



De Anza Magnet School

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Maria J. Ambriz, Principal



2018-19 School Accountability Report Card



El Centro Elementary School District

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Principal's Message

Published January 2020

Each year the staff of De Anza Magnet School challenges its students to explore the world of learning in all its facets and to open new, exciting pathways for themselves. Each year we focus on improving the many successes of our students by maintaining the excellent programs already in place and by developing new programs to meet the needs of our students. We hope that this annual report will provide you with information on what De Anza Magnet School is doing to provide for the future of your children. We invite your comments, not only on this report, but throughout the year.

School Vision

De Anza Magnet School is committed to working collaboratively to increase student learning with the goal of all students achieving grade level proficiency or above. It is our goal to instill a love of learning in students in order to promote lifetime learners and productive citizens. As we move into the future, our students will be equipped to utilize technology as a learning tool.

De Anza Magnet School will develop a school culture to include:

- A sense of belonging
- Collaborative decision making
- Building leadership capacity in students, parents, and staff
- High expectations for all, by all
- Character of caring

De Anza Magnet School will enhance student learning by:

- Integrating technology
- Providing project-based learning experiences
- Providing enrichment opportunities tied to science, math, and technology
- Preparing students for a career in science, math, engineering and/or technology

School Mission

De Anza Magnet School is committed to increasing academic excellence and building character in all students.

Our efforts to accomplish the mission include:

Providing a safe school environment that is conducive to learning.

Providing an atmosphere which fosters high self-esteem, positive attitudes, tolerance and an acceptance of diversity, social responsibility, and an ethos of caring.

Including students, staff and parents in decision making by participation in school wide committees, such as Discipline, Leadership, Problem Solving Team, Social Fund, English Language Advisory, and School Site Council.



A Title I Academic Achievement School

A California Distinguished School

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

Designated as a "School to Watch"



CALIFORNIA
BUSINESS
for Education
EXCELLENCE



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.

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	0.6%	Kindergarten	50
American Indian or Alaskan Native		Grade 1	54
Asian		Grade 2	52
Filipino		Grade 3	60
Hawaiian or Pacific Islander		Grade 4	57
Hispanic or Latino	93.7%	Grade 5	35
White	3.7%	Grade 6	34
Two or More Races	0.8%	Grade 7	76
Socioeconomically Disadvantaged	70.5%	Grade 8	73
English Learners	31.2%		
Students with Disabilities	9.4%		
Homeless		Total	
Foster Youth	0.8%	Enrollment	491

District & School Description

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, two middle schools, and one home school academy which educates approximately 5,700 students in transitional 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 2018-19 school year, the school had an enrollment of 491 students including 9.4% in special education, 31.2% qualifying for English Language Learner support, 0.8% foster youth, and 70.5% qualifying for free or reduced price lunch.

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) that supports the priorities for the state of California. The following components of this SARC address some of the State's priorities:

State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area for the pupils they are teaching.
- Pupils have access to standards-aligned instructional materials; and school facilities are maintained in good repair.

State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes

the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) (for students with the most significant cognitive disabilities).

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

- Pupil suspension rates
- Pupil expulsion rates
- Other local measures on the sense of safety

State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education.

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, Class DoJo, REMIND, communication apps, and Blackboard Connect (automated telephone message delivery system). Contact any school office staff member at (760) 352-9811 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Fundraising Activities
Library Helper
Office Helper
Schoolwide Events
Speakers in Classrooms

Committees

English Learner Advisory Council
Parent Teacher Association
School Site Council
PBIS Committee
AVID Committee
8th Grade Parent Group

School Activities

AVID Night
Back to School Night
Family Activities
Library Family Events
Math Nights
Open House
Parent Training Night
Science Fair
Science Night
Social Studies Re-enactments

Curriculum & Instruction

School Leadership

The administrative team is comprised of the principal and vice principal, who work closely with the leadership team, teachers, and school staff. Principal Maria Ambriz 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, vice principal, and teacher representatives. The Leadership Team meets monthly throughout the year to discuss school operational systems and educational concerns.

Specialized Instruction

All curriculum and instruction is being aligned to the California State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

For students whose primary language is not English and who have limited English proficiency, De Anza Magnet School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. All classrooms are Structured English Immersion (SEI) and English learners may be clustered during ELD instruction. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. Some students may receive English Language Development instruction as a supplement to their regular Language Arts instruction. ELD instruction is provided in the classroom by the teacher. De Anza Magnet School's teachers utilize the Houghton Mifflin Harcourt: Journeys (K-2); Houghton Mifflin Harcourt: Wonders (3-6); and Houghton Mifflin Harcourt: StudySync (7-8) series, state-approved reading intervention programs and textbook adoption. English Learners are assessed annually using the ELPAC exam (English Language Proficiency Assessments for California); 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 two instructional aides. 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 Interim Assessment Blocks (IAB), as well as, district benchmark assessments teachers and administrators can identify students who

are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Success Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include classroom instructional 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 through eighth grade students, and a strings program to all fifth through eighth 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.

