Harding Elementary School

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Juan Aguilera, Principal

2014-15 School Accountability Report Card

Principal's Message

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I'd like to welcome you to Harding Elementary School's Annual School Accountability Report Card and thank you for taking time to explore it. As principal, I could not be more proud of the school over which I preside, and am honored to have the opportunity to share the basis for such pride with you. The purpose of this report card is to afford you further insight into the quality education program we offer.

It is the belief of Harding Elementary School that students will excel in an environment that is tailored to their evolving needs, and conducive to all facets of the learning process. It is due to this belief that we have been able to successfully develop a comprehensive education system that promotes cultural diversity, individuality, and intellectual achievement. We strive to provide students with not only the stimulation and encouragement to accomplish such feats, but the means to do so as well.

In our long-standing tradition of excellence, we maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. We renew this commitment yearly in hopes that together we will continue to improve our effectiveness in edifying students of today, in order to prepare them to become productive citizens of tomorrow. It is in light of this fact that we welcome any suggestions, ideas, or comments you may have.

Thank you for assisting Harding Elementary School in making our students' experiences here memorable and enjoyable.

School Vision & Mission

Each school year, Harding Elementary reaffirms the school's vision. The three statements that guide our work are:

• Harding Elementary School will provide a balanced, comprehensive program that prepares all students with the necessary skills to be successful in life.

• Harding Elementary School will provide students and staff with a safe, orderly, and welcoming environment where cultural and ethnic diversity are valued.

• Harding Elementary School will provide opportunities for students, parents, staff, and community members to be active participants in the educational process of Harding Students.

In addition to the school's vision statements, Harding staff adheres to our pledge:

Eager to learn by being engaged in powerful learning experiences with high expectations for all

Attending school on time every day with a "YES I CAN" attitude.

Growing together with a strong unity of purpose in our entire school community.

Learning life skills and meeting life's challenges.

Empowering all to achieve quality results.

Striving to succeed in a safe environment.

Contents

District & School Profile

The El Centro Elementary School District is located in Imperial County, and is surrounded by thousands of acres of California's most productive farming land. El Centro Elementary School District is comprised of nine elementary schools and two middle schools, and educates almost 6,100 students in kindergarten through eighth grade per school year. The district is committed to preparing its students for the future and dedicated to excellence in the realm of academics. All programs within the district are founded on the principle that "children come first."

Harding Elementary School serves students in kindergarten through sixth grade. During the 2014-15 school year, the school had an enrollment of 525 students including 9.5% in special education, 57.5% qualifying for English Language Learner support, and 79.6% qualifying for free or reduced price lunch.

Percentage of Students by Ethnicity/Grade Level 2014-15			
Ethnic Group	%	Grade Level	#
African American	0.4%	Kindergarten	114
American Indian or Alaskan Native		Grade 1	73
		Grade 2	84
Asian	0.2%	Grade 3	72
Filipino		Grade 4	80
Hawaiian or Pacific Islander		Grade 5	35
		Grade 6	67
Hispanic or Latino	95.6%	Grade 7	
White (not Hispanic)	3.4%	Grade 8	
Two or More Races	0.4%		
Socioeconomically Disadvantaged	79.6%		
English Learners	57.5%		
Students with Disabilities	9.5%		
Migrant Education		Total Enrollment	
Foster Youth	1.1%	Enrollment	525

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional

Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CST Results and CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement

Parents are encouraged to become 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 monthly newsletters, parent conferences, progress reports, the school marquee, the school website, and Blackboard Connect automated telephone message delivery system. Contact any school office staff member or the classroom teacher at (760) 352-4791 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Classroom Helper
Fundraising Activities
Library Helper
School Picture Day Helper

Committees
English Learner Advisory Council
Parent Teacher Organization
School Site Council

School Activities
Back to School Night
Open House
Student Performances
Student Recognition Assemblies
Various PTO Events

Curriculum & Instruction

School Leadership
The administrative team is comprised of the principal, who works closely with the teachers and school staff. Principal Juan Aguilera is responsible for the day-to-day operations of the school and all the components of the instructional programs. Coordinating efforts with the principal is the Reading Coach and teachers. The staff is responsible for evaluation of instructional programs, assessments, planning and delivery.

