

SCHOOL ACCOUNTABILITY REPORT CARD

Reported for School Year 2014-15

Published During 2015-16

**NATIONAL
SCHOOL DISTRICT**
1500 N Avenue
National City, CA
91950



IRA HARBISON SCHOOL
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Principal, Elena De La Rosa
www.nsd.us
CDS Code • 37682216038731



About This SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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/>.
- For more information about LCFF or LCAP, see the CDE LFCC Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Description

Ira Harbison Elementary School was established in 1949. Ira Harbison is part of the National School District which is an environment focused on the following core values; "Students First, Whatever it Takes, and

Relationships Matter". National School District is located in San Diego County. It is part of National City which was incorporated in September 17, 1887; it is the second oldest community in San Diego. Our district is composed of 10 elementary schools as well as a Pre-School Center. In the 2015-2016 school year, we currently serve grades TK to 6th grade with the student population of 575. We have 24 classroom teachers, a site Language Arts Specialist, a School Psychologist, a part time Librarian, part time Health Clerks, and additional classroom support and office staff. We are proud to announce that we are a Blue Ribbon School as well as a California Distinguished School.



At Ira Harbison School, We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, problem-solving
- A focus on individual student achievement

We Believe

- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

Ira Harbison's Slogan Excellence for All!

Ira Harbison's Mission Statement

The Ira Harbison School community is committed to excellence for all children. Our shared goal is to ensure literacy, instill personal responsibility and celebrate diversity. In achieving this goal, our students develop into literate, self-directed learners and become successful citizens who contribute positively in a global society.

**Creating
Successful
Learners
NOW...**

GOVERNING BOARD

Brian Clapper, President

Maria Dalla, Clerk

Bárbara Avalos, Member
Maria Betancourt-Castañeda, Member

Alma Sarmiento, Member

ADMINISTRATION

Christopher Oram, Ed.D.
Superintendent

Paula Jameson-Whitney
Assistant Superintendent
Educational Services

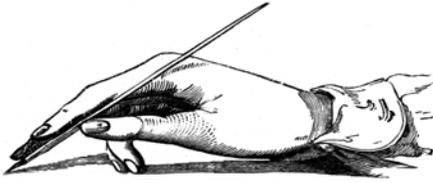
Chris Carson
Assistant Superintendent
Business Services

Cynthia Frazee
Assistant Superintendent
Human Resources

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School Accountability Report Card



Message from Principal, Elena De La Rosa

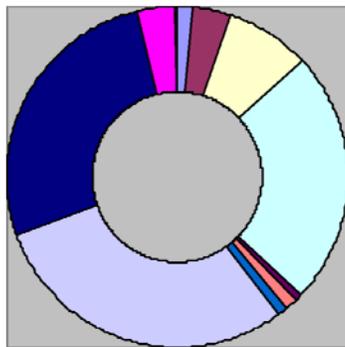
Academic excellence is our first priority at Ira Harbison School because we believe all students can and will succeed. We are committed to providing a quality educational program to all of our students so they will become lifelong learners. Our curriculum is aligned with the California Content Standards and our instruction is designed to bring out our students' best thinking and learning. We have strategically designed programs that dramatically impact the growth and development of our students. Our staff is committed to ensuring an educational experience that promotes academic success for all of our students. We have high expectations for our students and ourselves. Parents are an invaluable resource to our school and our students. We know that parent involvement is a strong predictor of a student's success and we work diligently to foster the partnership between our school and our students' parents and/or guardians. It is vitally important that parents are involved with their child's education. We welcome and would like to invite all parents to become involved with their child's education at Ira Harbison School. It takes all of us to ensure that an exceptional instructional program is offered to our students.

This School Accountability Report Card presents a variety of information about our school that we hope you find informative and interesting. We acknowledge that everyone who contributes to our school makes a difference in the lives of our students. With the support of our parents, community and the District we are able to offer our students an instructional program that allows them a wide variety of opportunities to progress academically and reach their fullest potential. We hope that the information included in this report will assist you in your involvement in your child's education as we work together in our commitment to "Excellence for All!" for our students and ourselves.

Ira Harbison Is Safe, Respectful, Responsible



Student Enrollment by Group — 2014-15



- Black or African American 3.5%
- Asian 3.8%
- Hispanic 26.3%
- Hispanic 59.7%
- Native Hawaiian or Pacific Islander 1.8%
- White 2.5%
- Two or More Races 2.7%
- Severely/Extremely Disadvantaged 73.6%
- English Learners 66.5%
- Students with Disabilities 5.9%
- Students with IEPs 6.5%

School Enrollment by Grade Level — 2014-15

Grade Level	Number of Students
Kindergarten	88
Grade 1	64
Grade 2	90
Grade 3	87
Grade 4	85
Grade 5	84
Grade 6	68
Total Enrollment	566

A. Conditions of Learning

State Priority: Basic

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

- 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	23	26	24	236
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013 2014	2014 2015	2015 2016
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.

