



Heber Elementary School District Dogwood Elementary & Heber Schools

2014-2015 School Accountability Report Card

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

www.hesdk8.org

**CDS Code:
13-63131-6008502**

**Serving Grades
Transitional
Kindergarten
through Eight**

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Heber Principal**

**Jeralyn Shaw
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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.

Superintendent'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.

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 Littell 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

District Profile (School Year 2015-16)

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. Heber Elementary School enrolls fourth through eighth grade students. Dogwood Elementary School enrolls transitional kindergarten through third grade students.

School Enrollment & Attendance (School Year 2014-15)

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.

The second chart illustrates the enrollment trend by ethnicity or student group.

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
K	123	139	149
1st	125	132	153
2nd	156	127	121
3rd	120	148	126
4th	140	118	149
5th	123	139	116
6th	128	124	136
7th	130	144	141
8th	125	135	142

Enrollment by Student Group

2014-15

	Percentage
Black or African American	0.1%
Hispanic or Latino	99.4%
White	0.5%
Two or More Races	0.1%
English Learners	54.1%
Socioeconomically Disadvantaged	92.1%
Students with Disabilities	6.1%
Foster Youth	0.6%

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 2014-15)

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 Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	92.7%	7.3%
All Schools in District	92.7%	7.3%
High-Poverty Schools in District	92.7%	7.3%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

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

Teacher Credential Status				
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	67	68	66	66
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	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			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Science Laboratory Equipment

Heber Elementary School District stocks an adequate supply of laboratory equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders, test tube brushes, crucible tongs, flasks, beakers, and Bunsen burners. For a complete listing of inventory, please contact the school office.

Textbooks & Instructional Materials (School Year 2015-16)

The school district held a public hearing on October 8, 2015, 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 October, 2015 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
K-5	History/Social Studies	McGraw-Hill	2006	Yes	0.0%
6th-8th	History/Social Studies	Holt, Rinehart & Winston	2006	Yes	0.0%
K-3	Mathematics	Pearson Scott Foresman	2014	Yes	0.0%
K-3	Mathematics	Prentice Hall	2014	Yes	0.0%
4th-5th	Mathematics	Houghton Mifflin	2014	Yes	0.0%
6th-8th	Mathematics	Houghton Mifflin	2014	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%
6th-8th	Reading/English	McDougal Littell	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 2015-16)

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. Facilities data was collected in October, 2015.

School Facility Conditions - Dogwood				
Date of Last Inspection: 10/13/2015				
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			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Building A, B, C, D, E & F: Misc. light bulb replacement needed in some areas
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

School Facility Conditions - Heber				
Date of Last Inspection: 10/13/2015				
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			
Interior	X			Primary Building: Minor painting touchups needed in lounge hallway. Middle Grade Buildings: Stained ceiling tiles need replacement in two classrooms. Neidiffer Building: Minor carpet repairs needed in some areas. Junior High Building: Kitchen floor needs replacement.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Site Storage Building & Warehouse: Minor Clutter - Needs organization
Electrical	X			Primary Building: Misc. light bulb replacement needed in some classrooms.
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Junior High Building: One exterior door needs door closure. Portables: Some exterior painting touchups needed.

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)

California Standards Test (CST) - Science

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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science, for the most recent three-year period.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	59	62	74	59	62	74	59	60	56

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

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 Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	74
School	74
Hispanic or Latino	74
Males	79
Females	69
Socioeconomically Disadvantaged	72
English Learners	58

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

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 Assessment of Student Performance and Progress

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. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8) and math (grades 3-8).

