



Hedrick Elementary School

550 South Waterman Avenue, El Centro, CA 92243
Phone: (760) 352-4750 Fax: (760) 353-6832
Joy Ceasar, Principal

2014-15 School Accountability Report Card

Principal's Message

Published January 2016

This report card provides parents and community with ongoing information about Hedrick Elementary School. The report card covers everything from student achievement and student discipline to school facilities and safety. We hope you find it an important and useful document. We invite any comments and/or suggestions that might help us in better serving our students. You may call us at (760) 352-4750 or email me at jceasar@ecsd.org if you have any questions about this report.

School Vision

"Home of the Super Stars"

Hedrick strives to provide a premier learning environment that fosters high expectations and creates members of the global community who are well-prepared academically and socially for their chosen futures.

School Mission

"Proud to be a Hedrick Super Star"

Award-winning Hedrick Elementary School provides a positive learning environment with high academic and behavior expectations ensuring success for all students.

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."

Hedrick Elementary School serves students in kindergarten through sixth grade. During the 2014-15 school year, the school had an enrollment of 502 students including 9% in special education, 41.6% qualifying for English Language Learner support, and 70.9% qualifying for free or reduced price lunch.

| Percentage of Students by Ethnicity/Grade Level 2014-15 | | | |
|---|-------|--------------|-----|
| Ethnic Group | % | Grade Level | # |
| African American | 0.8% | Kindergarten | 93 |
| American Indian or Alaskan Native | 0.2% | Grade 1 | 47 |
| Asian | 0.6% | Grade 2 | 73 |
| Filipino | | Grade 3 | 78 |
| Hawaiian or Pacific Islander | | Grade 4 | 71 |
| Hispanic or Latino | 94.4% | Grade 5 | 70 |
| White (not Hispanic) | 3.8% | Grade 6 | 70 |
| Two or More Races | 0.2% | Grade 7 | |
| Socioeconomically Disadvantaged | 70.9% | Grade 8 | |
| English Learners | 41.6% | | |
| Students with Disabilities | 9.0% | | |
| Migrant Education | | Total | |
| Foster Youth | 1.2% | Enrollment | 502 |

Title I Academic
Achievement Award



A 2013 California Business
for Excellence Award Recipient



CALIFORNIA
BUSINESS
for Education
EXCELLENCE

A California
Distinguished School



El Centro Elementary School District

1256 Broadway
El Centro, CA 92243
(760) 352-5712
www.ecsd.org

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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 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, parent conferences, progress reports, a monthly calendar, the school marquee, the school website, and Blackboard Connect automated telephone message delivery system. Contact any school office staff member at (760) 352-4750 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Classroom Helper
Family Events
Fundraising Activities
Schoolwide Activities

Committees

English Learner Advisory Council
Parent Teacher Organization
School Site Council

School Activities

Annual Book Fair
Annual Halloween Costume Parade
Back to School Night
Candy Cane Lane
Family Nights
Honor Roll Assemblies
Lunch on the Lawn
Open House
Parent Conferences
Public Schools Week
Student Recognition Assemblies

Curriculum & Instruction

School Leadership

The administrative team is comprised of the principal, who works closely with the support staff, teachers, and school staff. Principal Joy Ceasar is responsible for the day-to-day operations of the school and the overall instructional program.

Principal Ceasar has been in the educational field for 19 years and serving Hedrick Elementary School for the first year in 2012-13. Previous positions held in other schools include: Principal, classroom teacher, resource teacher, support services coordinator, district and school support coordinator, and director of curriculum instruction and program improvement. Principal Ceasar holds a bachelor's degree in Liberal Studies, a master's degree in Educational Leadership and a clear administrative services credential and a multiple subject credential.

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.

Students learning English receive English Language Development instruction. Students provided ELD instruction are regrouped based on language fluency and receive targeted instruction at their proficiency level. Teachers providing ELD utilize appropriate supplemental materials such as Imagine Learning, a computer based instruction. Students are monitored through the CELDT exam given once a year, teacher observation and benchmark assessments; results are used to evaluate and adjust individualized learning strategies.

