



# Heber Elementary School District

# Heber Elementary

## 2013-2014 School Accountability Report Card

### "Making Our Dreams Happen"

1052 Heber Ave.  
Heber, CA 92249  
(760) 337-6530

[www.hesdk8.org](http://www.hesdk8.org)

CDS: 13-63131-6008502

Serving Grades  
Kindergarten through Eight

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Cynthia Dickerson  
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Anel Navarro  
Food Services Manager

### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage 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.

### Principal's Message

At Heber Elementary School District we are excited about the many improvements we continue to make to our campus, curriculum, instruction, and assessment program. During the 2011-2012 school year, our students continued to make gains in the Annual Performance Index (API) and the Annual Yearly Progress (AYP).

All K-6th grade teachers have been trained in the SRA Imagine IT! Program and 7th & 8th grade teachers have been trained in the McDougal Littel program. Both of these English Language Arts programs (OCR and holt) have been fully implemented in the classrooms to ensure that students are receiving instruction in grade level content standards. Our Math assessment program includes a quarterly proficiency test that is administered to all K-8 students. This test is aligned to our curriculum, instruction, and to the rigor of the state's Content Standards Test (CST). Teachers, coaches, and administrators have been working together to ensure that our students continue to be academically successful every year.

### Mission Statement

The mission of Heber Elementary School District is to provide all students with a safe, healthy, meaningful educational experience that will enable them to live successful lives and improve the society in which they live. Quality education will be provided through collaborating and a commitment of staff, stakeholders, and community so that students will be challenged to their highest potential.

#### Guiding Principals

1. Students always come first
2. Apply effective resource based practices and continue to develop as a professional
3. Work as a team by collaborating with staff, parents and community
4. Build and maintain a culture of professionalism and mutual respect
5. Hold all staff and students to high expectations

### Community, District, and School Profile (School Year 2014-15)

The Heber Elementary School District is located in Imperial County, six miles from the US/Mexico border. Heber is a small, rural, agricultural community with a population of approximately 4,900. The Heber Elementary School District, starting in the 2011-12 school year, became a two site school district serving grades kindergarten through eighth grade.

Heber Elementary School enrolls fourth through eighth grade students. Dogwood Elementary School enrolls kindergarten through third grade students. At the beginning of the 2013-14 school year, 1,206 students were enrolled in Heber Elementary School District. Student demographics are illustrated in the chart.

## Enrollment By Ethnicity Or Student Group (School Year 2013-14)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2013-14	
	Percentage
African American	0.1%
American Indian	-
Asian	-
Filipino	-
Hispanic or Latino	99.3%
Pacific Islander	-
White	0.6%
Two or More	0.1%
None Reported	-
English Learners	57.0%
Socioeconomically Disadvantaged	94.9%
Students with Disabilities	7.7%

## School Enrollment & Attendance (School Year 2013-14)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Heber Elementary School District. Student attendance is carefully monitored by Student Information Services (SIS) to identify those students struggling with excessive absences.

Regular attendance at Heber Elementary and Dogwood Elementary are a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The schools monitor student attendance very closely and make phone calls to parents on a daily basis, send letters home, and work with the County Probation Officer and school counselors if attendance becomes a problem. The schools encourage regular attendance by awarding for perfect attendance.

Students are referred to Heber Elementary School District's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. The SARB is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health.

The chart illustrates the trend in enrollment for the last three years.

Enrollment Trend by Grade Level			
	2011-12	2012-13	2013-14
K	105	123	139
1st	150	125	132
2nd	115	156	127
3rd	139	120	148
4th	122	140	118
5th	131	123	139
6th	125	128	124
7th	119	130	144
8th	133	125	135

## 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.

### Highly Qualified Teachers (School Year 2013-14)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

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

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	100.0%
Low-Poverty Schools in District	N/A	N/A

## Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	12-13	13-14	14-15	14-15
Fully Credentialed	65	67	0	0
Without Full Credentials	0	67	0	0
Working Outside Subject	0	0	0	0

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	12-13	13-14	14-15
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Textbooks & Instructional Materials (School Year 2014-15)

The school district held a public hearing on October 09, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

The table displays information collected in December 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-8th	History/Social Studies	Holt, Rinehart & Winston	2006	Yes	0.0%
K-5	History/Social Studies	McGraw-Hill	2006	Yes	0.0%
6th-8th	Mathematics	Glencoe/McGraw Hill	2008	Yes	0.0%
K-5	Mathematics	Houghton Mifflin-California Math	2008	Yes	0.0%
6th-8th	Reading/English	McDougal Littell	2011	Yes	0.0%
K-3	Reading/English	SRA - Imagine It	2011	Yes	0.0%
4th-5th	Reading/English	SRA - Imagine It	2011	Yes	0.0%
K-5	Science	Harcourt	2007	Yes	0.0%
6th-8th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%

## School Facilities & Safety (School Year 2014-15)

The Heber Elementary School's campus is comprised of three different sections of buildings; one for the primary grades which was built in 1974, one for the middle grades, which was built in 1952, and one for the junior high grades which was built in 1974. In the summer of 2009, Heber added portables in the primary and middle grades.