Principal Aguilera has 20 years of experience in the educational field working under different capacities and across a wide range of grade levels. Mr. Aguilera has experience working with special education, G.A.T.E., English Learners, and at-risk students. Mr. Aguilera holds a Master's Degree in Educational Leadership and holds a Clear Administrative Services Credential issued by the state of California.

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

For students whose primary language is not English and who have limited English proficiency, Harding Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. Some English Learners receive small group and/or individualized instructional support in the classroom from bilingual aides who collaborate with the student's teacher to provide support in areas of need. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. Some students receive English Language Development instruction as a supplement to their regular Language Arts instruction. Students provided ELD instruction are regrouped based on language fluency and receive targeted instruction at their proficiency level. Harding Elementary School's teachers utilize the 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.

Harding Elementary School's special education program is staffed by a special education teacher and 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 in-class support in both small group and individual settings. 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. Harding 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.

Harding 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-theme 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 (SST) 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
• Targeted Intervention

Harding offers a Dual Immersion (DI) program where students have the opportunity to become biliterate. Students in the DI program learn to read, write, and speak both English and Spanish following a 90/10 Dual Immersion model starting in Kindergarten. The program was established in 2011 and currently is offered up to third grade. The plan is to add one additional grade level year after year until the program is offered to the highest grade level in the school, sixth grade.

Enrichment Programs

Harding Elementary School offers an all day kindergarten program, a band program to all fourth grade students, and a strings program to all fifth grade students who wish to participate. All students can participate in the After School Education & Safety (ASES) Program which offers enrichment programs in science, visual arts, performing arts, and physical education.

Staff Development

All training and curriculum development activities at Harding Elementary School are being aligned to the Common Core State Standards.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
2	2	4

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

• Common Core State Standards
• Data Analysis
• English Language Arts Grade Level
• English Language Arts Program Resources
• English Language Development
• Formative Assessments
• Frontloading Science
• Non-Violent Crisis Prevention Intervention
• Professional Learning Communities
• School Business
• Unit 1 Planning

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. Harding Elementary School supports ongoing professional growth throughout the year through weekly Professional Learning Communities grade level staff meetings. Teachers meet to conduct data analysis to identify areas of need.

Harding 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 Harding Elementary School are aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's adoption cycle for core content materials (English/Language Arts, math, science, and social science).

On Tuesday, October 13, 2015, the El Centro Elementary School District held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board adopted Resolution #101315-1064 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the District to the extent that each pupil has a

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2009	Yes	McMillan/McGraw Hill: *California Treasures*	0%	TK-6
Math				
2014	Yes	Houghton Mifflin Harcourt; *California Go Math!*	0%	K-6
Science				
2007	Yes	Harcourt School Publishers: *California Science*	0%	K-6
2006	Yes	Holt, Rinehart & Winston: *Earth Science*	0%	6-8
Social Science				
2006	Yes	McMillan/McGraw Hill: *California Vistas*	0%	K-6
2006	Yes	McDougal Littell: *World History*	0%	
		Ancient Civilizations	0%	6

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

textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, and 3) each pupil enrolled in a foreign language has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board for those subjects.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, El Centro Elementary School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

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.

Discipline & Climate for Learning

Harding 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. Harding Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Class Size Distribution Self-Contained Classrooms				
		2012-13		
Grade	Average Class Size	**Number of Classes***		
		1-20	21-32	33+
K	18.0	2	3	
1	24.0	1	3	
2	23.0	1	3	
3	32.0		1	
4	31.0		2	
5	32.0		2	
6	35.0			2
		2013-14		
K	22.0	2	2	
1	18.0	1	3	
2	24.0	1	3	
3	26.0		3	
4	35.0			1
5	32.0		1	1
6	33.0			2
		2014-15		
K	23.0	1	4	
1	24.0		3	
2	22.0	2	2	
3	24.0		3	
4	27.0		3	
5	35.0			1
6	34.0			2

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

Suspensions and Expulsions									
	Harding			**ECESD**			**CA**		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	5	6	28	224	196	291	329,370	279,383	243,603
Expulsions (#)	0	0	0	4	8	7	8,266	6,611	5,692