Hedrick Elementary School's special education program is staffed by special education teachers and instructional assistants. 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. 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. Hedrick 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.

Hedrick Elementary School provides a variety of intervention and enrichment programs to support students' efforts to achieve academic success and reach grade level expectations. Using district benchmark assessments, state 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:

- Linda Mood Bell Instruction
- Imagine Learning (ELD)
- Accelerated Reader
- Reading Foundation Rotations (1-3)
- After School Programs

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

Hedrick Elementary School offers After School Education and Safety (ASES) which consists of art, sports, and tutoring programs to kindergarten through sixth grade students who need a safe place to stay after school while parents are working.

Staff Development

All training and curriculum development activities at Hedrick 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, Hedrick Elementary School held staff development devoted to:

- Art Training
- Chromebook Technology
- Close Reading
- Common Core Performance Tasks
- Common Formative Assessments
- Common Core State Standards (Language Arts & Math)
- In Depth Math Fractions (Math Content) Training
- Next Generation ELD Standards
- Text Dependent Questions

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. Hedrick Elementary School supports ongoing professional growth throughout the year on minimum days and early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need.

Hedrick 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 Hedrick 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 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.

Class Size Distribution Self-Contained Classrooms

| Grade | Average Class Size | 2012-13 | | |
|---------|--------------------|--------------------|-------|-----|
| | | Number of Classes* | | |
| | | 1-20 | 21-32 | 33+ |
| K | 27.0 | 1 | 2 | |
| 1 | 31.0 | | 2 | |
| 2 | 32.0 | | 2 | |
| 3 | 23.0 | 1 | 2 | |
| 4 | 27.0 | 1 | | 2 |
| 5 | 30.0 | | 2 | |
| 6 | 34.0 | | | 2 |
| 2013-14 | | | | |
| K | 23.0 | | 3 | |
| 1 | 31.0 | | 2 | |
| 2 | 32.0 | | 2 | |
| 3 | 23.0 | 1 | 2 | |
| 4 | 24.0 | 1 | 2 | |
| 5 | 35.0 | | | 2 |
| 6 | 33.0 | | 1 | 1 |
| 2014-15 | | | | |
| K | 23.0 | | 4 | |
| 1 | 23.0 | | 1 | |
| 2 | 24.0 | | 3 | |
| 3 | 23.0 | | 3 | |
| 4 | 27.0 | 1 | 2 | |
| 5 | 35.0 | | | 2 |
| 6 | 35.0 | | | 2 |

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

Discipline & Climate for Learning

Hedrick Elementary School promotes a positive discipline program based upon behavior expectations, daily reinforcement, and weekly student recognition. Teachers support the plan with positive reinforcement of behavior expectation. Hedrick Elementary School employs a positive preventative approach that allows students to learn from their mistakes.

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: <i>California Treasures</i> | 0% | TK-6 |
| Math | | | | |
| 2014 | Yes | Houghton Mifflin Harcourt: <i>California Go Math!</i> | 0% | K-6 |
| Science | | | | |
| 2007 | Yes | Harcourt School Publishers: <i>California Science</i> | 0% | K-6 |
| 2006 | Yes | Holt, Rinehart & Winston: <i>Earth Science</i> | 0% | 6-8 |
| Social Science | | | | |
| 2006 | Yes | McMillan/McGraw Hill: <i>California Vistas</i> | 0% | K-6 |
| 2006 | Yes | McDougal Littell: <i>World History</i> | 0% | |
| | | <i>Ancient Civilizations</i> | 0% | 6 |

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

Suspensions and Expulsions

| | Hedrick | | | ECESD | | | CA | | |
|-----------------|---------|-------|-------|-------|-------|-------|---------|---------|---------|
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Suspensions (#) | 17 | 4 | 11 | 224 | 196 | 291 | 329,370 | 279,383 | 243,603 |
| Expulsions (#) | 0 | 0 | 3 | 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

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 Standards Test (CST)

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

| | Hedrick | | | ECESD | | | CA | | |
|---------|---------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 56 | 50 | 45 | 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 |
| Hedrick | 45 |
| Male | 55 |
| Female | 34 |
| Hispanic or Latino | 44 |
| English Learners | 26 |
| Students with Disabilities | 38 |

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.

