

Heber Elementary School District

Dogwood Elementary

2018-2019 School Accountability Report Card

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<https://www.hesdk8.org/o/dogwood-elementary-school>

School Information

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Heber Elementary School District

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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/>.
- 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.
- To view our SARC online, please visit our website or scan the QR code to the right.



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

Great things are happening at Heber Schools, and it's our goal to lead the way in expanding our achievements and student experiences to best prepare our students to become good stewards of our community. We believe each child has a unique path to success.

Our priorities include transforming our community and the lives of our students through education. It is our desire to develop programs that promote lifelong learning, recognize each child's unique potential, and serve each member of our school community with dignity, compassion and respect. We are passionate about changing the approach we use to support children in providing for their basic needs of education, security and nurture.

We have big plans for the success of Heber Schools. In the past two years, district administration has begun working on achieving excellence. This includes the development of a districtwide academic plan, building culture, establishing vision, and engaging our families and community in decision making processes.

We thank you for your continued involvement and support!

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 Principles

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 2019-20)

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 Attendance

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.

School Enrollment

The charts illustrate the trends in enrollment for the last three years.

Enrollment Trend by Grade Level

	2016-17	2017-18	2018-19
K	178	159	165
1st	132	148	131
2nd	129	114	158
3rd	142	126	126
Total	581	547	580

Enrollment by Student Group

2018-19

	Percentage
Black or African American	0.2
Hispanic or Latino	99.8
EL Students	62.2
Socioeconomically Disadvantaged	77.9
Students with Disabilities	8.4
Foster Youth	0.3

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.

Teacher Assignment

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

Teacher Credential Status				
	School			District
	17-18	18-19	19-20	19-20
Fully Credentialed	27	28	28	60
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

	17-18	18-19	19-20
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

School Facilities (School Year 2019-20)

The Dogwood Elementary School's campus is comprised of 28 classrooms, one library, a computer lab, multipurpose room, parent room, and administrative offices. Dogwood Elementary opened its doors in January 2011 and added four portable classrooms in the summer of 2016.

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. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

The items noted in the table have been corrected or are in the process of remediation. Data was collected in January 2019.

School Facility Conditions				
Date of Last Inspection: 09/23/2019				
Overall Summary of School Facility Conditions: Good				
Data Collected: September, 2019				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			Room 201: HVAC has a loud start up.
Interior	X			MPR: Need to install a corner guard to protect the walls by the parent room. Parent Room: Door laminate is separating. Room 401: 2 broken ceiling tiles. Room 505: Broken ceiling tiles. Room 603: Broken ceiling tile.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Room 101: Overhead storage on cabinets. Room 502: Overhead storage. Work Room: Overhead Storage.
Electrical		X		Front Office: Light not working in womans R/R. Room 204: One light is flickering. Room 302: Clock not working. Room 601: Electrical cord cover. Room 602: Light covers missing.
Restrooms/Fountains	X			Boys R/R bldg 300: Toilet is not properly secured to the floor. Boys R/R bldg 500: 2nd urinal clogged. Girls R/R bldg 500: Sink is not draining. Room 103: Drinking fountain not working.
Safety (Fire Safety, Hazardous Materials)	X			Front Office: Boxes stacked in front of electrical panel. Room 101: Keep all items 36" away from fire extinguishers. Room 302: Teacher had a crockpot cooking food. Room 306: Keep items 36" from fire extinguishers.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Front Office: Door closure not working properly. Kinder playground: Bolts missing from the bell wall on playground equipment. MPR: Accordion door not functioning. Room 601: Exterior door will not shut properly.

Textbooks & Instructional Materials (School Year 2019-20)

The school district held a public hearing on October 11, 2018, 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 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks				
Data Collected: September, 2019				
Grade Levels	Subject	Publisher	Adoption Year	From Most Recent Adoption
K-3	History/Social Studies	McGraw-Hill	2006	Yes
K-3	Mathematics	Pearson Scott Foresman	2014	Yes
K-3	Reading/English	McGraw-Hill	2015	Yes
K-3	Science	Harcourt	2007	Yes

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. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally. CAST results are not available for the current reporting period.

