

Desert Garden Elementary School



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Kathy Brandenburg, Principal

2012-13 School Accountability Report Card

Published January 2014

Principal's Message

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

School Mission

Desert Garden School staff members believe that all children can learn and places a special emphasis on developing proficiency in the art of 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 6,000 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."

Desert Garden Elementary School serves students in kindergarten through sixth grade. During the 2012-13 school year, the school had an enrollment of 361 students including 9.7% in special education, 57.9% qualifying for English Language Learner support, 4.2% migrant education, and 82.3% qualifying for free or reduced price lunch. Desert Garden Elementary School achieved a 2012 Academic Performance Index (API) score of 762.

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.

Percentage of Students by Ethnicity/Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African American	1.1%	Kindergarten	54
American Indian or Alaskan Native	0.3%	Grade 1	52
Asian		Grade 2	32
Filipino		Grade 3	59
Hawaiian or Pacific Islander		Grade 4	55
Hispanic or Latino	95.3%	Grade 5	42
White (not Hispanic)	2.8%	Grade 6	67
Two or More Races	0.6%	Grade 7	
		Grade 8	
		Total Enrollment	361



El Centro Elementary School District

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www.ecesd.org

Board of Trustees

Michael Minnix, President
Frances Terrazas, Clerk
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Parents stay informed of upcoming events and school activities through flyers, newsletters, parent conferences, progress reports, the school marquee, the school website, and TeleParent automated telephone message delivery system. Contact any school office staff member at (760) 352-2051 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone Field Trips
Classroom Helper
Fundraising Activities
Room Parent

Committees

English Learner Advisory Council
Parent Teacher Organization
School Site Council

School Activities

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

Curriculum & Instruction

School Leadership

The administrative team is comprised of the principal, who works closely with the leadership team, teachers, and school staff. Principal Kathy Brandenburg 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 Brandenburg has been in the educational field for 30 years and serving Desert Garden Elementary School for 18 years (as of 2012-13). Previous positions held in other schools include: classroom teacher and assistant principal. Principal Brandenburg holds a bachelor's degree in Liberal Arts, a master's degree in Educational Administration and Supervision, and a Professional Administrative Services credential.

Specialized Instruction

All curriculum and instruction is 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, 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 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. Desert Garden Elementary 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.

Desert Garden Elementary School's special education program is staffed by a team of specialists. One special education teacher, an instructional aide, and when needed an instructional assistant 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, STAR 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 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
- 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 fifth and 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 1-6 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 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, Desert Garden Elementary School held staff development devoted to:

- Differentiated Instruction
- Classroom Management
- Intervention Strategies
- English Language Development Instruction
- Data Analysis
- Instructional Strategies
- Professional Learning Communities
- English Language Arts Program Resources
- SPARKS Training
- 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 the principal, grade level representatives, and the reading coach using tools such as teacher input, state assessment results, data analysis, and teacher input to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Desert Garden Elementary School supports ongoing professional growth throughout the year. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

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

Instructional Materials

All textbooks used in the core curriculum at Desert Garden Elementary School are 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 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

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

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2009	Yes	McMillan/McGraw Hill: California Treasures	0%	K-6
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.

Suspensions and Expulsions

	Desert Garden		
	10-11	11-12	12-13
Suspensions (#)	22	9	17
Suspensions (%)	5.07%	2.12%	4.71%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	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.

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.

Class Size Distribution Self-Contained Classrooms

Grade	2010-11			
	Average Class Size	Number of Classes		
		1-20	21-32	33+
K	27.5		2	
1	24.0		2	
2	21.0	3		
3	22.5	1	1	
4	31.5		2	
5	35.0			2
6	28.3	1		2
2011-12				
	K	30.5	2	
	1	27.5	2	
	2	26.0	2	
	3	29.5	2	
	4	33.0		1
	5	34.5		2
	6	33.5		2
2012-13				
	K	27.0	2	
	1	26.0	2	
	2	32.0	1	
	3	30.0	2	
	4	28.0	2	
	5	21.0	1	1
	6	22.0	1	2

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

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	Desert Garden	ECESD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	Yes	No
Math	Yes	No
API	Yes	Yes
Graduation Rate	N/A	N/A

AYP Performance Level

Number of AYP Criteria		
Met Out of the Total	17/17	14/25/
Number of Criteria Possible		

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.

