



# Harding Elementary School

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Juan Aguilera, Principal

## 2012-13 School Accountability Report Card

Published January 2014

### Principal's Message

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.



## El Centro Elementary School District

1256 Broadway  
El Centro, CA 92243  
(760) 352-5712  
[www.ecesd.org](http://www.ecesd.org)

### Board of Trustees

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## District & School Profile

The El Centro Elementary School District is located in Imperial County, and is surrounded by thousands of acres of California's most productive farming land. El Centro Elementary School District is comprised of nine elementary schools and two middle schools, and educates almost 6,000 students in kindergarten through eighth grade per school year. The district is committed to preparing its students for the future and dedicated to excellence in the realm of academics. All programs within the district are founded on the principle that "children come first."

Harding Elementary School serves students in kindergarten through sixth grade. During the 2012-13 school year, the school had an enrollment of 505 students including 8.5% in special education, 63.6% qualifying for English Language Learner support, 10% migrant education, and 83.4% qualifying for free or reduced price lunch. Harding Elementary School achieved a 2013 Academic Performance Index (API) score of 719.

Percentage of Students by Ethnicity/Grade Level 2012-13			
Ethnic Group	%	Grade Level	#
African American	0.6%	Kindergarten	92
American Indian or Alaskan Native	0.2%	Grade 1	96
Asian	0.4%	Grade 2	90
Filipino		Grade 3	32
Hawaiian or Pacific Islander		Grade 4	61
Hispanic or Latino	95.8%	Grade 5	64
White (not Hispanic)	2.6%	Grade 6	70
Two or More Races	0.4%	Grade 7	
		Grade 8	
		Total Enrollment	505

## 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 TeleParent 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 leadership team, 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 18 years of experience in the education 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 aligned to the California State Content Standards and Frameworks approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

For students whose primary language is not English and who have limited English proficiency, 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 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 Problem Solving Team pulls together school and family resources to

identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Linda Mood Bell Instruction

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 revolve around the California State Content Standards and Frameworks.

Staff Development Days Three-Year Trend		
2010-11	2011-12	2012-13
3	3	2

During the 2012-13 school year, Harding Elementary School held staff development devoted to:

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

Decisions concerning selection of staff development activities are performed by 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 California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, October 8, 2013, the El Centro Elementary School District held a public hearing to certify the extent to which textbooks

and instructional materials have been provided to students. The Governing Board adopted Resolution #100813-1012 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and 3) each pupil enrolled in a foreign language has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board for those subjects.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2013-14 school year, El Centro Elementary School District provided each student, including English learners, enrolled

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2009	Yes	McMillan/McGraw Hill: California Treasures	0%	K-6
2009	Yes	Pearson Curriculum: Literature & Language Central	0%	7-8
Math				
2008	Yes	Harcourt School Publishers: California HSP Math	0%	K-6
2008	Yes	Holt Rinehart & Winston: Holt California Mathematics Course 1: Numbers to Algebra Course 2: Pre-Algebra Algebra Readiness Algebra I	0%	6-8
Science				
2007	Yes	Harcourt School Publishers: California Science	0%	K-6
2006	Yes	Holt, Rinehart & Winston: Earth Science Life Science Physical Science	0%	6-8
Social Science				
2006	Yes	McMillan/McGraw Hill: California Vistas	0%	K-6
2006	Yes	McDougal Littell: World Medieval and Early Modern Times Creating America Pupil Edition	0%	7 8

*The textbooks and instructional materials used by the school are selected from the State Board of Education's most recent adoption.*

*Textbook information was obtained from district office personnel December 2013.*

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				
2010-11				
Grade	Average Class Size	Number of Classes		
		1-20	21-32	33+
K	28.5		2	
1	16.5	4		
2	20.3	3		
3	21.7	2	1	
4	28.0		2	
5	30.5		1	1
6	34.5			2
2011-12				
K	23.0	2	1	
1	26.3		3	
2	22.7	1	2	
3	31.5		2	
4	33.5			2
5	30.5		2	
6	34.5			2
2012-13				
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

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

## 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.

Suspensions and Expulsions			
Harding			
	10-11	11-12	12-13
Suspensions (#)	27	17	8
Suspensions (%)	5.53%	3.54%	1.58%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
ECESD All Elementary Schools			
	10-11	11-12	12-13
Suspensions (#)	300	207	131
Suspensions (%)	7.43%	4.83%	3.37%
Expulsions (#)	2	0	0
Expulsions (%)	0.05%	0.00%	0.00%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.

