.2%
Average Teacher Salary	61,226	71,407	85.7%	66,594	91.9%

In addition to general fund state funding, El Centro Elementary School District receives state and federal categorical funding for special programs. For the 2011-12 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)
- Early Mental Health Initiative
- Education Jobs Fund
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Medi-Cal Billing
- Ongoing & Major Maintenance Account
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Transportation
- Transportation: Special Education

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the El Centro Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2013.