

Harding Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Harding Elementary School
Street	7230 Fairmount Avenue
City, State, Zip	El Cerrito, CA 94530
Phone Number	(510) 231-1413
Principal	Linda Takimoto
E-mail Address	ltakimoto@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=926
CDS Code	07-61796-6004782

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

Harding Elementary School is a cooperative partnership of students, parents, teachers, staff, and administration working together to create an effective learning environment and a caring school community. Our mission is to help children grow intellectually, socially, emotionally, and ethically. We take pride in our diversity and use it to enhance teaching and learning.

Quality Education Investment Act grant caps class size in most grades at 20 students and should be in effect through the 2015-2016 school year.

Over-arching goals include developing students as Critical Thinkers, Communicators, Collaborators, and Creators (21st Century Skills) while mastering Common Core State Standards through the following areas:

Math: Students will demonstrate math understanding using appropriate academic language and a variety of methods, such as models, words, and numbers.

English Language Arts: Students will demonstrate mastery of grade level reading, writing, and speaking skills in all core subjects, math, science, social studies, and a comprehensive visual and performing arts program. Technology will be embedded in instructional practices and student work.

Social/Emotional: Students will seek different perspectives, make connections, and ask questions. Students will develop and demonstrate appropriate communication skills with all members of the school and greater community. Students will interact positively with individuals, peer groups, and the school community as a whole. Students will develop relationships that support learning about themselves, their school community, and their world. Harding School has adopted the BEST (Building Effective Schools Together) program to provide research proven methods for school-wide discipline that includes systems for teaching, learning, communication, and developing consistency with the focus on a positive and preventative approach. Restorative Justice practices are also used to support positive student and school community social and emotional development.

Harding School Rules: Be Safe * Be Respectful * Be Responsible * Be Kind

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	61
Grade 1	58
Grade 2	40
Grade 3	41
Grade 4	64
Grade 5	60
Grade 6	46
Total Enrollment	370

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	15.4
American Indian or Alaska Native	0.3
Asian	14.1
Filipino	2.4
Hispanic or Latino	26.2
Native Hawaiian or Pacific Islander	0.8
White	38.1
Two or More Races	2.4
Socioeconomically Disadvantaged	35.9
English Learners	23.2
Students with Disabilities	14.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	18	19	19	19
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected:

Our site utilizes the District Mandated Materials for Language Arts, Math, Social Studies, Science, and ELD instruction.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6) Prentice Hall Copper 6th Grade	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Harding School opened in 1943 with an addition added in 1954. Harding was renovated in 2005. The project included new classroom space, library and media center, drop-off area, main and secondary entries, and kindergarten play yard.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	Repair floor tiles (complete), secure bookcases (complete)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	Replace plastic cover at the bottom of the exit signs (complete),

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	Repair doors that are dragging or hitting (complete), repair door closers (complete), restripe playground (work order submitted)

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		[]	[X]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	78	66	70	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	70
Male	73
Female	68
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	47
Native Hawaiian or Pacific Islander	
White	89
Two or More Races	
Socioeconomically Disadvantaged	55
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	63	62	59	41	43	42	54	56	55
Mathematics	56	61	60	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	5	5	6
Similar Schools	4	4	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-3	18	12
Black or African American	17	16	
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-39	-6	-14
Native Hawaiian/Pacific Islander			
White	14	-1	30
Two or More Races			
Socioeconomically Disadvantaged	-27	24	-1
English Learners		-2	14
Students with Disabilities	-4	67	

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.9	23.7	44.1

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

COMMUNITY PROGRAMS: Trained community members such as Youth In Arts and the Jewish Coalition for Literacy provide academic and social/emotional support in classrooms and at recesses.

PARENT-TEACHER ASSOCIATION (PTA): The P.T.A. conducts fundraising to provide equipment, supplies and personnel as needed to support the school mission. It organizes and promotes events, activities, and meetings that build community and support student and parent education such as the Fall Carnival, Field Day, Math-a-thon, Passport Night, and the Spring Music Concert. They pay for an expanded visual and performing arts program and other enhancement activities like study trips. PTA recruits for and organizes the various volunteer opportunities that support all school programs and classroom instruction.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC): Harding's ELAC provides a voice for families of English Learners and direction for ELD instructional support that can include materials, curriculum, and after school tutoring and/or homework help.

SCHOOL SITE COUNCIL: Harding's School Site Council is composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). This group creates the school plan and monitors its implementation. It also forms and directs committees such as the Communication, Safety, Garden, and Technology Committees to share the leadership and workload, and assure comprehensive programs and systems to support students and teachers.

HARDING AFTERSCHOOL ENHANCEMENT PROGRAM (HASEP): In coordination with the City of El Cerrito Recreation Department, a parent group plans a variety of ever-changing afterschool enrichment classes for all students.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	4.7	5.4	6.6	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

- Safety issues are discussed at the beginning of the year with staff and parents and the Harding Student and Family Handbook outlines school policies.
- Students participate in monthly fire and disaster drills.
- Assemblies and class discussions are held.
- Parents receive letters and forms regarding emergency supplies and procedures.
- A safety committee oversees and updates emergency supplies and disaster planning and the staff is trained during staff development and faculty meetings.
- Teachers supervise students before school, and the principal and three supervisors monitor students at lunch recess.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.5	2	0	0	14	3			15	4		
1	19.5	2	0	0	20	2			14	4		
2	19.7	3	0	0	14	3			20	2		
3	19	3	0	0	16	4			14	3		
4	18.5	2	0	0	13	2	2		13	3	2	
5	19.3	3	0	0	8	6			10	6		
6	21.5	2	0	0	12	5			9	4	1	
Other												

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

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.20	---
Psychologist	.25	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	1.00	---
Other		---

Note: Cells with "----" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,053.00	\$2,718.97	\$5,334.02	\$63,071.70
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-3.8	14.5
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-3.7	-9.5

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Harding School include:

- Special Education - Full Inclusion, Resource, Non-severely Handicapped self contained for 4th-6th, Transitional Education Program for 4th-6th, and Deaf/Hard of Hearing
- Gifted and Talented Education
- English Language Development - SDAI
- Quality Education Act for class size reduction

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
Percent of Budget for Teacher Salaries	31	38
Percent of Budget for Administrative Salaries	5	5

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

Professional Development

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders. Our site also received Professional Development training from Teachers' College for the Units of Study in Writing.