



Imperial Valley Home School Academy

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El Centro, CA 92243
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Murrie Plourd, Principal

2018-19 School Accountability Report Card

Principal's Message

Published January 2020

Welcome to IVHSA!

Imperial Valley Home School Academy is a wonderful partnership between the El Centro Elementary School District and families that are "Home Schooling" their children. Our school is their home away from home while they attend workshops, social events, field trips and other FUN and engaging activities!

We have an amazing FAMILY atmosphere and culture that respects the individual attributes and qualities that all of our students possess.

We strive to provide the highest quality, personalized education for our students, all while maintaining a strong student/family/school partnership. The educational goals for your child(ren) are supported by our administration, teachers and all who are associated with IVHSA.

Our weekly workshops, along with field trips, social events, and guest speakers, are used to support personalized learning. The workshops are conducted at least twice a week by credentialed teachers that deliver expert instruction. The multi-age classes remain small in size, and our students receive the attention they need to be successful. Our parents lead independent/home study during the remainder of the week. This strong student/parent/teacher partnership has proven to be very successful.

Special Education services are provided to all students with special needs as designated in the Individualized Education Program (IEP) for each student. Special Education teachers, classroom teachers, and service providers support the education plan for each student, working as a team, to support the progress of each student.

Please, continue your on-going communication with us, as we partner with you through a successful school experience for your student(s). The Imperial Valley Home School Academy staff looks forward to the school year with great confidence, optimism and hope for the success of all of our students! Thank you for your continued commitment and support of Imperial Valley Home School Academy!

Sincerely,
Murrie Plourd



El Centro Elementary School District

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District & School Description

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, two middle schools, and one home school academy which educates approximately 5,700 students in transitional 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."

Imperial Valley Home School Academy serves students in transitional kindergarten through eighth grade. During the 2018-19 school year, the school had an enrollment of 103 students including 9.7% in special education, 10.7% qualifying for English Language Learner support, and 35% qualifying for free or reduced price lunch.

Student Enrollment by Student Group and Grade Level 2018-19			
Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American		Kindergarten	14
American Indian or Alaskan Native		Grade 1	19
Asian		Grade 2	12
Filipino		Grade 3	12
Hawaiian or Pacific Islander		Grade 4	12
Hispanic or Latino	66.0%	Grade 5	12
White (not Hispanic)	33.0%	Grade 6	6
Two or More Races	1.0%	Grade 7	9
Socioeconomically Disadvantaged	35.0%	Grade 8	7
English Learners	10.7%		
Students with Disabilities	9.7%		
Homeless			
Foster Youth		Total Enrollment	103

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) that supports the priorities for the state of California. The following components of this SARC address some of the State's priorities:

State Priority 1: Basic (Conditions of Learning)

The SARC provides the following information relevant to the State priority:

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

State Priority 2: State Standards (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 2.

State Priority 3: Parental Involvement (Engagement)

The SARC provides the following information relevant to the State priority:

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

State Priority 4: Pupil Achievement (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) (for students with the most significant cognitive disabilities).
- The percentage of students 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.
- The percentage of students 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.

State Priority 5: Pupil Engagement (Engagement)

The SARC provides the following information relevant to the State priority:

- High school dropout rates
- High school graduation rates

State Priority 6: School Climate (Engagement)

The SARC provides the following information relevant to the State priority:

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

State Priority 7: Course Access (Conditions of Learning)

The SARC does not cover any of the requirements of State Priority 7.

State Priority 8: Other Pupil Outcomes (Pupil Outcomes)

The SARC provides the following information relevant to the State priority:

- Pupil outcomes in the subject area of physical education.

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 the school marquee, the school website, weekly newsletters, and TeleParent (automated telephone message delivery system). Contact any school office staff member at (760) 335-5100 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer Fundraising Activities

Committees

Parent Advisory Committee
LCAP Committee

School Activities

Parent Workshops
Float Preparation
Fair Activities
District PACE Trainings

Curriculum & Instruction

School Leadership

The school's leadership is comprised of the principal who works closely with the teachers and school staff. Principal Murrie Plourd is responsible for the day-to-day operations of the school and the overall instructional program. Coordinating efforts with the principal are all staff at the site with the assistance of district personnel. The site team meets weekly throughout the year to discuss school operational systems and educational concerns.