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 | Hedrick | 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 | 9/9 | 12/13 |
| Number of Criteria Possible | | |

Physical Fitness

In the spring of each year, Hedrick 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 | 54% | 31% | 10% |

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, Hedrick Elementary

qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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/.

| Title I PI Status 2015-16 | | |
|---------------------------------|-----------|-----------|
| | Hedrick | ECESD |
| PI Status | In PI | In PI |
| First Year of PI Implementation | 2013-2014 | 2004-2005 |
| Year in PI | Year 1 | 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

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 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 | | | |
|---|---------|-------|----|
| | Hedrick | ECESD | CA |
| English-Language Arts/Literacy | 38 | 31 | 44 |
| Mathematics | 24 | 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.

| 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 | 85 | 81 | 0.953 | 0.43 | 0.3 | 0.14 | 0.11 | 85 | 84 | 0.988 | 0.52 | 0.24 | 0.2 | 0.02 |
| Male | 85 | 34 | 0.4 | 0.38 | 0.26 | 0.21 | 0.15 | 85 | 35 | 0.412 | 0.4 | 0.23 | 0.29 | 0.06 |
| Female | 85 | 47 | 0.553 | 0.47 | 0.32 | 0.09 | 0.09 | 85 | 49 | 0.576 | 0.61 | 0.24 | 0.14 | 0 |
| Asian | 85 | 2 | 0.024 | * | * | * | * | 85 | 2 | 0.024 | * | * | * | * |
| Hispanic or Latino | 85 | 76 | 0.894 | 0.46 | 0.32 | 0.12 | 0.08 | 85 | 79 | 0.929 | 0.56 | 0.25 | 0.16 | 0.01 |
| White (not Hispanic) | 85 | 3 | 0.035 | * | * | * | * | 85 | 3 | 0.035 | * | * | * | * |
| Two or More Races | 85 | 0 | 0 | * | * | * | * | 85 | 0 | 0 | * | * | * | * |
| Socioeconomically Disadvantaged | 85 | 47 | 0.553 | 0.49 | 0.3 | 0.13 | 0.04 | 85 | 49 | 0.576 | 0.55 | 0.27 | 0.16 | 0.02 |
| English Learners | 85 | 38 | 0.447 | 0.55 | 0.32 | 0 | 0.08 | 85 | 40 | 0.471 | 0.65 | 0.28 | 0.05 | 0 |
| Students with Disabilities | 85 | 8 | 0.094 | * | * | * | * | 85 | 9 | 0.006 | * | * | * | * |
| Migrant Education | 85 | 2 | 0.024 | * | * | * | * | 85 | 3 | 0.035 | * | * | * | * |
| Grade 4 | | | | | | | | | | | | | | |
| All Students Tested | 75 | 73 | 0.973 | 0.47 | 0.23 | 0.18 | 0.11 | 75 | 72 | 0.96 | 0.33 | 0.51 | 0.11 | 0.04 |
| Male | 75 | 34 | 0.453 | 0.62 | 0.18 | 0.12 | 0.09 | 75 | 34 | 0.453 | 0.32 | 0.5 | 0.12 | 0.06 |
| Female | 75 | 39 | 0.52 | 0.33 | 0.28 | 0.23 | 0.13 | 75 | 38 | 0.507 | 0.34 | 0.53 | 0.11 | 0.03 |
| African American | 75 | 1 | 0.013 | * | * | * | * | 75 | 1 | 0.013 | * | * | * | * |
| Hispanic or Latino | 75 | 72 | 0.96 | 0.46 | 0.24 | 0.18 | 0.11 | 75 | 71 | 0.947 | 0.34 | 0.51 | 0.11 | 0.04 |