Ira Harbison Elementary School

Core Academic Courses Taught by Highly Qualified Teachers — 2014-15

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0



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, and Availability of Textbooks and Other Instructional Materials - Most Recent Year

Year and month in which data were collected: August 12, 2015

Subject	Grade Levels	From Most Recent Adoption	Textbooks and Instructional Materials/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Sp. Ed. K-3 Sp. Ed. 4-6	Houghton-Mifflin Sopris West Read Well Sopris Read Well	2003/2004 2010-2011 2010-2011	0%
Mathematics	K-6	Houghton-Mifflin-Harcourt GO MATH!	2015/2016	0%
Science	K-6	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia	2008/2009	0%
History-Social Science	K-6	H. M. Harcourt <i>Reflections</i>	2007/2008	0%
English Language Development	K-6	E. L. Achieve - Systematic ELD	2014/2015	0%



Instructional Program

All curriculum and instructional practices at Ira Harbison School have been based on the California Content Standards. This year we are continuing our transition into the new Common Core State Standards. In order to continue this work, teachers will be provided ongoing training in the CCSS via work with Rigorous Curriculum Design and Data Team meetings. Students are provided direct, focused instruction in all academic areas. Instruction is differentiated to support our students' academic needs and is provided to students in whole group settings, small guided groups and individually. Success Maker, Imagine Learning, and Accelerated Reader are computer programs that also provide instructional support to our students.

Clear school goals, excellent pedagogical practices, grade level standards, shared vision and ongoing assessments are major forces that drive our instruction. The consistent academic growth shown by Ira Harbison students is due to highly qualified teachers using best practices that include directly involving students in all aspects of the instructional program as well as hands-on activities that use manipulatives for math and experiential activities for science.

We believe in success for all students. Differentiated instruction is provided for our students including those students who are English Learners, At-Risk, Gifted and Talented Education (GATE) and students on Individual

Education Plans. School staff, including the teachers and principal, as well as the School Site Council evaluates data to plan instruction and monitor progress. Standards-based assessment of all students and the early identification of those students who are having academic problems are routine procedures. Students are assessed on comprehensive tests in reading, writing, math and oral language several times each year. The goal of these assessments is to identify those students who need extra help and also to plan our instructional program to better meet all of our students' needs. The principal, teachers, language arts specialist, and resource specialist meet to review the results of these assessments. Students who need extra assistance are supported through small, focused, instructional skill groups within their classroom, instruction provided by the language arts specialist, resource specialist, and impact teacher and/or by attending before and after school intervention classes.

To assist students toward that goal, learning and language objectives are posted in each classroom. Students peer edit and evaluate their own work using rubrics, checklists and portfolios. They demonstrate their learning through projects, oral presentations and computer-generated reports. That same responsibility extends to homework. Teachers differentiate standards-based homework by modifying assignments or carefully selecting reading material to meet specific instructional needs. A recommended daily reading allotment for homework is standard practice. Parents reinforce the importance of reading by checking their child's reading log.

Educational outings extend learning opportunities. Birch Aquarium and the Chula Vista Conservation Center assisted in our school-wide oceanography program, M.A.R.E. (Marine Activities, Resources and Education). Local companies sponsored a successful Junior Achievement Free Enterprise Day for the entire school. Intermediate students attend outdoor education programs at Camp Marston (sixth graders).

School Accountability Report Card

School Facility Good Repair Status — Most Recent Year

System Inspected Results of most recently completed school site inspection, done on October 6, 2015 to determine the school facility's good repair status. (No deficiencies were found)	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical /HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School/Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate — Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		

School Facility Conditions & Planned Improvements— Most Recent Year

Ira Harbison's main campus was built in 1950. Since our opening the following major renovations or improvements have been addressed:

- 1987 - Modernization consisted of new flooring, ceilings, lights, electrical, insulation, windows, painting, cabinetry, and an ADA elevator for the auditorium.
- 1993 - Modernization consisted of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry.
- 1997—Relocatables were added to support class size reduction.
- 1998—Relocatables were added to support class size reduction.
- Ongoing - The school is highly maintained with new paint, plants, flowers, grass on an on going basis. Ira Harbison has 17 regular classrooms and 9 classrooms in relocatable buildings.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean.