### Cleaning Process & Schedule

The district governing board has adopted cleaning standards for the schools. A joint effort between students and staff helps keep the campuses clean and litter-free. The schools are on a regular cleaning schedule with each classroom being swept or vacuumed and the trash being emptied. The cafeteria, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

### Maintenance & 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. One full-time and four part-time custodians ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 100% of restrooms are in complete working order. The chart displays the results of Heber Elementary's most recent facility inspection.

## 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 predecessor 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.

School Facility Conditions				
Date of Last Inspection: 09/08/2014				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Girl's RR next to Room 224: Wall is peeling.
Interior		X		Lounge next to Cafeteria: Crack in northeast corner of wall stains in ceiling leaking. Kitchen-Room 317: Paint peeling above sinks. Linoleum is cracking under kettle Patch cement outside. Girl's RR next to Room 308: There is a crack in the floor tiles. Classroom 206: Carpet is tearing crack west wall outside. Boys' RR next to room 224: Walls are peeling. Boys RR next to room 106 and Girls RR next to room 106: Paint peeling in north west corner.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Girls's RR next to Room 216: Repair cement outside door.

## California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. On March 7, 2014, the U.S Department of Education (ED) approved California's waiver request for flexibility in assessment and accountability provisions of Title I of the Elementary and Secondary Education Act (ESEA). Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period.

California Assessment of Student Performance and Progress									
Subject	School			District			State		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Science	56	60	62	56	60	62	60	59	60

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Assessment of Student Performance and Progress	
Subgroups	
Subject	Science
District	62
School	62
Males	65
Females	60
African American/Black	*
American Indian	*
Asian	*
Filipino	*
Hispanic	63
Pacific Islander	*
White	*
Socioeconomically Disadvantaged	62
Students with Disabilities	54
Migrant Education	52
Two or More Races	*

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## California Standards Test (School Year 2012-13)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, and social science, for the most recent three-year period. NOTE: CST was last administered in 2012-13.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/Language Arts	52	57	57	52	57	57	54	56	55
Mathematics	63	69	72	63	69	72	49	50	50
History/Social Science	42	30	43	42	30	43	48	49	49

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## Academic Performance Index (School Year 2012-13)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The table displays the school's API ranks and actual API point changes by student group for the past three years. Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

API School Results			
	2011	2012	2013
Statewide	5	6	7
Similar Schools	10	10	10
Group	10-11	11-12	12-13
All Students at the School			
Actual API Change	31	24	7
Hispanic or Latino			
Actual API Change	31	23	7
Socioeconomically Disadvantaged			
Actual API Change	29	30	7
English Learners			
Actual API Change	30	30	13

## State Priority: Other Pupil Achievement

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

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

## Physical Fitness (School Year 2013-14)

In the spring of each year, Heber Elementary School District is required by the state to administer a physical fitness test to students. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2013-14			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.0%	28.5%	13.8%
7	25.9%	22.3%	15.8%

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## 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 school site.

## Parent & Community Involvement (School Year 2014-15)

Parents and the community play an important role in the education of students. Parents are very active and supportive at Back-to-School Night, the Migrant program and Parent-Teacher conferences.

Parent training is provided through Dataworks to build strong parental involvement in the child's educational process at home by forging a working partnership between parents and schools.

### Contact Information

Parents who wish to participate in Heber Elementary School's leadership teams, school committees, school activities, or become a volunteer, may contact the school's main office at (760) 337-6530.

### 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.

### Discipline & Climate for Learning

Heber Elementary School believes that meaningful learning must occur in a safe, disciplined, and positive environment. Students at Heber Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Parents and students are informed of school discipline policies at the beginning of each school year at Back-to-School Night, in the Parent Handbook and through regular communication between parents and school. A marquee also helps to keep parents and the community informed of school events.

The table displays the suspensions and expulsions figures for the school and district, as well as the percentage of total enrollment (number of students suspended divided by total enrollment). Expulsions occur only when required by law or when all other alternatives have been exhausted.

The three-year suspension statewide rates for comparison are as follows:

2011-12: 5.7%  
2012-13: 5.1%  
2013-14: 4.4%

The statewide expulsion rate has been 0.1% for each of the last three years.