Specialized Instruction

All curriculum and instruction is being aligned to the California State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. All students are required to meet with their teachers at least one time per month to keep on track with home school studies, but many of the students attend event workshops at the school site.

For students whose primary language is not English and who have limited English proficiency, IVHSA offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English Learners are assessed annually using the ELPAC exam (English Language Proficiency Assessments for California); results are used to evaluate individual student progress, intervention programs, and teaching strategies.

IVHSA 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.

IVHSA provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using Interim Assessment Blocks (IAB), as well as district benchmark assessments, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Success Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance.

Enrichment Programs

IVHSA offers weekly enrichment STEM (Science, Technology, Engineering, Math) by grade level. IVHSA has its own drill team which performs at community events throughout the year.

Staff Development

All training and curriculum development activities in the El Centro Elementary School District are aligned to the California State Standards.

During the 2018-19 school year, IVHSA held site-based staff development devoted to:

- Instructional Strategies
- Technology Training

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. IVHSA supports ongoing professional growth throughout the year. Teachers meet to conduct data analysis to identify areas of needed support for students.

During the 2017-18, 2018-19 and 2019-20 school years, El Centro Elementary School District provided districtwide professional development trainings on the following:

2017-18 & 2018-19 Trainings:

- Curriculum Embedded Technology Training
- Next Generation Science Standards Training
- Math Lesson Studies
- Intro to New Financial System, AED Training, Technology Updates
- iRead Training
- Synergy Grade Book
- WonderWorks Intervention Curriculum
- Wonders ELA/ELD Curriculum
- Journeys ELA/ELD Curriculum
- StudySync ELA Curriculum
- Positive Behavior Intervention & Support
- Co-Teaching Training
- Illuminate Data and Assessment
- Synergy Online Report Cards
- ELPAC
- Schoolwide AVID
- California School Dashboard
- Dual Immersion Team Training
- CAASPP Training
- History-Social Studies Framework
- Art Workshops
- English Learner Institute
- System 44 Intervention Training for Special Education Teachers
- Read 180 Universal Intervention Training
- Data Teams Training
- Universal Design for Learning (UDL) Site Team Training
- Renaissance Star Reading, Math, and Early Literacy Training

2019-20 Trainings:

- Building Positive School and Classroom Culture
- CPR and First Aid - PE Teachers
- Department Collaboration Meetings
- District Writing Buckets
- District Curriculum Guide Updates (ELA, ELD and Math)
- Support for New Teachers in ELA Curriculums, Math Curriculums, Online Gradebook and Report Cards, Science Kits
- PEAKing English language Arts and Math Instruction
- Reading and Math Intervention Program Trainings
- Reading Foundations Including Phonics and Phonemic Awareness
- Technology Integration with District Initiatives and Curriculum
- Trauma Informed Practices
- Digital Badging Trainings in District Curriculum and STAR Assessments
- Reading Foundations
- New Social Studies Curriculum
- Math Lesson Studies
- Math 180 Training
- Math 180, Read 180, System 44, and Do the Math Coaching Support
- iRead Site Team Trainings
- Schoolwide AVID
- Universal Design for Learning (UDL)
- Co-Teaching

IVHSA 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 Imperial Valley Home School Academy are aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's adoption cycle for core content materials (English/Language Arts, math, science, and social science).

On Tuesday, October 8, 2019, 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 No. 100819-3003 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 2019-20 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.