The District Governing Board has adopted cleaning standards for all

schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher network speeds and greater network bandwidth.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] and Science California Standards Tests).

California Assessment of Student Performance and Progress Results for All Students — 2014-15

Percent of Students Scoring at Proficient or Advanced			
Subject	School	District	State
English Language Arts/Literacy (grades 3-6)	52%	36%	44%
Mathematics (grades 3-6)	30%	25%	33%

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.

Ira Harbison Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	91	90	98.9%	30.0%	26.0%	21.0%	23.0%
Male	91	41	45.1%	39.0%	32.0%	12.0%	17.0%
Female	91	49	53.8%	22.0%	20.0%	29.0%	29.0%
Black or African American	91	5	5.5%	--	--	--	--
Asian	91	11	12.1%	9.0%	45.0%	27.0%	18.0%
Filipino	91	16	17.6%	19.0%	6.0%	25.0%	50.0%
Hispanic or Latino	91	48	52.7%	44.0%	23.0%	19.0%	15.0%
Native Hawaiian or Pacific Islander	91	3	3.3%	--	--	--	--
White	91	3	3.3%	--	--	--	--
Two or More Races	91	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	91	54	59.3%	33.0%	28.0%	22.0%	17.0%
English Learners	91	25	27.5%	56.0%	28.0%	8.0%	8.0%
Students with Disabilities	91	4	4.4%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	87	86	98.9%	28.0%	21.0%	28.0%	23.0%
Male	87	42	48.3%	38.0%	24.0%	19.0%	19.0%
Female	87	44	50.6%	18.0%	18.0%	36.0%	27.0%
Black or African American	87	2	2.3%	--	--	--	--
Asian	87	8	9.2%	--	--	--	--
Filipino	87	15	17.2%	20.0%	7.0%	47.0%	27.0%
Hispanic or Latino	87	55	63.2%	35.0%	24.0%	18.0%	24.0%
Native Hawaiian or Pacific Islander	87	2	2.3%	--	--	--	--
Two or More Races	87	3	3.4%	--	--	--	--
Socioeconomically Disadvantaged	87	52	59.8%	37.0%	23.0%	27.0%	13.0%
English Learners	87	27	31.0%	52.0%	30.0%	15.0%	4.0%
Students with Disabilities	87	13	14.9%	77.0%	15.0%	0.0%	8.0%

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- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

English Language Arts - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	83	100.0%	27.0%	20.0%	28.0%	25.0%
Male	83	45	54.2%	27.0%	29.0%	24.0%	20.0%
Female	83	38	45.8%	26.0%	11.0%	32.0%	32.0%
Black or African American	83	1	1.2%	--	--	--	--
Asian	83	11	13.3%	27.0%	27.0%	9.0%	36.0%
Filipino	83	17	20.5%	6.0%	0.0%	41.0%	53.0%
Hispanic or Latino	83	49	59.0%	37.0%	24.0%	27.0%	12.0%
Native Hawaiian or Pacific Islander	83	1	1.2%	--	--	--	--
White	83	3	3.6%	--	--	--	--
Two or More Races	83	1	1.2%	--	--	--	--
Socioeconomically Disadvantaged	83	54	65.1%	30.0%	24.0%	28.0%	19.0%
English Learners	83	18	21.7%	67.0%	17.0%	11.0%	6.0%
Students with Disabilities	83	10	12.0%	--	--	--	--

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- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

English Language Arts - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	70	68	97.1%	16.0%	21.0%	38.0%	25.0%
Male	70	34	48.6%	15.0%	29.0%	24.0%	32.0%
Female	70	34	48.6%	18.0%	12.0%	53.0%	18.0%
Black or African American	70	1	1.4%	--	--	--	--
Asian	70	4	5.7%	--	--	--	--
Filipino	70	15	21.4%	0.0%	27.0%	53.0%	20.0%
Hispanic or Latino	70	43	61.4%	23.0%	19.0%	35.0%	23.0%
Native Hawaiian or Pacific Islander	70	3	4.3%	--	--	--	--
White	70	1	1.4%	--	--	--	--
Two or More Races	70	1	1.4%	--	--	--	--
Socioeconomically Disadvantaged	70	43	61.4%	26.0%	26.0%	30.0%	19.0%
English Learners	70	15	21.4%	60.0%	20.0%	13.0%	7.0%
Students with Disabilities	70	8	11.4%	--	--	--	--

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- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Ira Harbison Elementary School

