



# Heber Elementary School District Dogwood Elementary & Heber Schools

## 2015-2016 School Accountability Report Card

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Heber, CA 92249  
(760) 337-6530

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

CDS Code:  
13-63131-6008502

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Transitional Kindergarten  
through Eight

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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.

### DataQuest

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

### 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 TK-6th grade teachers have been trained in the McGraw Hill Wonders program and 7th & 8th grade teachers have been trained in the McGraw Hill 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 Common Core Standards Test. 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 2016-17)

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 2015-16)

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

	2013-14	2014-15	2015-16
K	139	149	146
1st	132	153	132
2nd	127	121	149
3rd	148	126	133
4th	118	149	123
5th	139	116	142
6th	124	136	111
7th	144	141	139
8th	135	142	143

Enrollment by Student Group	
2015-16	
	Percentage
Black or African American	0.3%
Hispanic or Latino	99.0%
White	0.5%
Two or More Races	0.2%
EL Students	53.4%
Socioeconomically Disadvantaged	89.9%
Students with Disabilities	5.6%
Foster Youth	1.3%

## 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 2015-16)

Federal law 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.

Highly Qualified Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
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
	14-15	15-16	16-17	16-17
Fully Credentialed	68	66	59	59
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			
	14-15	15-16	16-17
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

## 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 2016-17)

The school district held a public hearing on October 13, 2016, 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 January 2017 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	% Lackin
6th-8th	History/Social Studies	Holt, Rinehart & Winston	2006	Yes	0.0%
K-5	History/Social Studies	McGraw-Hill	2006	Yes	0.0%
4th-5th	Mathematics	Houghton Mifflin	2014	Yes	0.0%
6th-8th	Mathematics	Houghton Mifflin	2014	Yes	0.0%
K-3	Mathematics	Pearson Scott Foresman	2014	Yes	0.0%
K-3	Mathematics	Prentice Hall	2014	Yes	0.0%
K-8	Reading/English	McGraw-Hill	2015	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 2016-17)

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. Facilities data was collected in January, 2017.

#### School Facility Conditions - Dogwood

Date of Last Inspection: 10/04/2016

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)				
Interior				
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)				
Electrical				
Restrooms/Fountains				
Safety (Fire Safety, Hazardous Materials)				
Structural (Structural Damage, Roofs)				
External (Grounds, Windows, Doors, Gates, Fences)				

#### School Facility Conditions - Heber

Date of Last Inspection: 10/04/2016

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)				
Interior				
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)				
Electrical				
Restrooms/Fountains				
Safety (Fire Safety, Hazardous Materials)				
Structural (Structural Damage, Roofs)				
External (Grounds, Windows, Doors, Gates, Fences)				

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- 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 eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities)

### California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	44	52	--	44	52	--	44	48
Mathematics (Grades 3-8 and 11)	--	32	39	--	32	39	--	34	36
Science (Grades 5, 8, and 10)	62	74	72	62	74	72	60	56	54

The following table displays school-wide data for all students who took the Science assessment in grades five, eight, and and/or ten, broken down by student group.

California Assessment of Student Performance and Progress - Science				
Student Groups	Science			
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	289	287	99.31	71.78
Male	152	151	99.34	68.21
Female	137	136	99.27	75.74
Hispanic or Latino	287	285	99.3	71.58
Socioeconomically Disadvantaged	278	276	99.28	71.74
English Learners	93	92	98.92	50
Students with Disabilities	19	18	94.74	38.89
Migrant Education	49	47	95.92	65.96

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

### California Assessment of Student Performance and Progress - Grade 3

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	133	131	98.5	48.09	131	98.5	49.62
Male	76	75	98.68	44	75	98.68	45.33
Female	57	56	98.25	53.57	56	98.25	55.36
Hispanic or Latino	130	128	98.46	47.66	128	98.46	50
Socioeconomically Disadvantaged	117	115	98.29	45.22	115	98.29	49.57
English Learners	66	64	96.97	17.19	64	96.97	28.13
Students with Disabilities	15	14	93.33	21.43	14	93.33	7.14
Migrant Education	23	23	100	21.74	23	100	21.74

### California Assessment of Student Performance and Progress - Grade 4

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	125	122	97.6	46.72	124	99.2	45.16
Male	56	54	96.43	33.33	56	100	42.86
Female	69	68	98.55	57.35	68	98.55	47.06
Hispanic or Latino	123	120	97.56	47.5	122	99.19	45.9
Socioeconomically Disadvantaged	113	110	97.35	48.18	112	99.12	45.54
English Learners	54	51	94.44	17.65	53	98.15	18.87
Migrant Education	16	15	93.75	26.67	15	93.75	20