## Student Achievement

### Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2012-13 AYP cycle, elementary and middle schools must achieve a 89.2% or higher proficiency rate in English/language arts and 89.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score

STAR Results All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Harding			ECESD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	43	45	37	47	49	46	54	56	55
Math	51	50	43	54	53	52	50	51	50
Science	38	43	44	57	60	57	57	60	59
History				39	46	48	48	49	49

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Ethnic Subgroups									
Percentage of Students Scoring at Proficient and Advanced Levels									
2012-13									
	Harding								
	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races		
English-Language Arts								36	
Math								42	
Science								45	
History									

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

STAR Results Other Subgroups						
Percentage of Students Scoring at Proficient and Advanced Levels						
2012-13						
	Harding					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	33	39	25	33	17	19
Math	41	44	36	39	21	47
Science	46	42	23	41		
History						

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.



**Adequate Yearly Progress  
Results Reported by Indicator  
and Compared to  
District Performance  
2012-13**

Did the school and district meet or exceed 2013 AYP performance criteria in each of the areas listed below?

AYP Criteria	Harding	ECESD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
API	No	Yes
Graduation Rate	N/A	N/A

**AYP Performance Level**

Number of AYP Criteria		
Met Out of the Total	8/17	14/25/
Number of Criteria Possible		

of 740 or increasing the API growth by 1 point. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

## Standardized State Assessments

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English/

language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven.

Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>.

## Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well.

Schools/subgroups that have achieved an API of 800 or above must maintain their scores. Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

## 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/pfi/](http://www.cde.ca.gov/ta/tg/pfi/).

**Physical Fitness Test  
Percentage of Students Meeting  
California Fitness Standards  
2012-13**

	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	25%	12%	5%

## 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

**Academic Performance Index  
Three-Year Performance Comparison**

	Harding								
	Base API Rank:								
	2010		2011		2012				
Statewide Rank	3		3		3				
Similar Schools Rank	3		3		4				
	Harding			Harding		ECESD		State	
				# of		# of		# of	
	Increase/Decrease in API			Students	Growth	Students	Growth	Students	Growth
	2010-11	2011-12	2012-13	2012-13		2012-13		2012-13	
All Students	9	6	-43	299	719	3,730	797	4,655,989	790
Ethnic Subgroups									
African American				3		48	781	296,463	708
American Indian or Alaskan Native				1		7		30,394	743
Hispanic or Latino	1	6	-43	284	714	3,469	793	2,438,951	744
White (not Hispanic)				9		152	871	1,200,127	853
Two or More Races				2		20	817	-	
Other Subgroups									
Economically Disadvantaged	-5	12	-48	252	703	3,089	781	2,774,640	743
English Learners	3	29	-68	194	685	2,081	751	1,482,316	721
Students with Disabilities				33	576	441	676	527,476	615

federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2012-13, Harding Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

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/](http://www.cde.ca.gov/ta/ac/ti/).

## Professional Staff

### 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.

### Teacher Assignment

During the 2012-13 school year, Harding Elementary School had 18 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								
	Harding				ECESD			
	10-11	11-12	12-13	13-14	10-11	11-12	12-13	13-14
Total Teachers	20	19	18		244	224	190	
Teachers with Full Credential	20	19	18		242	224	189	
Teachers without Full Credential	0	0	0		2	0	1	
Teachers Teaching Outside Subject Area	0	0	0		1	0	1	
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Total Teacher Misassignments	0	0	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	3	0	0	0

In the table in this report, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Title I PI Status 2013-14		
	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		11
% Schools Currently In PI		100%