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: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	44	44	44
Mathematics (Grades 3-8 and 11)	32	32	33

California Assessment of Student Performance and Progress - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	127	123	96.9	28	31	22	19	123	96.9	16	34	35	15
Male	127	54	42.5	37	30	24	9	54	42.5	24	26	41	9
Female	127	69	54.3	22	32	20	26	69	54.3	10	41	30	19
Hispanic or Latino	127	122	96.1	28	31	22	19	122	96.1	16	34	35	15
White	127	1	0.8	--	--	--	--	1	0.8	--	--	--	--
Socioeconomically Disadvantaged	127	114	89.8	29	31	23	18	114	89.8	17	35	36	12
English Learners	127	68	53.5	40	37	19	4	68	53.5	22	44	32	1
Students with Disabilities	127	1	0.8	--	--	--	--	1	0.8	--	--	--	--
Students Receiving Migrant Education Services	127	18	14.2	39	28	11	22	18	14.2	22	44	17	17

California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	149	145	97.3	23	29	30	17	146	98	12	50	24	14
Male	149	73	49	30	33	26	11	73	49	14	53	21	12
Female	149	72	48.3	17	25	33	24	73	49	11	47	27	15
Hispanic or Latino	149	144	96.6	24	29	29	17	145	97.3	12	50	23	14
White	149	1	0.7	--	--	--	--	1	0.7	--	--	--	--
Socioeconomically Disadvantaged	149	139	93.3	23	29	29	17	140	94	12	49	24	14
English Learners	149	81	54.4	37	40	17	5	82	55	20	55	21	5
Students with Disabilities	149	3	2	--	--	--	--	3	2	--	--	--	--
Students Receiving Migrant Education Services	149	29	19.5	31	24	34	10	29	19.5	14	52	21	14

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	116	113	97.4	27	27	31	14	113	97.4	50	38	8	4
Male	116	60	51.7	38	28	25	8	60	51.7	55	37	7	2
Female	116	53	45.7	15	25	38	21	53	45.7	43	40	9	8
Hispanic or Latino	116	113	97.4	27	27	31	14	113	97.4	50	38	8	4
Socioeconomically Disadvantaged	116	107	92.2	28	27	31	13	107	92.2	50	37	7	5
English Learners	116	49	42.2	45	39	14	0	49	42.2	73	27	0	0
Students with Disabilities	116	4	3.4	--	--	--	--	4	3.4	--	--	--	--
Students Receiving Migrant Education Services	116	20	17.2	35	45	15	5	20	17.2	75	20	5	0

California Assessment of Student Performance and Progress - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	137	131	95.6	25	40	28	7	136	99.3	33	39	21	7
Male	137	64	46.7	30	42	25	3	67	48.9	37	34	22	6
Female	137	67	48.9	21	37	31	10	69	50.4	29	43	20	7
Hispanic or Latino	137	128	93.4	26	40	27	7	133	97.1	34	39	20	7
White	137	2	1.5	--	--	--	--	2	1.5	--	--	--	--
Two or More Races	137	1	0.7	--	--	--	--	1	0.7	--	--	--	--
Socioeconomically Disadvantaged	137	119	86.9	26	41	26	7	124	90.5	35	38	21	6
English Learners	137	52	38	54	40	6	0	57	41.6	56	35	7	2
Students with Disabilities	137	4	2.9	--	--	--	--	4	2.9	--	--	--	--
Students Receiving Migrant Education Services	137	34	24.8	24	50	21	6	36	26.3	42	42	14	3

California Assessment of Student Performance and Progress - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	145	134	92.4	19	35	39	7	139	95.9	33	38	21	8
Male	145	78	53.8	24	38	33	4	80	55.2	41	33	23	4
Female	145	56	38.6	11	30	46	11	59	40.7	22	46	19	14
Hispanic or Latino	145	134	92.4	19	35	39	7	139	95.9	33	38	21	8
Socioeconomically Disadvantaged	145	128	88.3	20	34	39	6	132	91	33	39	22	7
English Learners	145	42	29	45	36	17	0	47	32.4	57	34	6	2
Students with Disabilities	145	9	6.2	--	--	--	--	9	6.2	--	--	--	--
Students Receiving Migrant Education Services	145	17	11.7	29	35	29	6	17	11.7	47	35	12	6

