Desert Garden Elementary School

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Cecilia Heraz, Principal

2018-19 School Accountability Report Card

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Principal's Message

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

Let's begin our journey to success!

Cecilia Heraz
Principal
Desert Garden

School Mission

Desert Garden School staff members believe that all children can learn. 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.

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."

Desert Garden Elementary School serves students in kindergarten through sixth grade. During the 2018-19 school year, the school had an enrollment of 442 students including 10.4% in special education, 52.3% qualifying for English Language Learner support, 1.6% homeless youth, 1.6% foster youth, and 81.7% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	1.9%	Kindergarten	69
American Indian or Alaskan Native	0.5%	Grade 1	53
Asian	0.7%	Grade 2	55
Filipino		Grade 3	56
Hawaiian or Pacific Islander		Grade 4	64
Hispanic or Latino	94.1%	Grade 5	75
White	1.2%	Grade 6	70
Two or More Races	1.6%		
Socioeconomically Disadvantaged	81.7%		
English Learners	52.3%		
Students with Disabilities	10.4%		
Homeless	1.6%	Total Enrollment	442
Foster Youth	1.6%		

Contents

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) that supports the priorities for the state of California. The following components of this SARC address some of the State 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, newsletters, parent conferences, progress reports, the school marquee, the school website, Facebook and Blackboard Connect (automated telephone message delivery system). Contact any school office staff member at (760) 352-2051 for more information on how to become involved in your child's education.

Opportunities to Volunteer
Chaperone Field Trips
Classroom Helper
Fundraising Activities
Room Parent

Committees
English Learner Advisory Council
Parent Teacher Association
School Site Council

School Activities
Accelerated Reader Ice Cream Social (Quarterly)
Anti Bullying Month

Back to School Night
Family Nights
Field Day
Halloween Carnival & Parade
Movie Night
Medal Ceremony
Read Across America Week
Red Ribbon Week
Student Performances
Student Recognition Assemblies

Curriculum & Instruction

School Leadership
The administrative team is comprised of the principal, who works closely with the teachers, and school staff. Principal Cecilia Heraz is responsible for the day-to-day operations of the school and the overall instructional program. Staff meet weekly throughout the year to discuss instructional programs, staff development needs, evaluate the effectiveness of instruction programs and implement strategies that increase proficiency, evaluate student performance and student learning needs, and to focus on school operations.

Principal Heraz has been in the educational field for 25 years and serving Desert Garden Elementary School for her fifth year (as of 2019-20). Previous positions held in other schools include: classroom teacher, reading intervention teacher, academic coach, and the Director of Curriculum and Instruction at Holtville Unified School District, and Curriculum Coordinator for the Imperial County Office of Education. Principal Heraz holds a bachelor's degree in Psychology and Social Behavior, a master's degree in Educational Leadership, and a Professional Administrative Services credential.

Specialized Instruction
All curriculum and instruction is being aligned to the 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, 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. 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 classrooms by the teachers. Desert Garden Elementary's teachers utilize the Houghton Mifflin Harcourt: Journeys (K-2), and Houghton Mifflin Harcourt: Wonders (3-6), state-approved reading intervention programs and textbook adoption. English Learners are assessed annually using the ELPAC exam (English Language Proficiency Assessment for California); 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. Two special education teachers, and two instructional aides manage the Special Day Class; one resource specialist teacher and an instructional aide provide support in the general education classroom and in the resource room based upon students' academic needs. Instruction is provided in the least restrictive environment based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in the resource room. A portion of instruction may be provided in the special day class. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Desert Garden Elementary School takes advantage of the district's participation in the Imperial County Office of Education's Special Education Local Plan Area (SELPA), which provides a pool of professional resources and expertise in the field of special education.

Desert Garden Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using Interim Assessment Blocks (IAB), as well as, district benchmark assessments, test results, and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

• MobyMax Adaptive Program
• iRead Program (K-2)
• Journeys Program (K-2)
• Read 180
• Imagine Learning
• Wonders Program (3-6)

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

Enrichment Programs
Desert Garden Elementary School offers an all day kindergarten program, a band program to all fourth through sixth grade students, and a strings program to all fourth through sixth grade students who wish to participate. All K-6 students may participate in the After School Education & Safety (ASES) Program which offers enrichment programs in science, visual arts, performing arts, and physical education. Students in grades K-6 may participate in soccer, art, drill team/cheer, computers, fine arts, photography (grades 4-6), newspaper class called DG Press, and animation drawing. All students participate in at least one performing arts program annually.

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, Desert Garden Elementary School held site-based professional development devoted to:

• AVID Schoolwide
• Classroom Management
• English Language Arts Grade Level
• English Language Arts Program Resources
• English Language Development Instruction
• Go Math! Data Teams
• Intervention Strategies
• Instructional Strategies
• Math Lesson Studies
• Non-Violent Crisis Prevention Intervention
• Positive Behavioral Intervention & Support (PBIS)
• Professional Learning Communities
• School Business
• The New State Standards
• Universal Design for Learning (UDL)

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.

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
• 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

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 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 SARCs 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.

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	25.0		2	
1	25.0		2	
2	25.0		2	
3	23.0		2	
4	29.0		2	
5	29.0		2	
6	25.0	1		1
2017-18				
K	24.0		3	
1	27.0		2	
2	26.0		2	
3	25.0		2	
4	28.0		2	
5	27.0		2	
6	24.0	1	2	
2018-19				
K	23.0		3	
1	27.0		2	
2	28.0		2	
3	28.0		2	
4	32.0		2	
5	34.0			2
6	26.0	1	2	

*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.