### California Assessment of Student Performance and Progress - Grade 5

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	146	145	99.32	58.62	146	100	27.4
Male	72	72	100	44.44	72	100	29.17
Female	74	73	98.65	72.6	74	100	25.68
Hispanic or Latino	144	143	99.31	58.74	144	100	27.08
Socioeconomically Disadvantaged	140	139	99.29	56.83	140	100	27.14
English Learners	49	48	97.96	25	49	100	10.2
Migrant Education	26	26	100	50	26	100	26.92

### California Assessment of Student Performance and Progress - Grade 6

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	115	114	99.13	45.61	115	100	36.52
Male	63	63	100	36.51	63	100	33.33
Female	52	51	98.08	56.86	52	100	40.38
Hispanic or Latino	114	113	99.12	46.02	114	100	36.84
Socioeconomically Disadvantaged	108	107	99.07	45.79	108	100	36.11
English Learners	30	29	96.67	13.79	30	100	13.33
Students with Disabilities	12	12	100	--	12	100	--
Migrant Education	19	19	100	31.58	19	100	21.05

### California Assessment of Student Performance and Progress - Grade 7

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	138	135	97.83	51.85	137	99.28	26.28
Male	69	66	95.65	43.94	68	98.55	27.94
Female	69	69	100	59.42	69	100	24.64
Hispanic or Latino	136	133	97.79	51.13	135	99.26	26.67
Socioeconomically Disadvantaged	128	125	97.66	49.6	127	99.22	24.41
English Learners	44	41	93.18	9.76	43	97.73	2.33
Students with Disabilities	13	13	100	7.69	13	100	7.69
Migrant Education	34	34	100	52.94	34	100	20.59

### California Assessment of Student Performance and Progress - Grade 8

Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	144	142	98.61	58.45	142	98.61	49.3
Male	81	80	98.77	52.5	80	98.77	41.25
Female	63	62	98.41	66.13	62	98.41	59.68
Hispanic or Latino	144	142	98.61	58.45	142	98.61	49.3
Socioeconomically Disadvantaged	139	137	98.56	58.39	137	98.56	48.91
English Learners	44	43	97.73	11.63	43	97.73	11.63
Students with Disabilities	12	11	91.67	--	11	91.67	9.09
Migrant Education	24	22	91.67	54.55	22	91.67	40.91



## 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 2015-16)

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			
2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.9%	31.5%	31.5%
7	21.1%	24.8%	17.3%

*\*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 2016-17)

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 2016-17)

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 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 2016. 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		
	13-14	14-15	15-16	13-14	14-15	15-16
School	2.16	1.68	3.61	0.23	0.00	0.00
District	2.16	1.68	3.61	0.23	0.00	0.00
State	4.36	3.80	3.65	0.10	0.09	0.09



## 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 2015-16)

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.

### Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Heber Branch of the Imperial County Free Public Library. For library hours and other information please call (760) 336-0737 or visit the website at <http://www.co.imperial.ca.us/library/branch.htm>

### Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals. 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	-	-
# 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		
	14	15	16	14	15	16	14	15	16	14	15	16
By Grade Level												
K	20	21	21	2	1	2	5	6	5	-	-	-
1	20	18	18	4	8	7	1	-	-	-	-	-
2	20	20	19	7	5	5	-	1	2	-	-	-
3	18	18	16	8	7	7	-	-	-	-	-	-
4	19	21	23	6	1	-	-	6	5	-	-	-
5	17	16	22	16	21	-	-	-	6	-	-	-
6	24	21	21	-	4	2	6	14	3	-	-	-
Other	18	9	-	2	1	-	-	-	-	-	-	-
By Subject Area												
English	-	-	22	-	-	1	-	-	11	-	-	-
Mathematics	-	-	22	-	-	1	-	-	11	-	-	-
Science	-	-	22	-	-	1	-	-	11	-	-	-
Social Science	-	-	22	-	-	1	-	-	11	-	-	-

## School Site Teacher Salaries (Fiscal Year 2014-15)

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 & District	\$66,585
School & State	
All Elementary School Districts	\$71,610
Percentage of Variation	-7%

## Teacher & Administrative Salaries (Fiscal Year 2014-15)

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		
2014-15		
	District	State
Beginning Teachers	\$41,751	\$44,507
Mid-Range Teachers	\$69,458	\$68,910
Highest Teachers	\$85,363	\$88,330
Elementary School Principals	\$111,186	\$111,481
Middle School Principals	-	\$115,435
High School Principals	-	\$113,414
Superintendent	\$129,199	\$169,821
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.0%	39.0%
Administrative Salaries	6.0%	6.0%

## Expenditures & Services Funded (Fiscal Year 2014-15)

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.

Expenditures per Pupil	
School & District	
Total Expenditures Per Pupil	\$9,924
From Supplemental/Restricted Sources	\$2,018
From Basic/Unrestricted Sources	\$7,906
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	39.3%

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 2015-16)

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