	Suspensions & Expulsions					
	School			District		
	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	91	76	72	91	76	72
Suspension Rate	8.0%	6.5%	6.0%	8.0%	6.5%	6.0%
Expulsions	0	0	3	0	0	3
Expulsion Rate	0.0%	0.0%	0.2%	0.0%	0.0%	0.2%



## 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.

### Federal Intervention Program (School Year 2014-15)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI		
Year in PI (2014-15)		
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.0%

### Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	12	13	14	12	13	14	12	13	14	12	13	14
By Grade Level												
K	21	15	17	5	8	3	-	-	5	-	-	-
1	25	16	19	-	8	6	6	-	1	-	-	-
2	20	20	16	4	8	8	2	-	-	-	-	-
3	23	17	16	2	7	9	4	-	-	-	-	-
4	20	16	15	6	3	8	-	6	-	-	-	-
5	16	14	15	8	9	18	-	-	-	-	-	-
6	19	14	17	4	4	3	3	5	6	-	-	-
7	19	-	-	6	-	-	-	-	-	-	-	-
8	20	-	-	4	-	-	3	-	-	-	-	-
By Subject Area												
	-	5	-	-	1	-	-	-	-	-	-	-

### Professional Development & Support

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The district annually offers at least two staff development days where teachers were offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff development topics included:

- Common Core Training in Language Arts and Mathematics
- Close Reading
- Smarter Balanced Consortium Assessment (SBAC) training

Heber School District participates in both the Beginning Teachers Support and Assessment (BTSA), which is a mentoring program for new teachers, and Peer Assistance and Review (PAR), a program that pairs exemplary teachers with others to assist in teaching strategies.

## Counseling & Other Support Services (School Year 2013-14)

It is the goal of Heber Elementary School to assist students in their social and personal development as well as academics. The district provides special attention to students who experience difficulties in academic achievement, coping with personal and family issues, decision-making, or handling the stress of peer pressure.

Imperial County Office of Education provides the following services to the district on an "as needed" basis: Psychologist, Nurse/Health Aide, Instructional Assistant, and Speech/Language Specialist.

A list of the counseling and support staff available to all students at Heber Elementary School is shown in the chart. Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Aide	3	2.5
Computer Technician	1	0.4
English Language Development (ELD) Teacher	2	0.8
English Language Learner (ELL) Para-educator	1	1.0
Health Aide	1	As Needed
Psychologist	1	As Needed
Reading Coach	1	1.0
Resource Clerk	1	1.0
Resource Instructional Assistant	1	1.0
RSP Aide	1	1.0
SDC Instructional Aide	5	3.0
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	1	As Needed

### Safe School Plan (School Year 2014-15)

District administration and the Heber Elementary Board of Trustees have placed a great emphasis on campus safety and security. Teachers supervise students on campus before, during and after school. Yard duty supervisors support staff during recess. After school, students are walked to the gate by their teachers. All visitors must sign in at the principal's office and receive proper authorization to be at the school. Visitors are asked by the school site staff to display their pass at all times.

Heber Elementary School District makes it a priority to maintain a safe, healthy, nurturing and orderly school campuses that encourage positive attitudes in students and staff. The Safety Plan is revised annually each spring by a committee made up of an administrator, a certificated staff member, a classified staff member, department managers and a community member. The plan's key elements include, emergency procedures, staff responsibilities and safety preventative measures for staff and students. Fire drills are held once a month; earthquake drills are held twice a year.

## School Site Teacher Salaries (Fiscal Year 2012-13)

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having less than 1,000 Average Daily Attendance (ADA). The table illustrates the average teacher salary at the school and district and compares it to the average teacher salary at the state level.

Average Teacher Salaries	
School & District	
School	\$59,008
District	\$60,413
Percentage of Variation	0%
School & State	
All Elementary School Districts	\$67,289
Percentage of Variation	-12.3%

## Teacher & Administrative Salaries (Fiscal Year 2012-13)

The table displays average district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the California Department of Education's website [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2012-13		
	District	State
Beginning Teachers	\$37,532	\$41,535
Mid-Range Teachers	\$62,440	\$64,101
Highest Teachers	\$76,738	\$82,044
Elementary School Principals	\$104,825	\$104,336
Middle School Principals	-	\$107,911
High School Principals	-	\$102,488
Superintendent	\$125,435	\$155,309
Salaries as a Percentage of Total Budget		
Teacher Salaries	44.0%	41.0%
Administrative Salaries	7.0%	6.0%

## Expenditures & Services Funded (Fiscal Year 2012-13)

The table provides a comparison of a school's per-pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

## District Revenue Sources (Fiscal Year 2013-14)

In addition to general state funding, Heber Elementary School District receives state and federal funding for the following categorical funds and other support programs: (enter information from consolidated application).

In addition to general fund state funding, the Heber Elementary School District received state and federal categorical funding for the following support programs:

- Title I, Part A (Basic Grant)
- Title V, Part A (SDFSC)
- Economic Impact Aid
- Title II, Part A (Teacher Quality)
- Title V, Part A (Innovative)
- Peer Assistance Review (PAR)
- Title III, Part A (LEP Students)
- School Safety & Violence Prevention
- TUPE

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,283
From Supplemental/Restricted Sources	
From Basic/Unrestricted Sources	
District	
From Basic/Unrestricted Sources	
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$4,690
Percentage of Variation between School & State	