Staff Development

All training and curriculum development activities in the El Centro Elementary School District are aligned to the California State Standards.

During the 2018-19 school year, De Anza Magnet School held site-based professional development devoted to:

- AVID
- Collaboration & Organization
- Common Core State Standards
- Data Analysis
- English Language Arts Grade Level Planning
- English Language Arts Program Resources
- GO! Math Training
- Google Apps for Educators
- Math Lesson Studies
- Pitsco Missions & Expeditions
- Positive Behavior Intervention & Support
- School Business
- Standards Plus Training
- Technology
- Universal Design for Learning (UDL)

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.

During the 2017-18, 2018-19 and 2019-20 school years, El Centro Elementary School District provided districtwide professional development trainings on the following:

2017-18 & 2018-19 Trainings:

- Curriculum Embedded Technology Training
- Next Generation Science Standards Training
- Math Lesson Studies
- Intro to New Financial System, AED Training, Technology Updates
- iRead Training
- Synergy Grade Book
- WonderWorks Intervention Curriculum
- Wonders ELA/ELD Curriculum
- Journeys ELA/ELD Curriculum
- StudySync ELA Curriculum
- Positive Behavior Intervention & Support
- Co-Teaching Training
- Illuminate Data and Assessment
- Synergy Online Report Cards
- ELPAC
- Schoolwide AVID
- California School Dashboard
- Dual Immersion Team Training
- CAASPP Training
- History-Social Studies Framework
- Art Workshops
- English Learner Institute
- System 44 Intervention Training for Special Education Teachers
- Read 180 Universal Intervention Training
- Data Teams Training
- Universal Design for Learning (UDL) Site Team Training
- Renaissance Star Reading, Math, and Early Literacy Training

2019-20 Trainings:

- Building Positive School and Classroom Culture
- CPR and First Aid - PE Teachers
- Department Collaboration Meetings
- District Writing Buckets
- District Curriculum Guide Updates (ELA, ELD and Math)
- Support for New Teachers in ELA Curriculums, Math Curriculums, Online Gradebook and Report Cards, Science Kits
- PEAKing English language Arts and Math Instruction
- Reading and Math Intervention Program Trainings
- Reading Foundations Including Phonics and Phonemic Awareness
- Technology Integration with District Initiatives and Curriculum
- Trauma Informed Practices
- Digital Badging Trainings in District Curriculum and STAR Assessments
- Reading Foundations
- New Social Studies Curriculum
- Math Lesson Studies
- Math 180 Training

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	Houghton Mifflin Harcourt/Scholastic: <i>Big Day</i>	0%
2017	Yes	Houghton Mifflin Harcourt: <i>California Journeys</i>	0%
2017	Yes	McGraw-Hill: <i>California Wonders</i>	0%
Math			
2017	Yes	Houghton Mifflin Harcourt/Scholastic: <i>Big Day</i>	0%
2014	Yes	Houghton Mifflin Harcourt; <i>California Go Math!</i>	0%
Science			
2018	Yes	ECESD NGSS Science Kits	0%
Social Science			
2019	Yes	DBA American Legacy Publishing: <i>Studies Weekly</i>	0%

- Math 180, Read 180, System 44, and Do the Math Coaching Support
- iRead Site Team Trainings
- Schoolwide AVID
- Universal Design for Learning (UDL)
- Co-Teaching

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 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 8, 2019, 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 No. 100819-3003 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 2019-20 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.

Student Achievement

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

California Assessment of Student Performance and Progress Test Results in Science All Students						
Percentage of Students Meeting or Exceeding the State Standards						
	De Anza		ECESD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8						
Percentage of Students Meeting or Exceeding the State Standards						
	De Anza		ECESD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	47	52	43	45	50	51
Mathematics	34	36	30	33	39	40

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.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8) 2018-19										
	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	332	329	99.1%	0.9%	52.0%	332	326	98.2%	1.8%	35.6%
Male	164	161	98.2%	1.8%	45.3%	164	159	97.0%	3.0%	37.1%
Female	168	168	100.0%	0.0%	58.3%	168	167	99.4%	0.6%	34.1%
Black or African American	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	313	310	99.0%	1.0%	51.6%	313	307	98.1%	1.9%	35.2%
White	9	9	100.0%	0.0%	--	9	9	100.0%	0.0%	--
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	238	235	98.7%	1.3%	43.3%	238	233	97.9%	2.1%	28.7%
English Learners	104	103	99.0%	1.0%	20.4%	104	101	97.1%	2.9%	14.9%
Students with Disabilities	24	23	95.8%	4.2%	17.4%	24	22	91.7%	8.3%	4.6%
Students Receiving Migrant Services	--	--	--	--	--	--	--	--	--	--

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

An asterisk (*) appears in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

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/pfi/.