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	Houghton Mifflin Harcourt/Scholastic: <i>Big Day</i>	0%
2017	Yes	Houghton Mifflin Harcourt: <i>California Journeys</i>	0%
2017	Yes	McGraw-Hill: <i>California Wonders</i>	0%
Math			
2017	Yes	Houghton Mifflin Harcourt/Scholastic: <i>Big Day</i>	0%
2014	Yes	Houghton Mifflin Harcourt; <i>California Go Math!</i>	0%
Science			
2018	Yes	ECESD NGSS Science Kits	0%
Social Science			
2019	Yes	DBA American Legacy Publishing: <i>Studies Weekly</i>	0%

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts			
2017	Yes	McMillan/McGraw-Hill: <i>California StudySync</i>	0%
Math			
2014	Yes	Houghton Mifflin Harcourt; <i>California Go Math!</i>	0%
Science			
2018	Yes	ECESD NGSS Science Kits	0%
Social Science			
2019	Yes	TCI: History Alive!	0%

Classroom Environment

Class Size

The Class Size Distribution chart would typically show each grade's number of classrooms and their average class size. However, since IVHSA is a home school academy and does not operate typical classrooms there is no data to report in this chart so no chart is contained within this report.

Discipline & Climate for Learning

IVHSA School 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 school disruptions. Behavior expectations are clearly identified and explained to students and consequences for poor or disruptive behavior in the classroom are discussed at the beginning of the year and throughout the year as needed. IVHSA employs a positive behavior approach to encourage students to make good choices in behavior and to follow school rules.

Suspensions and Expulsions								
	IVHSA			ECESD			CA	
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18
Suspensions (%)	0.00%	0.00%	0.00%	1.80%	1.60%	1.70%	3.60%	3.50%
Expulsions (%)	0.00%	0.00%	0.00%	0.05%	0.03%	0.05%	0.09%	0.08%

Student Achievement

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

Physical Fitness

In the spring of each year, IVHSA is required by the state to administer a physical fitness test to all students in grades five and seven. 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/. There is no data to report for this school site as there were less than 10 students in grades five and seven so results are not reported in order to ensure the privacy of these students.

California Assessment of Student Performance and Progress Test Results in Science

All Students

Percentage of Students Meeting or Exceeding the State Standards

	IVHSA		ECESD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics in Grades 3-8

All Students

Percentage of Students Meeting or Exceeding the State Standards

	IVHSA		ECESD		CA	
	17-18	28-19	17-18	28-19	17-18	28-19
English-Language Arts/Literacy	50	57	42.8	45	49.88	51
Mathematics	31	28	29.83	33	38.65	40

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.

California Physical Fitness Test Results 2018-19

	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Grade Level			
Fifth	*	*	*
Seventh			

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8) 2018-19

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	56	46	82.14%	17.86%	56.52%	56	46	82.14%	17.86%	28.26%
Male	29	23	79.31%	20.69%	69.56%	29	23	79.31%	20.69%	39.13%
Female	27	23	85.19%	14.81%	43.48%	27	23	85.19%	14.81%	17.39%
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	37	28	75.68%	24.32%	42.85%	37	28	75.68%	24.32%	21.43%
White	16	15	93.75%	6.25%	73.33%	16	15	93.75%	6.25%	33.34%
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	26	23	88.46%	11.54%	43.48%	26	26	100.00%	0.00%	21.74%
English Learners	6	4	66.67%	33.33%	--	6	4	66.67%	33.33%	--
Students with Disabilities	--	--	--	--	--	--	--	--	--	--
Students Receiving Migrant Services	--	--	--	--	--	--	--	--	--	--

Note: ELA & Mathematics test results include the Smarter Balanced Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

An asterisk (*) appears 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.

The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

Professional Staff

Teacher Assignment

During the 2018-19 school year, IVHSA had three teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teacher that grade level, subject area, student group, etc.

Teacher Credentials and Assignments						
	IVHSA			ECESD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	3	3	5	229	231	245
Teachers with Full Credential	3	3	5	224	225	213
Teachers without Full Credential	0	0	0	5	6	32
Teaching Outside Subject Area (with full credential)	0	0	0	0	2	3
Misassignments of Teachers of English Learners	0	0	0	2	0	0
Total Teacher Misassignments*	0	0	0	2	0	0
Teacher Vacancies	0	1	0	2	6	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.*

Counseling & Support Staff

IVHSA 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 IVHSA'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.