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 District assessments, 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 three school years, and Science (grades 5, 8, and 10) for 2015 and 2016.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	—	64	57	56	53	56	48	50	50
Mathematics (Grades 3-8 and 11)	—	56	56	45	42	39	37	38	56
Science (Grades 5, 8, and 10)	—	—	—	—	—	—	—	—	—

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress									
Student Groups	English-Language Arts					Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	125	120	96.00	4.00	56.67	125	100.00	0.00	56.45
Male	66	63	95.45	4.55	46.03	66	100.00	0.00	47.69
Female	59	57	96.61	3.39	68.42	59	100.00	0.00	66.1
Hispanic or Latino	122	120	98.36	1.64	56.67	122	100.00	0.00	57.02
Socioeconomically Disadvantaged	103	99	96.12	3.88	51.52	103	100.00	0.00	54.9
English Learners	88	83	94.32	5.68	54.22	88	100.00	0.00	54.02
Students with Disabilities	17	17	100.00	0.00	17.65	17	100.00	0.00	25
Migrant Education	13	13	100.00	0.00	38.46	13	100.00	0.00	53.85

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.

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 2019-20)

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 Imperial County Office of Education (ICOE) to build strong parental involvement in the child's educational process at home by forging a working partnership between parents and schools.

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.

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. An automated calling system also helps to keep parents and the community informed of school events.

Suspensions and Expulsions

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		
	16-17	17-18	18-19	16-17	17-18	18-19
School	0.30	0.17	1.10	0.00	0.00	0.00
District	2.09	1.19	1.40	0.00	0.00	0.00
State	3.65	3.51	3.50	0.09	0.08	0.10

Safe School Plan (School Year 2019-20)

District administration and the Heber Elementary Board of Trustees have placed a great emphasis on campus safety and security. Students are supervised 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 administrators, certificated staff members, classified staff members, department managers and a community member. The plan was last updated in February 2019. 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 and lockdown drills are held three times during the school year.

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.

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>

Counseling & Other Support Services (School Year 2018-19)

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.

Heber Elementary School District does not have an academic counselor. A list of the counseling and support staff available to all students at Heber Elementary School District 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
Computer Technician	1	1.0
Health Aide	1	As Needed
Psychologist	1	0.5
SDC Instructional Aide	2	1.5
SDC Teacher	1	1.0
Speech and Language Specialist	1	0.5

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
- Collaboraton to Serve Students with Disabilities
- Smarter Balanced Consortium Assessment (SBAC) training
- Designated and Integrated English Language Development

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.

Professional Development			
	17-18	18-19	19-20
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6

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		
	17	18	19	17	18	19	17	18	19	17	18	19
By Grade Level												
K	20	20	21	1	6	3	8	2	6	-	-	-
1	22	21	22	-	2	-	6	5	6	-	-	-
2	21	19	22	1	5	-	5	1	7	-	-	-
3	20	21	24	1	3	-	6	3	5	-	-	-
Other	15	7	-	1	2	-	-	-	-	-	-	-

District Revenue Sources (Fiscal Year 2018-19)

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 IV, School Safety & Violence Prevention

Expenditures & Services Funded (Fiscal Year 2017-18)

The figures shown in the table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide. 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, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

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	\$11,294
From Supplemental/Restricted Sources	\$1,066
From Basic/Unrestricted Sources	\$10,228
District	
From Basic/Unrestricted Sources	\$10,228
Percentage of Variation between School & District	-
State	
From Basic/Unrestricted Sources	\$7,507
Percentage of Variation between School & State	36.3%

School Site Teacher Salaries (Fiscal Year 2017-18)

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	\$78,324
District	\$78,324
Percentage of Variation	-0%
School & State	
All Elementary School Districts	\$77,619
Percentage of Variation	0.9%

Teacher & Administrative Salaries (Fiscal Year 2017-18)

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 2017-18		
	District	State
Beginning Teachers	\$46,934	\$49,378
Mid-Range Teachers	\$78,082	\$77,190
Highest Teachers	\$107,749	\$96,607
Elementary School Principals	\$125,929	\$122,074
Middle School Principals	-	\$126,560
High School Principals	-	\$126,920
Superintendent	\$170,253	\$189,346
Salaries as a Percentage of Total Budget		
Teacher Salaries	35.0%	36.0%
Administrative Salaries	7.0%	6.0%