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Student Achievement

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2014-15		
Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Harding	ECESD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	N/A
Attendance Rates	Yes	Yes
AYP Performance Level		
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	9/9	12/13

California Standards Test (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall

California Standards Test (CST) — All Students — Percentage of Students Scoring at Proficient and Advanced Levels									
	Harding			ECESD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	44	46	32	62	60	53	59	60	56

California Standards Test (CST) Results by Student Subgroup 2014-15	Percentage of Students Scoring at Proficient and Advanced Levels
ECESD	53
Harding	32
Male	31
Female	33
Hispanic or Latino	27
Students with Disabilities	28

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results Disaggregated by Student Groups 2014-15

	English Language Arts/Literacy							Mathematics						
				Achievement Level							Achievement Level			
	Total Enrollment	Number Tested	Percent Tested	1	2	3	4	Total Enrollment	Number Tested	Percent Tested	1	2	3	4
Grade 3														
All Students Tested	69	68	98.6%	62.0%	24.0%	12.0%	1.0%	69	69	100.0%	55.0%	29.0%	13.0%	1.0%
Male	69	28	40.6%	57.0%	29.0%	11.0%	0.0%	69	29	42.0%	55.0%	24.0%	17.0%	0.0%
Female	69	40	58.0%	65.0%	20.0%	13.0%	3.0%	69	40	58.0%	55.0%	33.0%	10.0%	3.0%
Asian	69	1	1.4%	*	*	*	*	69	1	1.4%	*	*	*	*
Hispanic or Latino	69	64	92.8%	63.0%	23.0%	11.0%	2.0%	69	65	94.2%	55.0%	29.0%	12.0%	2.0%
White (not Hispanic)	69	2	2.9%	*	*	*	*	69	2	2.9%	*	*	*	*
Socioeconomically Disadvantaged	69	49	71.0%	61.0%	24.0%	12.0%	0.0%	69	49	71.0%	57.0%	29.0%	10.0%	2.0%
English Learners	69	41	59.4%	71.0%	17.0%	12.0%	0.0%	69	42	60.9%	57.0%	33.0%	7.0%	0.0%
Students with Disabilities	69	5	7.2%	*	*	*	*	69	5	7.2%	*	*	*	*
Migrant Education	69	9	13.0%	*	*	*	*	69	9	13.0%	*	*	*	*
Grade 4														
All Students Tested	88	82	93.2%	63.0%	13.0%	13.0%	10.0%	88	87	98.9%	55.0%	25.0%	14.0%	5.0%
Male	88	36	40.9%	61.0%	11.0%	14.0%	14.0%	88	37	42.0%	51.0%	19.0%	22.0%	8.0%
Female	88	46	52.3%	65.0%	15.0%	13.0%	7.0%	88	50	56.8%	58.0%	30.0%	8.0%	2.0%
African American	88	2	2.3%	*	*	*	*	88	2	2.3%	*	*	*	*
Hispanic or Latino	88	77	87.5%	64.0%	14.0%	13.0%	9.0%	88	82	93.2%	55.0%	26.0%	15.0%	4.0%
White (not Hispanic)	88	2	2.3%	*	*	*	*	88	2	2.3%	*	*	*	*
Two or More Races	88	1	1.1%	*	*	*	*	88	1	1.1%	*	*	*	*
Socioeconomically Disadvantaged	88	62	70.5%	73.0%	10.0%	10.0%	8.0%	88	65	73.9%	60.0%	26.0%	11.0%	2.0%
English Learners	88	55	62.5%	75.0%	13.0%	9.0%	4.0%	88	59	67.0%	61.0%	27.0%	10.0%	0.0%
Students with Disabilities	88	4	4.5%	*	*	*	*	88	4	4.5%	*	*	*	*
Migrant Education	88	7	8.0%	*	*	*	*	88	8	9.1%	*	*	*	*
Grade 5														
All Students Tested	34	34	100.0%	53.0%	21.0%	21.0%	6.0%	34	34	100.0%	71.0%	18.0%	9.0%	3.0%
Male	34	19	55.9%	68.0%	11.0%	16.0%	5.0%	34	19	55.9%	74.0%	11.0%	11.0%	5.0%
Female	34	15	44.1%	33.0%	33.0%	27.0%	7.0%	34	15	44.1%	67.0%	27.0%	7.0%	0.0%
African American	34	1	2.9%	*	*	*	*	34	1	2.9%	*	*	*	*
Hispanic or Latino	34	32	94.1%	56.0%	19.0%	19.0%	6.0%	34	32	94.1%	75.0%	13.0%	9.0%	3.0%
White (not Hispanic)	34	1	2.9%	*	*	*	*	34	1	2.9%	*	*	*	*
Socioeconomically Disadvantaged	34	23	67.6%	52.0%	17.0%	22.0%	9.0%	34	23	67.6%	70.0%	17.0%	9.0%	4.0%
English Learners	34	12	35.3%	92.0%	8.0%	0.0%	0.0%	34	12	35.3%	100.0%	0.0%	0.0%	0.0%
Students with Disabilities	34	4	11.8%	*	*	*	*	34	4	11.8%	*	*	*	*
Migrant Education	34	2	5.9%	*	*	*	*	34	2	5.9%	*	*	*	*
Grade 6														
All Students Tested	70	65	92.9%	38.0%	37.0%	22.0%	2.0%	70	68	97.1%	53.0%	34.0%	10.0%	1.0%
Male	70	27	38.6%	56.0%	41.0%	4.0%	0.0%	70	29	41.4%	62.0%	31.0%	3.0%	0.0%
Female	70	38	54.3%	26.0%	34.0%	34.0%	3.0%	70	39	55.7%	46.0%	36.0%	15.0%	3.0%
African American	70	0	0.0%	*	*	*	*	70	0	0.0%	*	*	*	*
Hispanic or Latino	70	61	87.1%	39.0%	38.0%	21.0%	0.0%	70	64	91.4%	53.0%	36.0%	8.0%	2.0%
White (not Hispanic)	70	4	5.7%	*	*	*	*	70	4	5.7%	*	*	*	*
Socioeconomically Disadvantaged	70	47	67.1%	43.0%	43.0%	13.0%	0.0%	70	49	70.0%	57.0%	35.0%	6.0%	2.0%
English Learners	70	32	45.7%	59.0%	25.0%	13.0%	0.0%	70	34	48.6%	68.0%	29.0%	3.0%	0.0%
Students with Disabilities	70	8	11.4%	*	*	*	*	70	8	11.4%	*	*	*	*
Migrant Education	70	8	11.4%	*	*	*	*	70	8	11.4%	*	*	*	*