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

Counselors and Support Personnel (Nonteaching Professional Staff) 2012-13		
	No. of Staff	FTE
Academic Counselor	0	
Library Technician	1	1.0
Psychologist	1	*
School Nurse	1	*
Speech/Language/Hearing Special	1	0.4
Computer Lab Technician	1	1.0

*FTE = Full Time Equivalent*

*\* = As Needed*

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2012-13	
Harding	100.0%	0.0%
District Totals		
All Schools	98.0%	2.0%
High-Poverty Schools	98.0%	2.0%
Low-Poverty Schools	100.0%	0.0%

## Facilities & Safety

### 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
Computer Labs	2
Library/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:

- Installation of new carpet
- Painting of the exterior buildings
- Installation of new locks on doors
- Landscaping throughout campus
- Installation of new HVAC system
- Modernization of front office
- Addition of new furniture in office

#### 2013-14 Planned Campus Improvements:

- Modernization of library

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 on an annual basis.

### Deferred Maintenance

Harding Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/ exterior painting, and floor systems. During the 2012-13 school year, El Centro Elementary School District did not receive deferred maintenance funds from the State School Deferred Maintenance Program.

### Facilities Inspection

The district's maintenance department inspects 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 16, 2013. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2012-13, all restrooms were fully functional and available for student use.

## SARC Data & Internet Access

### DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about 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 API, AYP, STAR results, 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](http://www.cityofelcentro.org/library)  
Hours:  
Mon-Thurs 9am-6pm  
Fri 9am- 5pm  
Sat & Sun, Closed  
Number of Computers Available: 5

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: September 16, 2013	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces		✓		Room M-5 Grade TK - Broken tiles and carpet separating; Room 1 Grade K - Stains on floor and carpet; Room 2 - Wall separating on east side, carpet separating, teacher's office at south wall peeling, girl's restroom broken and missing tiles, and stall wall is rusting at bottom; Room 13 - Hole in east side wall by pencil sharpener, crack in wall by beam, and paint peeling above window; Multipurpose Room - Cement at east door broken, and hole and paint peeling on east wall; Office - Wall is peeling on north side by baseboard; Boy's Restroom - Northeast corner wall separating and paint peeling; Girl's Restroom - Cement is cracked at entrance and tile broken and crack at west wall; Boy's Restroom - Carpet wrinkling and tearing and southwest wall paint buckling
Cleanliness	✓			
Electrical	✓			
Restrooms/Fountains		✓		Girl's Restroom - Fountain outside leaking; Playground - Replace 15 swings, drinking fountains are not working, slide needs to be adjusted, presents a cutting problem
Safety	✓			
Structural	✓			
External	✓			Room M-6 SDC - Broken cement on ramp
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: 2011-12 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2011-12		
	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	39,753	41,327
Mid-Range Teacher Salary	66,989	63,903
Highest Teacher Salary	84,218	81,573
Average Principal Salaries:		
Elementary School	102,375	103,887
Middle School	107,362	107,439
Superintendent Salary	152,262	155,551
Percentage of Budget For:		
Teacher Salaries	41	41
Administrative Salaries	6	6

## Expenditures Per Student

For the 2011-12 school year, El Centro Elementary School District spent an average of \$7,647 of total general funds to educate each student (based on 2011-12 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://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 2011-12					
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	4,964	N/A	N/A	N/A	N/A
Restricted (Supplemental)	1,146	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,818	3,805	100.3%	5,537	69.0%
Average Teacher Salary	67,567	71,407	94.6%	66,594	101.5%

In addition to general fund state funding, El Centro Elementary School District receives state and federal categorical funding for special programs. For the 2011-12 school year, the District received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- Class Size Reduction (Grades K-3)
- Early Mental Health Initiative
- Education Jobs Fund
- Economic Impact Aid (EIA)
- Lottery: Instructional Materials
- Medi-Cal Billing
- Ongoing & Major Maintenance Accounts
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III
- Transportation
- Transportation: Special Education

## Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the El Centro Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials school facilities sections were acquired in December 2013.