| Socioeconomically Disadvantaged | 75 | 49 | 0.653 | 0.49 | 0.27 | 0.1 | 0.12 | 75 | 49 | 0.653 | 0.37 | 0.49 | 0.12 | 0.02 |
| English Learners | 75 | 26 | 0.347 | 0.69 | 0.23 | 0.08 | 0 | 75 | 26 | 0.347 | 0.5 | 0.46 | 0 | 0.04 |
| Students with Disabilities | 75 | 9 | 0.12 | * | * | * | * | 75 | 9 | 0.12 | * | * | * | * |
| Migrant Education | 75 | 1 | 0.013 | * | * | * | * | 75 | 1 | 0.013 | * | * | * | * |
| Grade 5 | | | | | | | | | | | | | | |
| All Students Tested | 71 | 68 | 95.8% | 34.0% | 22.0% | 35.0% | 9.0% | 71 | 70 | 98.6% | 51.0% | 36.0% | 9.0% | 4.0% |
| Male | 71 | 38 | 53.5% | 42.0% | 24.0% | 24.0% | 11.0% | 71 | 38 | 53.5% | 53.0% | 4.0% | 8.0% | 5.0% |
| Female | 71 | 30 | 42.3% | 23.0% | 20.0% | 50.0% | 7.0% | 71 | 32 | 45.1% | 50.0% | 38.0% | 9.0% | 3.0% |
| African American | 71 | 1 | 1.4% | * | * | * | * | 71 | 1 | 1.4% | * | * | * | * |
| American Indian or Alaskan Native | 71 | 1 | 1.4% | * | * | * | * | 71 | 1 | 1.4% | * | * | * | * |
| Hispanic or Latino | 71 | 61 | 85.9% | 33.0% | 21.0% | 38.0% | 8.0% | 71 | 62 | 87.3% | 52.0% | 9.0% | 5.0% | 5.0% |
| White (not Hispanic) | 71 | 4 | 5.6% | * | * | * | * | 71 | 4 | 5.6% | * | * | * | * |
| Socioeconomically Disadvantaged | 71 | 36 | 50.7% | 50.0% | 19.0% | 25.0% | 6.0% | 71 | 37 | 52.1% | 62.0% | 30.0% | 5.0% | 3.0% |
| English Learners | 71 | 18 | 25.4% | 44.0% | 39.0% | 17.0% | 0.0% | 71 | 20 | 28.2% | 70.0% | 25.0% | 5.0% | 0.0% |
| Students with Disabilities | 71 | 4 | 5.6% | * | * | * | * | 71 | 4 | 5.6% | * | * | * | * |
| Migrant Education | 71 | 3 | 4.2% | * | * | * | * | 71 | 3 | 4.2% | * | * | * | * |
| Grade 6 | | | | | | | | | | | | | | |
| All Students Tested | 71 | 70 | 98.6% | 27.0% | 16.0% | 49.0% | 9.0% | 71 | 69 | 97.2% | 23.0% | 30.0% | 35.0% | 12.0% |
| Male | 71 | 38 | 53.5% | 26.0% | 21.0% | 47.0% | 5.0% | 71 | 37 | 52.1% | 24.0% | 27.0% | 38.0% | 11.0% |
| Female | 71 | 32 | 45.1% | 28.0% | 9.0% | 50.0% | 13.0% | 71 | 32 | 45.1% | 22.0% | 34.0% | 31.0% | 13.0% |
| African American | 71 | 1 | 1.4% | * | * | * | * | 71 | 1 | 1.4% | * | * | * | * |
| Hispanic or Latino | 71 | 65 | 91.5% | 28.0% | 15.0% | 49.0% | 8.0% | 71 | 64 | 90.1% | 23.0% | 31.0% | 33.0% | 13.0% |
| White (not Hispanic) | 71 | 4 | 5.6% | * | * | * | * | 71 | 4 | 5.6% | * | * | * | * |
| Socioeconomically Disadvantaged | 71 | 43 | 60.6% | 26.0% | 16.0% | 47.0% | 12.0% | 71 | 42 | 59.2% | 26.0% | 29.0% | 31.0% | 14.0% |
| English Learners | 71 | 13 | 18.3% | 85.0% | 8.0% | 8.0% | 0.0% | 71 | 14 | 19.7% | 64.0% | 29.0% | 7.0% | 0.0% |
| Students with Disabilities | 71 | 1 | 1.4% | * | * | * | * | 71 | 1 | 1.4% | * | * | * | * |
| Migrant Education | 71 | 6 | 8.5% | * | * | * | * | 71 | 6 | 8.5% | * | * | * | * |