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded

results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Harding	ECESD	CA
English-Language Arts/Literacy	21	31	44
Mathematics	15	21	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Physical Fitness

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

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	56%	38%	9%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Harding Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Title I PI Status 2015-16		
	Harding	ECESD
PI Status	In PI	In PI
First Year of PI Implementation	2011-2012	2004-2005
Year in PI	Year 3	Year 3
# Schools Currently In PI		9
% Schools Currently In PI		82%

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

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/.

Teacher Credentials and Assignments						
	Harding			ECESD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	21	23	22	211	221	217
Teachers with Full Credential	21	23	22	209	219	212
Teachers without Full Credential	0	0	0	2	2	5
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	2
Total Teacher Misassignments*	0	0	0	0	0	2
Teacher Vacancies	0	2	0	2	6	5

*Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total teacher misassignments includes the number of misassignments of teachers of English learners.*

Professional Staff

Teacher Assignment

During the 2014-15 school year, Harding Elementary School had 23 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.

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
	2014-15	
Harding	100.0%	0.0%
District Totals		
All Schools	94.0%	6.0%
High-Poverty Schools	94.0%	6.0%
Low-Poverty Schools	100.0%	-

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Counseling & Support Staff

Harding 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 Harding 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) 2014-15		
	No. of Staff	FTE*
Academic Counselor	0	
Library Technician	1	1.0
Psychologist	As Needed	
School Nurse	As Needed	
Speech/Language/Hearing Specialist	1	0.4
Computer Lab Technician	1	1.0

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

Facilities & Safety

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.

