



Hedrick Elementary School

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Joy Ceasar, Principal

2012-13 School Accountability Report Card

Published January 2014

Principal's Message

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@ecescd.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

"The brightest stars shine at Hedrick Elementary"

Hedrick Elementary accepts students where they are and provides them with the support and scaffolding to become successful members of our school community.

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."

Hedrick Elementary School serves students in kindergarten through sixth grade. During the 2012-13 school year, the school had an enrollment of 483 students including 7.5% in special education, 45.3% qualifying for English Language Learner support, 8% migrant education, and 74.7% qualifying for free or reduced price lunch. Hedrick Elementary School achieved a 2013 Academic Performance Index (API) score of 853.

Title I Academic
Achievement Award



A 2012 California Business
for Excellence Award Recipient
(Honor Roll)



**CALIFORNIA
BUSINESS
for Education
EXCELLENCE**

A California
Distinguished School



El Centro Elementary School District

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**Percentage of Students by
Ethnicity/Grade Level
2012-13**

Ethnic Group	%	Grade Level	#
African American	1.3%	Kindergarten	80
American Indian or Alaskan Native		Grade 1	62
Asian		Grade 2	64
Filipino	0.8%	Grade 3	70
Hawaiian or Pacific Islander	0.2%	Grade 4	80
Hispanic or Latino	89.6%	Grade 5	59
White (not Hispanic)	7.7%	Grade 6	68
Two or More Races	0.4%	Grade 7	
		Grade 8	
		Total	
		Enrollment	483

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 TeleParent 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

Chaperone
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 Literacy Night
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 17 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 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, Hedrick Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. 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. 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. Hedrick Elementary School's teachers utilize California Treasures, a state approved reading intervention program is utilized with computer based Imagine Learning. 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. English learners are assessed

using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching 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, STAR 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 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
- Successmaker
- Math
- Imagine Learning
- Accelerated Reader
- Before & 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, music, sports, and tutoring programs to all kindergarten through sixth grade students who wish to participate.

Staff Development

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

- Professional Learning Communities
- Data Analysis
- Frontloading
- Common Formative Assessments
- 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. Hedrick Elementary School supports ongoing professional growth throughout the year on minimum days and early release days. Teachers meet in both grade level and department 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 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 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

Discipline & Climate for Learning

Hedrick 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. Hedrick 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.

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% 0% 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.

Suspensions and Expulsions			
Hedrick			
	10-11	11-12	12-13
Suspensions (#)	54	18	16
Suspensions (%)	11.79%	4.19%	3.31%
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 three days and then suspended a month later for three days is counted as two cases of suspension.

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	30.5		2	
1	23.0	1	2	
2	23.7		3	
3	20.3	1	2	
4	33.0			2
5	32.5		1	1
6	34.5			2
2011-12				
K	31.0		2	
1	30.5		2	
2	28.0		2	
3	30.5		2	
4	21.7	1	2	
5	31.5		1	1
6	30.0		1	1
2012-13				
K	27.0	1	2	
1	31.0		2	
2	32.0		2	
3	23.0	1	2	
4	27.0	1		
5	30.0		2	2
6	34.0			2

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

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	Hedrick	ECESD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
API	Yes	Yes
Graduation Rate	N/A	N/A
AYP Performance Level		
Number of AYP Criteria Met Out of the Total	15/17	14/25/
Number of Criteria Possible		

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 of 740 or increasing the API growth by 1 point.

STAR Results All Students Percentage of Students Scoring at Proficient and Advanced Levels									
	Hedrick			ECESD			CA		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	61	62	63	47	49	46	54	56	55
Math	75	68	71	54	53	52	50	51	50
Science	44	61	57	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									
	Hedrick								
	American American	Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races	
English-Language Arts						62		83	
Math						69		90	
Science						53			
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						
	Hedrick					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	63	64	47	60	34	63
Math	74	69	60	67	37	59
Science	58	55	33	50		
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.