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

Professional Staff

Counseling & Support Staff

Hedrick 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 Hedrick 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 | 0.0 |
| Librarian | 1 | 1.0 |
| School Nurse | As Needed | |
| Psychologist | 1 | 0.2 |
| Speech/Language/Hearing Specialist | 1 | 0.5 |

*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.

Teacher Assignment

During the 2014-15 school year, Hedrick Elementary School had 21 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

| Teacher Credentials and Assignments | | | | | | |
|---|---------|-------|-------|-------|-------|-------|
| | Hedrick | | | ECESD | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Total Teachers | 18 | 21 | 22 | 211 | 221 | 217 |
| Teachers with Full Credential | 18 | 21 | 21 | 209 | 219 | 212 |
| Teachers without Full Credential | 0 | 0 | 1 | 2 | 2 | 5 |
| Teachers Teaching Outside Subject Area (with full credential) | 0 | 0 | 0 | 0 | 0 | 0 |
| Teacher Misassignments for English Learners | 0 | 0 | 1 | 0 | 0 | 2 |
| Total Teacher Misassignments* | 0 | 0 | 1 | 0 | 0 | 2 |
| Teacher Vacancies | 0 | 1 | 1 | 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.

In the adjacent table, 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 | | |
| Hedrick | 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.

Facilities & Safety

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Hedrick Elementary School's original facilities were built in 1965, 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 repairs or improvements were completed:

- Replacement of carpet where needed
- Upgrades to alarm system
- Installation of WiFi throughout campus
- Installation of a new phone system
- Painting of all classrooms

2015-16 Planned Campus Improvements:

- Replacement of concrete in basketball court
- Flooring projects

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. Two full-time custodians are assigned to Hedrick Elementary School. The custodians are responsible for:

- Cafeteria setup/cleanup
- Office area cleaning
- Remada eating area cleaning
- Trash removal
- Sidewalk cleaning
- Open/Close of school
- Deliver supplies
- Classroom cleaning
- Restroom cleaning

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

| Campus Description | |
|------------------------------|----------|
| Year Built | 1965 |
| | Quantity |
| # of Permanent Classrooms | 15 |
| # of Portable Classrooms | 4 |
| # of Restrooms (student use) | 6 |
| Library | 1 |
| Multipurpose Room/Cafeteria | 1 |
| Outdoor Covered Patio | 1 |
| Staff Work Room/Lounge | 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, pupil supervisors are strategically assigned to designated entrance areas, the bus drop off/pick up area and playground. Breakfast is provided in the students' calssroom after P.E. During morning recess, teachers supervise playground activity. The principal and pupil supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, pupil supervisors monitor student behavior to ensure a safe and orderly departure. Hedrick 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.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Hedrick 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 Hedrick Elementary on an annual basis in accordance with Education Code §17592.72(c) (1). Hedrick 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 28, 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.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Hedrick 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 Hedrick Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Hedrick 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