Academic Counselors and Other Support Staff 2018-19		
	No. of Staff	FTE*
Academic Counselor	0	0.0
Counselor	As Needed	
Nurse	As Needed	
Speech Therapist	As Needed	

**One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.*

Facilities & Safety

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. IVHSA's original facilities were built in 2014, 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.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One part-time custodian is assigned to IVHSA. The custodian is responsible for:

- Lunch area setup/cleanup
- Office area cleaning
- Restroom cleaning
- Trash removal
- Special event setup/cleanup

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The custodial manager and the principal communicate with the custodian and district maintenance staff on a regular basis concerning maintenance and school safety issues.

Campus Description	
Year Built	2014
	Quantity
# of Permanent Classrooms	3
# of Portable Classrooms	0
# of Restrooms (student use)	1
Library	1
Parent Lounge	1
Admin Office	1
Conference Room	1

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision while students are on campus. When students are on site to attend activities or to meet with their teacher, school staff provide appropriate supervision of all activities.

IVHSA 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 IVHSA 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 and updated in January 2019, and discussed with school staff in August 2019 and throughout the year.

Facilities Inspection

The district's maintenance department inspects IVHSA on an annual basis in accordance with Education Code §17592.72(c)(1). IVHSA uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on May 11, 2019. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2018-19, all restrooms were fully functional and available for student use.

Item Inspected	School Facility Good Repair Status			
	Repair Status			Repair Needed and Action Taken or Planned
Inspection Date: May 11, 2019	Good	Fair	Poor	
Systems	✓			
Interior Surfaces	✓			
Cleanliness	✓			Classroom 3 - Unsecured items are stored too high
Electrical	✓			
Restrooms/Fountains	✓			Classroom 4 - Faucet and drinking fountain has low flow
Safety	✓			Classroom 1 & Classroom 4 - Emergency lighting not working; Conference 2 - Furniture blocking fire extinguisher
Structural	✓			
External	✓			Parking Lot - Cracks need to be filled
Overall Summary of School Facility Good Repair Status				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Percentage Description Rating:

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about IVHSA and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

Public Internet Access Location

Parents may access IVHSA's SARC and access the internet at any of the county's public libraries. The closest public library to IVHSA is the El Centro Public Library.

El Centro Public Library
539 W. State Street, El Centro
Phone Number: (760) 337-4565
Website: www.cityofelcentro.org/library
Hours: Mon-Thurs: 9am-7pm
Fri: 9am- 5pm
Sat & Sun: Closed
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: 2017-18 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2017-18 school year, El Centro Elementary School District spent an average of \$12,338 of total general funds to educate each student (based on 2017-18 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.)

Teacher and Administrative Salaries 2017-18

	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	55,141	49,378
Mid-Range Teacher Salary	83,508	77,190
Highest Teacher Salary	107,594	96,607
Average Principal Salaries:		
Elementary School	129,815	122,074
Middle School	-	126,560
Superintendent Salary	206,835	189,346
Percentage of Budget For:		
Teacher Salaries	36	36
Administrative Salaries	7	6

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

Expenditures Per Pupil and School Site Teachers Salaries 2017-18

Dollars Spent Per Student					
Expenditures Per Pupil	IVHSA	ECESD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	7,676	N/A	N/A	N/A	N/A
Restricted (Supplemental)	376	N/A	N/A	N/A	N/A
Unrestricted (Basic)	7,300	63,168	11.6%	507	1439.8%
Average Teacher Salary	80,719	88,426	91.3%	77,619	104.0%

Note: Cells with N/A values do not require data.

In addition to general fund state funding, El Centro Elementary School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the District received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- California Clean Energy Jobs Act
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the El Centro Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials was acquired in October 2019 and school facilities sections were acquired in November 2019.