Harding Elementary 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.

Facilities Profile

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Harding Elementary School's original facilities were built in 1949, and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff.

Campus Description	
Year Built	1972
	Quantity
# of Permanent Classrooms	24
# of Portable Classrooms	0
# of Restrooms (student use)	4 sets
Computer Labs	2
Libray/Media Center	1
Multipurpose Room/Cafeteria	1
Staff Lounge	1
Staff Work Room	1

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

• Painting of the exterior of campus
• Installation of a new phone system
• Upgrades to technology throughout campus

2015-16 Planned Campus Improvements:
• Replacement of HVAC systems

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

• Cafeteria setup/cleanup
• General grounds maintenance
• Restroom cleaning

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.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Harding Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's safety plan is reviewed, updated, and discussed with school staff in January 2016.

Facilities Inspection

The district's maintenance department inspects Harding Elementary on an annual basis in accordance with Education Code §17592.72(c)(1). Harding Elementary uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 10, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

Item Inspected	School Facility Good Repair Status Repair Status			
Inspection Date: September 10, 2015	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces		✓		Front Office with Restroom - Cracks in southwest corner, tile broken in cooridor to principal's office; Room 1 K - Tile missing in girls restroom; Room 2 K - Paint peeling and a crack on the south wall; Tech Lab - Missing laminate in front on drinking fountain; Boys Restroom - Restroom floor dirty; Room M-10 3rd Grade - Replace broken ceiling tiles; Cafeteria - Need handicap access to stage, stage carpet stained and dirty; Girls Restroom Next to Room 7 - Tile broken at doorway and on west wall; Boys Restroom Next to Room 7 - Tile broken at doorway, crack in east corner, replace second toilet flush valve
Cleanliness	✓			Boys Restroom Next to Room 14 - Cockroaches in restroom
Electrical		✓		Room 7 2nd Grade - Need cord cover on the floor; Kitchen - One bulb out in kitchen; Kitchen One bulb is out; Boys Restroom Next to Room 7 - Deficiency noted
Restrooms/Fountains		✓		Room M-6 - Clean outside fountain; Room 1 K - Office sink and outside fountain is dirty, needs to be cleaned, fountain outside does not work; Girls Restroom - Sink faucet not working, leak at toilet handle; Boys Restroom - Third sink handle is loose and not working, leak at handle of toilet in handicap stall, outside fountain very dirty; Playground - Two fountains need repair on east side; Kinder Playground - Drinking fountain needs repair; Mens Restroom Behind Office - Deficiency noted
Safety	✓			
Structural	✓			
External	✓			Room 4 4th Grade - There is a hole in the outside cement; Room M-6- There is a hole in the cement at the bottom of the ramp of room M-6; Library - The cement has a substantial crack outside; Playground - Replace yellow curved slide, repair a slide, replace cement on basketball court as it is a tripping hazard; Kinder Playground - One swing seat is damaged and needs to be replaced
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary			✓	

Percentage Description Rating:

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

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2013-14 school year, El Centro Elementary School District spent an average of $8,568 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2013-14		
	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	-	42,723
Mid-Range Teacher Salary	70,729	65,936
Highest Teacher Salary	88,921	84,545
Average Principal Salaries:		
Elementary School	108,612	106,864
Middle School	109,206	110,494
Superintendent Salary	168,558	15,933
Percentage of Budget For:		
Teacher Salaries	42	40
Administrative Salaries	6	6

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

Current Expense of Education Per Pupil 2013-14					
	Dollars Spent Per Student				
Expenditures Per Pupil	Harding	ECESD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,040	N/A	N/A	N/A	N/A
Restricted (Supplemental)	553	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,487	4,445	100.9%	5,348	83.9%
Average Teacher Salary	70,636	76,291	92.6%	69,086	102.2%

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 2013-14 school year, the District received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing
- Ongoing & Major Maintenance Account
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the El Centro Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials school facilities sections were acquired in December 2015.

SARC Data & Internet Access

DataQuest

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

Public Internet Access Location

Parents may access Harding Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Harding Elementary 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 9am-1pm
 Sun Closed
Number of Computers Available: 5