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	91	90	98.9%	29.0%	29.0%	31.0%	11.0%
Male	91	41	45.1%	32.0%	29.0%	27.0%	12.0%
Female	91	49	53.8%	27.0%	29.0%	35.0%	10.0%
Black or African American	91	5	5.5%	--	--	--	--
Asian	91	11	12.1%	18.0%	27.0%	55.0%	0.0%
Filipino	91	16	17.6%	13.0%	31.0%	25.0%	31.0%
Hispanic or Latino	91	48	52.7%	40.0%	29.0%	27.0%	4.0%
Native Hawaiian or Pacific Islander	91	3	3.3%	--	--	--	--
White	91	3	3.3%	--	--	--	--
Two or More Races	91	1	1.1%	--	--	--	--
Socioeconomically Disadvantaged	91	54	59.3%	39.0%	24.0%	28.0%	9.0%
English Learners	91	25	27.5%	56.0%	32.0%	8.0%	4.0%
Students with Disabilities	91	4	4.4%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	87	86	98.9%	31.0%	41.0%	24.0%	3.0%
Male	87	42	48.3%	45.0%	31.0%	24.0%	0.0%
Female	87	44	50.6%	18.0%	50.0%	25.0%	7.0%
Black or African American	87	2	2.3%	--	--	--	--
Asian	87	8	9.2%	--	--	--	--
Filipino	87	15	17.2%	20.0%	47.0%	27.0%	7.0%
Hispanic or Latino	87	55	63.2%	38.0%	40.0%	18.0%	4.0%
Native Hawaiian or Pacific Islander	87	2	2.3%	--	--	--	--
Two or More Races	87	3	3.4%	--	--	--	--
Socioeconomically Disadvantaged	87	52	59.8%	40.0%	44.0%	15.0%	0.0%
English Learners	87	27	31.0%	59.0%	37.0%	4.0%	0.0%
Students with Disabilities	87	13	14.9%	77.0%	15.0%	8.0%	0.0%

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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- Level 4 = Standard exceeded

School Accountability Report Card

CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 — 2014-15

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	82	98.8%	52.0%	35.0%	10.0%	2.0%
Male	83	44	53.0%	55.0%	32.0%	11.0%	2.0%
Female	83	38	45.8%	50.0%	39.0%	8.0%	3.0%
Black or African American	83	1	1.2%	--	--	--	--
Asian	83	11	13.3%	45.0%	27.0%	27.0%	0.0%
Filipino	83	17	20.5%	24.0%	59.0%	12.0%	6.0%
Hispanic or Latino	83	48	57.8%	65.0%	29.0%	6.0%	0.0%
Native Hawaiian or Pacific Islander	83	1	1.2%	--	--	--	--
White	83	3	3.6%	--	--	--	--
Two or More Races	83	1	1.2%	--	--	--	--
Socioeconomically Disadvantaged	83	54	65.1%	57.0%	37.0%	4.0%	2.0%
English Learners	83	17	20.5%	82.0%	18.0%	0.0%	0.0%
Students with Disabilities	83	10	12.0%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	70	68	97.1%	21.0%	41.0%	18.0%	21.0%
Male	70	34	48.6%	24.0%	35.0%	15.0%	26.0%
Female	70	34	48.6%	18.0%	47.0%	21.0%	15.0%
Black or African American	70	1	1.4%	--	--	--	--
Asian	70	4	5.7%	--	--	--	--
Filipino	70	15	21.4%	7.0%	53.0%	7.0%	33.0%
Hispanic or Latino	70	43	61.4%	26.0%	40.0%	23.0%	12.0%
Native Hawaiian or Pacific Islander	70	3	4.3%	--	--	--	--
White	70	1	1.4%	--	--	--	--
Two or More Races	70	1	1.4%	--	--	--	--
Socioeconomically Disadvantaged	70	43	61.4%	28.0%	44.0%	14.0%	14.0%
English Learners	70	15	21.4%	60.0%	27.0%	13.0%	0.0%
Students with Disabilities	70	8	11.4%	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. **Note:** The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- Level 1 = Standard not met,
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- Level 3 = Standard met,
- Level 4 = Standard exceeded

Ira Harbison Elementary School



California Standards Tests for All Students in Science — Three-Year Comparison

Subject (Grade 5)	Percent of Students Scoring at Proficient or Advanced (Meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
	46%	68%	36%	37%	48%	41%	59%	60%	56%

Note: 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 Standards Tests Results by Student Group in Science — 2014-15

Group	Percent of Students at Scoring or Proficient or Advanced
All Students in the LEA	41%
All Students at the School	36%
Male	39%
Female	32%
Asian	54%
Filipino	64%
Hispanic or Latino	19%
Socioeconomically Disadvantaged	30%
English Learners	0%

Note: 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority.

Pupil outcomes in physical education.



California Physical Fitness Test Results - 2014-15

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	21.7%	14.5%	6.0%

Note: 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.