| School Facility Good Repair Status | | | | |
|---|---------------|------|------|---|
| Item Inspected | Repair Status | | | |
| Inspection Date: September 28, 2015 | Good | Fair | Poor | Repair Needed and Action Taken or Planned |
| Systems | ✓ | | | |
| Interior Surfaces | | ✓ | | Building "A" Lounge/Playground - Damaged and missing cabinets formica, Outside West Wall: Need access door for gas valve, Exterior repairs all around building, Sidewalk: Repair between C & D, Playground: Gates need repair, service drinking fountains, hooks on swings loose; Building "B" Kitchen - Eating Area: Paper towel dispenser loose, Outside: Holes on north wall need to be patched; Building "C" Rooms 1-4 - Room 1: Carpet damaged, Room 3: Patch holes on drywall, Room 3A: Patch holes on drywall, Room 4: Ceiling tiles stained, Panel Room: Switch cover missing, need light fixture, clean up need acces to breakers; Building "D" Rooms 6-10 - Room 6: Stained ceiling tiles, projector screen damaged, Room 8: Secure bookcase to wall, Room 10: Loose ceiling tiles, Panel Room: Clean up access to breakers, Exterior: Hose bib leaking north side building; Building "E" Rooms 11-13 - Room 13: Loose ceiling tiles, stained ceiling tiles |
| Cleanliness | ✓ | | | |
| Electrical | | ✓ | | Building "B" Kitchen - Eating Area: Light fixtures out; Building "D" Rooms 6-10: Girls Restroom: Light fixture missing cover; Building "E" Rooms 11-13 - Room 11: Receptacle cover broken, re-attach wire mold south wall, Room 13: Wire mold loose on ceiling; Building "F" Rooms 14-15 - Room 14: Replace receptacle on west wall, light fixture out, Room 15: Replace sink strainer, Girls Restroom: Light fixtures out, Boys Restroom: Light fixture out, Exterior: Repair drinking fountains; Building "G" Room 17 - Room 17: Light fixture out, broken fixture lens, Storage: Ceiling tiles stained, electrical box missing cover; Building "H" Rooms 18-26 - Room 18: Light fixture out, Room 19: Ceiling tiles stained and out of place, AC vents dirty, carpet damaged, Room 20: Ceiling tiles stained and out of place, light fixture out, AC vents dirty, wallpaper damaged, Room 21: Ceiling tiles out of place, Room 22: Ceiling tiles stained, light fixture out, Room 23: Ceiling tiles stained, light fixture out, Room 24: Ceiling tiles stained, light fixture out, Room 25: Ceiling tiles stained, wallpaper damaged west wall, Room 26: Ceiling tiles out of place and broken, AC vents dirty |
| Restrooms/Fountains | | ✓ | | Building "C" Rooms 1-4 - Room 2: Sink faucet not working, Room 4: Drinking fountain not working; Building "D" Rooms 6-10 - Room 6: Drinking fountain damaged, Room 8: Repair drinking fountain, water faucet loose, Room 9: Repair drinking fountain, Room 10: Paper towel dispenser broken, Boys Restroom: Mirror damaged; Building "E" Rooms 11-13 - Room 11: Replace sink faucet; Building "H" Rooms 18-26: Room 18: Sink faucet loose |
| Safety | ✓ | | | |
| Structural | ✓ | | | |
| External | ✓ | | | Building "B" Kitchen - Outside: Door on west side building needs cover, Kitchen: Cabinet door needs roller |
| 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.)

| 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/>.

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.)

| Current Expense of Education Per Pupil 2013-14 | | | | | |
|---|---------|--------|--|--|---------------------------------------|
| Dollars Spent Per Student | | | | | |
| Expenditures Per Pupil | Hedrick | ECESD | % Difference - School and District | State Average for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 4,628 | N/A | N/A | N/A | N/A |
| Restricted (Supplemental) | 515 | N/A | N/A | N/A | N/A |
| Unrestricted (Basic) | 4,114 | 4,445 | 92.5% | 5,348 | 76.9% |
| Average Teacher Salary | 69,891 | 76,291 | 91.6% | 69,086 | 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 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 and school facilities sections were acquired in December 2015.