California Assessment of Student Performance and Progress - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	147	141	95.9	21	31	41	7	144	98	34	32	23	11
Male	147	60	40.8	20	33	40	7	60	40.8	32	30	25	13
Female	147	81	55.1	21	30	42	7	84	57.1	36	33	21	10
Hispanic or Latino	147	141	95.9	21	31	41	7	144	98	34	32	23	11
Socioeconomically Disadvantaged	147	129	87.8	22	32	39	8	132	89.8	35	31	23	11
English Learners	147	49	33.3	39	41	18	2	52	35.4	54	31	13	2
Students with Disabilities	147	10	6.8	--	--	--	--	10	6.8	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	34	23.1	29	32	29	9

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 2014-15)

In the spring of each year, Heber Elementary School District is required by the state to administer a physical fitness test to students in grades five and seven. 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			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	31.0%	22.1%	18.6%
7	16.2%	28.8%	22.5%

**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 2015-16)

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 District's leadership teams, school committees, school activities, or become a volunteer, may contact the district'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 and expulsion rates; and
- Other local measures on the sense of safety.

Safe School Plan (School Year 2015-16)

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 was last updated in June, 2015. 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.

Discipline & Climate for Learning

Heber Elementary School District believes that meaningful learning must occur in a safe, disciplined, and positive environment. Students at Heber Elementary School District 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 and state. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	3.5%	2.2%	1.7%	0.0%	0.2%	0.0%
District	3.5%	2.2%	1.7%	0.0%	0.2%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

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.

Counseling & Other Support Services (School Year 2014-15)

It is the goal of Heber Elementary School District 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 District is shown in the chart.

Heber Elementary School District does not have an academic counselor. 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

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 Elementary 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.

Adequate Yearly Progress (AYP) (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA). Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district and state performance are displayed in the table.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		N/A		Yes	

Federal Intervention Program (School Year 2015-16)

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 (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 (2015-16)	-	-
# of Title I Schools Currently In PI	-	0
% of Title I Schools Currently In 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		
13	14	15		13	14	15	13	14	15	13	14	15
By Grade Level												
K	18	20	21	7	2	1	-	5	6	-	-	-
1	19	20	18	6	4	8	-	1	-	-	-	-
2	20	20	20	8	-	-	-	-	1	-	-	-
3	19	18	18	6	-	7	-	-	-	-	-	-
4	22	19	21	-	-	-	6	-	6	-	-	-
5	17	17	16	7	16	21	-	-	-	-	-	-
6	21	24	21	1	-	4	5	6	14	-	-	-
Other	11	18	9	1	2	1	-	-	-	-	-	-
By Subject Area												
English	5	5	-	1	1	-	-	-	-	-	-	-

School Site Teacher Salaries (Fiscal Year 2013-14)

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	\$59,242
District	\$62,489
Percentage of Variation	0%
School & State	
All Elementary School Districts	\$69,086
Percentage of Variation	-14.2%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

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.

Average Salary Information Teachers - Principal - Superintendent 2013-14		
	District	State
Beginning Teachers	\$38,658	\$42,723
Mid-Range Teachers	\$64,313	\$65,936
Highest Teachers	\$79,040	\$84,545
Elementary School Principals	\$107,970	\$106,864
Middle School Principals	-	\$110,494
High School Principals	-	\$103,499
Superintendent	\$129,199	\$159,133
Salaries as a Percentage of Total Budget		
Teacher Salaries	45.0%	40.0%
Administrative Salaries	7.0%	6.0%

Expenditures & Services Funded (Fiscal Year 2013-14)

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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$7,956
From Supplemental/Restricted Sources	\$1,876
From Basic/Unrestricted Sources	\$6,080
District	
From Basic/Unrestricted Sources	\$6,080
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	13.7%

District Revenue Sources (Fiscal Year 2014-15)

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

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