School Accountability Report Card



C. Engagement

State Priority: Parent Involvement

The SARC Provides the following information relevant to the Parental Involvement State Priority:

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

Opportunities for Parent Involvement— Most Recent Year

Contact Person Name: Elizabeth Vidrios
Phone Number: (619) 336-8251

Home/School Partnership:

- Monthly School/Classroom Newsletters
- Parent Teacher Student Organization (PTSO)
- Student/Parent/Teacher/Principal Commitment to Excellence
- School Site Council
- English Learner Advisory Committee (ELAC)
- Parent Volunteers/Community Volunteers
- Back-to-School Night/Open House
- Parent-Teacher Conferences
- *Oceans Alive!* Marine Activities, Resources and Education (M.A.R.E.) Parent & Community Celebration
- Family Learning Days
- Reading Incentive Program
- School Festivals\
- West Coast Fundraisers
- Book Fair

State Priority: School Climate

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

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



School Safety

SB187 Safety Plan

Date the plan was last updated: February, 2015

Date the plan was last reviewed with the staff: February, 2015

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.



Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

- Positive Behavior Intervention Program
- PeaceBuilders Program
- Zero Tolerance Policy
- Mandatory School Uniforms
- Homework Policy
- Student Recognition Program
- Student Council
- Counseling Services

Our library circulation and catalogue systems are computerized and connected to the National City Public Library. Students can use an on-line catalogue to check the availability of books in their school library.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.9%	0.3%	0.5%	2.3%	2.6%	1.8%	5.1%	4.4%	3.8%
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1%	0.1%	0.1%

Ira Harbison Elementary School

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.



Counselors & Other Support Staff - 2014-15

Title	FTE*
Psychologist	4 days a week
Adaptive P.E. Specialist	1.0 (district)
Impact Teachers	1.0 (half-time)
Nurse	1.0 (district)
Nurse Practitioner	1.0 (district)
Medical Assistant	3 days a week
Resource Specialist (teaching)	1(full-time)
Library Media Specialist	1.0 (full-time)
Speech/Language/Hearing Specialist	3 days a week
Language Arts Specialist	1.0 full-time
Instructional Assistants—Special Ed.	2 (part-time) 1(6 hours)

Federal Intervention Program 2015-16

Indicator	School	District
Program Improvement Status	In PI	In PI
First year of Program Improvement	2011-12	2011-12
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in PI		8
Percent of Schools Currently in PI		80.9%

*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.

Adequate Yearly Progress Overall and by Criteria — 2014-15

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate—English-Language Arts	Yes	Yes	Yes
Met Participation Rate—Mathematics	Yes	Yes	Yes
Met Percent Proficient—English-Language Arts	N/A	N/A	N/A
Met Percent Proficient—Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	Yes

Average Class Size and Class Size Distribution

Grade Level	2012-13			2013-14			2014-15					
	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	21.0	1	3		23.0		4		22.0	1	3	
1	22.0		4		20.0	3	1		21.0		3	
2	22.0		4		22.0		4		23.0		4	
3	22.0		4		22.0		4		22.0	1	3	
4	33.0		1	1	33.0			2	33.0		1	1
5	33.0			2	32.0		2		33.0		1	2
6	33.0			3	28.0	1		3	25.0	1		2
Other	12.0	1										

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

School Accountability Report Card

Expenditures Per Pupil and School Site Teacher Salaries - Fiscal Year 2013-14

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic Unrestricted)	Average Teacher Salary
School Site	\$5,227	\$249	\$4,978	\$69,641
District			\$4,571	\$67,358
Percent Difference-School Site and District			8%	3%
State			\$5,348	\$72,993
Percent Difference-School Site and State			7%	5%



Types of Services Funded - Fiscal Year 2014-15

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Funding Source	Allocation
Title I with PI School	\$88,146
LCFF ¹ /EIA ² -SCE ³	112,142
LCFF/EIA-LEP ⁴	56,591
Total	\$256,879

¹Local Control Funding Formula
²Economic Impact Aid
³State Compensatory Education
⁴Limited English Proficient



Professional Development Most Recent Year

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator.

The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.



Teacher and Administrative Salaries (Fiscal Year 2013-14)

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,960	\$43,091
Mid-Range Teacher Salary	\$62,338	\$70,247
Highest Teacher Salary	\$83,728	\$89,152
Average Principal Salary	\$115,650	\$112,492
Superintendent Salary	\$175,401	\$192,072
Percent of Budget for Teacher Salaries	42.0%	41.0%
Percentage of Budget for Administrative Salaries	5.0%	6.0%