California Physical Fitness Test Results 2018-19			
Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Fifth	22.9%	25.7%	2.9%
Seventh	23.4%	16.9%	6.5%

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

Classroom Environment

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Average Class Size and Class Size Distribution				
2016-17				
Grade Level	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	24.0		2	
1	26.0		2	
2	29.0		2	
3	20.0	2		
4	25.0	1		1
5	35.0			1
6	33.0		1	1
2017-18				
K	24.0		2	
1	27.0		2	
2	25.0		2	
3	27.0		2	
4	26.0	1		1
5	34.0			1
6	22.0		2	
2018-19				
K	25.0		2	
1	27.0		2	
2	26.0		2	
3	25.0		2	
4	23.0	1	2	
5	35.0			1
6	34.0			1

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

** "Other" category is for multi-grade level classes.

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.

Suspensions and Expulsions									
	De Anza			ECESD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions (%)	1.20%	1.00%	3.00%	1.80%	1.60%	1.70%	3.60%	3.50%	3.60%
Expulsions (%)	0.00%	0.20%	0.00%	0.05%	0.03%	0.05%	0.09%	0.08%	0.09%

Professional Staff

Teacher Assignment

During the 2018-19 school year, De Anza Magnet School had 20 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher Credentials and Assignments								
	De Anza			ECESD				
	17-18	18-19	19-20	17-18	18-19	19-20		
Total Teachers	21	20	22	229	231	245		
Teachers with Full Credential	21	20	17	224	225	213		
Teachers without Full Credential	0	0	5	5	6	32		
Teaching Outside Subject Area (with full credential)	0	0	0	0	2	3		
Misassignments of Teachers of English Learners	0	0	0	2	0	0		
Total Teacher Misassignments*	0	0	0	2	0	0		
Teacher Vacancies	2	2	0	2	6	0		

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.

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.

Facilities & Safety

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. De Anza Magnet School's original facilities were built in 1969, and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

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:

- Upgrade main office for safety purposes
- Add cement walkway between the building and playground

Academic Counselors and Other Support Staff		
2018-19		
	No. of Staff	FTE*
Academic Counselor	1	0.8
Library Technician	1	1.0
Psychologist	1	0.2
Reading Coach	1	1.0
Speech & Language Aide	1	0.2
Speech & Language Pathologist	1	1.0
Average Number of Students per Academic Counselor		613.8

*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.

- Addition of cement under the shade structure for ADA

2019-20 Campus Improvements in Progress:

- Installation of new carpet in Rooms 6 & 16
- Remodel Boys' and Girls' restrooms
- Installation of staff Mens' and Women's restroom security wall for office
- Abatement in Boys' and Girls' and Mens' and Women's restrooms
- Installation of new playscape

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 custodial manager and the principal communicate 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, vice principal, and pupil supervisors are strategically assigned to designated entrance areas and the playground. During recess, the principal, vice principal, designated 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, the vice principal, 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.

Campus Description	
Year Built	1969
	Quantity
# of Permanent Classrooms	10
# of Portable Classrooms	13
# of Restrooms (student use)	3
Cafeteria	1
Computer Lab/Classroom	1
Infant Playground	1
Minor Parent Room	1
Outdoor Covered Patio	2
Staff Lounge/Teacher Work Room	1

School Facility Good Repair Status				
Item Inspected		Repair Status		
Inspection Date: May 4, 2019		Good	Fair	Poor
		Repair Needed and Action Taken or Planned		
Systems		✓		
Interior Surfaces			✓	
Cleanliness			✓	
Electrical			✓	
Restrooms/Fountains			✓	
Safety			✓	
Structural			✓	
External			✓	
Overall Summary of School Facility Good Repair Status				
		Exemplary	Good	Fair
Overall Summary			✓	Poor

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.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for De Anza Magnet in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's safety plan is reviewed and updated in January 2019, and discussed with school staff in August 2019 and throughout the year.

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 May 4, 2019. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2018-19, all restrooms were fully functional and available for student use.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located 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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

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

El Centro Public Library
539 W. State Street, El Centro
Phone Number: (760) 337-4565
Website: www.cityofelcentro.org/library
Hours: Mon-Thurs: 9am-7pm
Fri: 9am- 5pm
Sat & Sun: Closed
Number of Computers Available: 5

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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2017-18 school year, El Centro Elementary School District spent an average of \$12,338 of total general funds to educate each student (based on 2017-18 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.)

Teacher and Administrative Salaries 2017-18

	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	55,141	49,378
Mid-Range Teacher Salary	83,508	77,190
Highest Teacher Salary	107,594	96,607
Average Principal Salaries:		
Elementary School	129,815	122,074
Middle School	-	126,560
Superintendent Salary	206,835	189,346
Percentage of Budget For:		
Teacher Salaries	36	36
Administrative Salaries	7	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Expenditures Per Pupil and School Site Teachers Salaries 2017-18

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	8,472	N/A	N/A	N/A	N/A
Restricted (Supplemental)	959	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,514	6,317	118.9%	507	1482.0%
Average Teacher Salary	86,942	88,426	98.3%	77,619	112.0%

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 2017-18 school year, the District received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- 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 was acquired in October 2019 and school facilities sections were acquired in November 2019.