Academic Performance Index Three-Year Performance Comparison

	Three Year Performance Comparison:										
	Hedrick Base API Rank:										
	2010			2011			2012				
	Statewide Rank			6			8			7	
Similar Schools Rank			8			10			10		
	Hedrick			Hedrick		ECESD		State			
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth		
	2010-11	2011-12	2012-13	2012-13		2012-13		2012-13			
	All Students	32	-10	7	326	853	3,730	797	4,655,989	790	
	Ethnic Subgroups										
African American				5		48	781	296,463	708		
Hispanic or Latino	28	-7	12	288	851	3,469	793	2,438,951	744		
White (not Hispanic)				30	897	152	871	1,200,127	853		
Two or More Races				2		20	817	-			
Other Subgroups											
Economically Disadvantaged	39	-18	8	248	836	3,089	781	2,774,640	743		
English Learners	49	-16	3	143	829	2,081	751	1,482,316	721		
Students with Disabilities				39	700	441	676	527,476	615		

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/.

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>.

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 2012-13

	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade(s) Tested			
Fifth	11%	13%	44%

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.

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 2012-13, Hedrick Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Title I PI Status 2013-14

	Hedrick	ECESD
PI Status	In PI	In PI
First Year of PI Implementation	N/A	2004-2005
Year in PI	Year 1	Year 3
# Schools Currently In PI	11	11
% Schools Currently In PI	100%	100%

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

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/.

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) 2012-13		
	No. of Staff	FTE
Counselor	0	0.0
Librarian	1	1.0
School Nurse	1	*
Psychologist	1	0.2
Speech/Language/Hearing Specialist	1	0.5

FTE = Full Time Equivalent

* = As Needed

Teacher Assignment

During the 2012-13 school year, Hedrick Elementary School had 16 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			
	10-11	11-12	12-13	13-14	10-11	11-12	12-13	13-14
Total Teachers	20	17	16		244	224	190	
Teachers with Full Credential	20	17	16		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	1	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.

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
2012-13		
Hedrick	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

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:

- Installation of new carpet
- Painting of classrooms
- Installation of new door locks
- Landscaping throughout campus
- Installation of a new HVAC system

Campus Description	
Year Built	1965
	Quantity
# of Permanent Classrooms	16
# of Restrooms (student use)	6
Library	5
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio	1
Staff Work Room/Lounge	1

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 two full-time evening custodian are assigned to Hedrick Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- Office area cleaning
- 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
- Office area cleaning
- Restroom cleaning

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

Campus Supervision

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

Deferred Maintenance

Hedrick 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 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 9, 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.

School Facility Good Repair Status				
Item Inspected	Repair Status			
Inspection Date: September 9, 2013	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems	✓			
Interior Surfaces		✓		Building "C" Rooms 1-5 - Room 1 Stained ceiling tiles; Building "D" Rooms 6-10 - Hole in stucco by room 7; Building "E" Rooms 11-13 - Room 12 Stained ceiling tiles; Building "F" Rooms 14-16 - Rooms 14 & 16 Stained ceiling tiles
Cleanliness	✓			
Electrical		✓		Building "G" Room 17 - Remove old telephone punch above exterior hallway
Restrooms/Fountains		✓		Building "C" Rooms 1-5 - Room 1 Drinking fountain not working
Safety	✓			
Structural	✓			
External		✓		Building "D" Rooms 6-10 - Girl's restroom door gets stuck; Building "F" Rooms 14-16 - Cracks on stucco overhang; Building "H" Room 18 - Cracks on south overhang; Playground - Remove monkey bars
Overall Summary of School Facility Good Repair Status				
Overall Summary	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.

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 API, AYP, STAR results, 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-6pm

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Number of Computers Available: 5

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 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/ 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 2011-12					
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	4,491	N/A	N/A	N/A	N/A
Restricted (Supplemental)	789	N/A	N/A	N/A	N/A
Unrestricted (Basic)	3,703	3,805	97.3%	5,537	66.9%
Average Teacher Salary	66,497	71,407	93.1%	66,594	99.9%

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 and school facilities sections were acquired in December 2013.