STAR Results

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	Desert Garden			ECESD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	46	44	46	47	49	46	54	56	55
Math	61	49	56	54	53	52	50	51	50
Science	36	47	47	57	60	57	57	60	59
History				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

	Desert Garden						
	American American	Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)
English-Language Arts	*	*			44		*
Math	*	*			56		*
Science	*	*			41		*
History							*

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

	Desert Garden					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	44	47	31	42	53	18
Math	59	53	45	53	58	36
Science	38		45	45		
History						

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

	Desert Garden Base API Rank:								
	2010			2011		2012			
Statewide Rank	4			5		3			
Similar Schools Rank	6			7		2			
	Desert Garden			Desert Garden		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	16	-32	23	244	785	3,730	797	4,655,989	790
Ethnic Subgroups									
African American				3		48	781	296,463	708
Hispanic or Latino	18	-34	22	231	781	3,469	793	2,438,951	744
White (not Hispanic)				8		152	871	1,200,127	853
Two or More Races				2		20	817	-	
Other Subgroups									
Economically Disadvantaged	25	-45	30	200	770	3,089	781	2,774,640	743
English Learners	27	-47	20	138	759	2,081	751	1,482,316	721
Students with Disabilities				40	747	441	676	527,476	615

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/.

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 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, 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 2012-13

	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	21%	21%	25%

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.

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

Title I PI Status 2013-14

	Desert Garden	ECESD
PI Status	In PI	In PI
First Year of PI Implementation	2010-2011	2004-2005
Year in PI	Year 3	Year 3
# Schools Currently In PI	11	11
% Schools Currently In PI	100%	100%

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

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

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

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

Counselors and Support Personnel (Nonteaching Professional Staff) 2012-13		
	No. of Staff	FTE
Academic Counselor	0	
Librarian	1	1.0
Psychologist	1	0.2
Resource Officer	1	*
Speech/Language/Hearing Special	1	0.2

FTE = Full Time Equivalent
* = As Needed

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 fencing around campus
- Installation of new carpet
- Installation of new door locks
- Landscaping throughout campus
- Installation of a 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. 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.

Teacher Assignment

During the 2012-13 school year, Desert Garden Elementary School had 13 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			
	10-11	11-12	12-13	13-14	10-11	11-12	12-13	13-14
Total Teachers	19	19	13		244	224	190	
Teachers with Full Credential	17	19	13		242	224	189	
Teachers without Full Credential	2	0	0		2	0	1	
Teachers Teaching Outside Subject Area	0	0	0		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.

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
2012-13		
Desert Garden	100.0%	0.0%
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. 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

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

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, student supervisors are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, teachers supervise playground activity. Student supervisors monitor lunch

time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, student supervisors monitor student behavior to ensure a safe and orderly departure.

Desert Garden Elementary School is a closed campus. 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 2014.

Deferred Maintenance

Desert Garden Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 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 Desert Garden Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Desert Garden Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Saturday, September 16, 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.

SARC Data & Internet Access

DataQuest

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

Public Internet Access Location

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

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

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: September 16, 2013	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			Room A Kindergarten - Carpet separating, hole in ceiling tile at northeast corner, and wall peeling behind toilet; Room 11 Kindergarten - Cracks in wall above sink, paint peeling by sink, stained north corner wall, and crack in the wall; Room 14 Grade 2 - Northwest corner peeling; Room 12 Grade 4 - Repair sink countertop; Room 8 Grade 6 - Crack on east wall and paint peeling on wall by sink; Library - Paint peeling around east door; Multipurpose Room - Broken wall tiles and needs new asphalt; Restroom Boys - Broken tile on wall, paint peeling on east wall, and adjust drinking fountain; Adult Women's Restroom Wing D - East wall cracking all the way around north wall and adjust drinking fountain pressure; Restroom Girls Wing E - Northwest corner peeling; Room 4 RSP - Cracks on east wall; Office - Principal's office vent needs paint, nurse's office paint is peeling, crack by restroom door, crack in the restroom, and wall is peeling
Cleanliness	✓			
Electrical	✓			Multipurpose Room - Outside restroom needs cover light
Restrooms/Fountains	✓			Room 6 Grade 5 - Around countertop sink is loose; Restroom Girls C Wing - Leak in handicap toilet handle; Multipurpose Room - Clean drinking fountains; Adult Men's Restroom Wing D - Urinal dripping and sink is rusting
Safety	✓			
Structural	✓			
External	✓			Restroom Girls C Wing - Outside meter is rusting; Playground - Replace three swings and push sand under equipment; Room P-5 Speech - Paint building, tighten hand rail, and repair patio cover, tighten bolts from bottom
Overall Summary of School Facility Good Repair Status				
Overall Summary	Exemplary	Good	Fair	Poor
Overall Summary			✓	

Percentage Description Rating:

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 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

Current Expense of Education Per Pupil 2011-12					
Dollars Spent Per Student					
Expenditures Per Pupil	Desert Garden	ECESD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,702	N/A	N/A	N/A	N/A
Restricted (Supplemental)	885	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,817	3,805	100.3%	5,537	68.9%
Average Teacher Salary	80,405	71,407	112.6%	66,594	120.7%

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 Accounts
- 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.