Suspensions and Expulsions									
	Desert Garden			ECESD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions (%)	1.80%	0.90%	1.70%	1.80%	1.60%	1.70%	3.60%	3.50%	3.60%
Expulsions (%)	0.00%	0.00%	0.00%	0.05%	0.03%	0.05%	0.09%	0.08%	0.09%

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 expectations, 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 expectations, 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
Reading/Language Arts			
2017	Yes	Houghton Mifflin Harcourt/Scholastic: *Big Day*	0%
2017	Yes	Houghton Mifflin Harcourt: *California Journeys*	0%
2017	Yes	McGraw-Hill: *California Wonders*	0%
Math			
2017	Yes	Houghton Mifflin Harcourt/Scholastic: *Big Day*	0%
2014	Yes	Houghton Mifflin Harcourt; *California Go Math!*	0%
Science			
2018	Yes	ECESD NGSS Science Kits	0%
Social Science			
2019	Yes	DBA American Legacy Publishing: *Studies Weekly*	0%

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).

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, 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/.

California Assessment of Student Performance and Progress Test Results in Science All Students Percentage of Students Meeting or Exceeding the State Standards						
	Desert Garden		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 Physical Fitness Test Results 2018-19			
	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	18.3%	18.3%	9.9%

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.

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						
	Desert Garden		ECESD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	43	45	43	45	50	51
Mathematics	26	34	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	260	260	100.0%	0.0%	45.2%	261	260	99.6%	0.4%	33.8%
Male	146	146	100.0%	0.0%	43.5%	146	145	99.3%	0.7%	37.2%
Female	114	114	100.0%	0.0%	47.4%	115	115	100.0%	0.0%	29.6%
Black or African American	5	5	--	--	--	5	5	--	--	--
American Indian or Alaskin Native	--	--	--	--	--	--	--	--	--	--
Asian	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	241	241	100.0%	0.0%	43.2%	242	241	99.6%	0.4%	33.6%
White	4	4	--	--	--	4	4	--	--	--
Two or More Races	4	4	--	--	--	4	4	--	--	--
Socioeconomically Disadvantaged	218	218	100.0%	0.0%	44.2%	218	217	99.5%	0.5%	33.6%
English Learners	130	130	100.0%	0.0%	26.9%	131	130	99.2%	0.8%	23.8%
Students with Disabilities	28	28	100.0%	0.0%	7.4%	28	28	100.0%	0.0%	0.0%
Students Receiving Migrant Services	6	6	--	--	--	6	5	--	--	--

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.

Professional Staff

Teacher Assignment

During the 2018-19 school year, Desert Garden Elementary School had 17 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 teacher that grade level, subject area, student group, etc.

Teacher Credentials and Assignments						
	Desert Garden			ECESD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	18	19	19	229	231	245
Teachers with Full Credential	17	17	15	224	225	213
Teachers without Full Credential	1	2	4	5	6	32
Teaching Outside Subject Area (with full credential)	0	0	1	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	0	0	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

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.

Academic Counselors and Other Support Staff 2018-19		
	No. of Staff	FTE*
Academic Counselor	0	
Librarian	1	1.0
Psychologist	1	0.2
Resource Officer	As Needed	
Speech/Language/Hearing Specialist	1	0.2
Computer Lab Technician	1	1.0
ELL/Migrant Counselor	As Needed	
Pupil Services, Attendance & Truancy Prevention Specialist	As Needed	
Counselor	1	0.2

One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Facilities & Safety

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Desert Garden Elementary School's original facilities were built in 1964, and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following campus improvements have been completed:

• Asbestos abatement in Room 14
• Installation of new carpet in Room 14 and P-3

2019-20 Campus Improvements:
• Asbestos abatement in Room 4
• Installation of new carpeting in Room 4 and Portable 2

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one full-time evening custodian are assigned to Desert Garden Elementary School. The day custodians is responsible for:

• Cafeteria setup/cleanup
• General grounds maintenance
• Classroom cleaning
• Restroom cleaning
• Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

• Classroom cleaning
• Common use area cleaning
• Office area cleaning
• Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1962
	Quantity
# of Permanent Classrooms	17
# of Portable Classrooms	6
# of Restrooms (student use)	3
Computer Lab	1
Library	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio	2
Staff Lounge/Teacher Work Room	1

Campus Supervision

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

Desert Garden Elementary School is a closed campus with a fence around the entire campus. During school hours, all visitors must sign in at the school's office with their drivers license to be scanned through Lobby Guard, 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 2020.

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 August 22, 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.

School Facility Good Repair Status				
Item Inspected				**Repair Status**
Inspection Date: August 22, 2019	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains	✓			
Safety	✓			Room 11 3rd - Two drinking fountains by Room 16.5 need to be repaired to return water flow; Room B Kinder - Remove items from the top of the cabinet(s) and or shelves. Refasten the phone/internet box hanging on the south wall
Structural	✓			Room B Kinder - Repair the broken tile in the girl's bathroom; Room A Kinder - Deficiency noted
External	✓			Playground - Smooth out the lining under the swings and cover it again with either wood chips or sand
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.

SARC Data & Internet Access

DataQuest

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

Public Internet Access Location

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

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

District Expenditures

Salary & Budget Comparison

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

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/.

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.)

Expenditures Per Pupil and School Site Teachers Salaries 2017-18					
	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	7,578	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,657	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,922	6,317	93.7%	507	1168.0%
Average Teacher Salary	78,543	88,426	88.8%	77,619	101.2%

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

In addition to general fund state funding, El Centro Elementary School District receives state and federal categorical funding for special programs. For the 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.