## Harding Elementary School School Accountability Report Card Reported Using Data from the 2014-15 School Year Published During 2015-16

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/.

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	11.4
Asian	15.3
Filipino	2.5
Hispanic or Latino	27.2
Native Hawaiian or Pacific Islander	0.8

White

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

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)	Yes	0%

## 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 LOFF.				

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 the Instructional Leadership Team (ILT) to improve their ability to provide strong instructional leadership and guide teaching and learning. Training includes data use and sharing, which guides teaching, learning, and goal setting. The principal and ILT, in turn, provide support to teachers through a variety of professional learning communities, 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 common core state standards. State and District assessment data drives the current professional development focus on writing using Columbia University's Teachers College Units of Study for Writing, math writing and multiple methods for concept mastery, differentiated instruction, and educational technology. Additionally, our site is beginning study and reflection on Identity Safe Classroom practices with a community agency facilitator. 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.