

Heber Elementary School District

Heber School

2018-2019 School Accountability Report Card

Published in the 2019-2020 School Year

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School Information

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Heber Elementary School District

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Heber, CA 92249
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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 |
| 4th | 136 | 144 | 123 |
| 5th | 123 | 130 | 143 |
| 6th | 152 | 119 | 138 |
| 7th | 119 | 147 | 143 |
| 8th | 134 | 117 | 152 |
| Total | 1,245 | 657 | 699 |

| Enrollment by Student Group | |
|---------------------------------|------------|
| 2018-19 | |
| | Percentage |
| Black or African American | 0.1 |
| Hispanic or Latino | 99.0 |
| White | 0.6 |
| EL Students | 38.1 |
| Socioeconomically Disadvantaged | 89.1 |
| Students with Disabilities | 11.0 |
| Foster Youth | 0.7 |
| Homeless | 0.6 |

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 | | | District |
|--|---------------------------|-------|-------|----------|
| | School | | | |
| | 17-18 | 18-19 | 19-20 | 19-20 |
| Fully Credentialed | 31 | 32 | 32 | 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 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. In 2019, Heber School inaugurated a new gym.

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 2020.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 09/16/2019 | | | | |
| 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 | | | |
| Interior | | X | | Room 103: Replace counter top. Room 104: Replace counter top. Room 220: Carpet stain. |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | Boys R/R: Spider webs in corners. Room 201: Excessive clutter on counter tops. |
| Electrical | | X | | Boys R/R: Light fixture above door need repair. Room 103: Tape down electrical cords. Room 202: Outlet cover missing. Room 202: Tape electrical cords down. Room 223: 2 light bulbs are out. Room 103: Replace counter top. |
| Restrooms/Fountains | X | | | Boys R/R: Replace sink. Drinking Fountain: Left sink has low pressure. Girls R/R: Right sink is not working. Room 105: Drinking fountain not working. Room 200: Drinking fountain lacks pressure. Room 224: Drinking fountain has no pressure. Water fountain: Fountain needs to be cleaned. Fountain is bent. |
| Safety (Fire Safety, Hazardous Materials) | X | | | Room 237: Re-hang fire extinguisher. |
| Structural (Structural Damage, Roofs) | X | | | Basketball Courts: multiple cracks in concrete and asphalt. Counseling Office: Concrete in front of entrance door is damaged. Girls R/R: Concrete by Door is damaged. |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | Play Field: Level play field. Playground E of Gym: Refill sand in fall zone. Playground N of Gym: Remove grass from fall zones and refill sand. Room 203: East door does not open fully. Room 219: Door will not lock. |

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 2020 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 |
| 4th-5th | History/Social Studies | McGraw-Hill | 2006 | Yes | 0.0% |
| 6th-8th | History/Social Studies | Holt, Rinehart & Winston | 2006 | Yes | 0.0% |
| 4th-5th | Mathematics | Houghton Mifflin | 2014 | Yes | 0.0% |
| 6th-8th | Mathematics | Houghton Mifflin | 2014 | Yes | 0.0% |
| 4th-8th | Reading/English | McGraw-Hill | 2015 | Yes | 0.0% |
| 4th-5th | Science | Harcourt | 2007 | Yes | 0.0% |
| 6th-8th | Science | Holt, Rinehart & Winston | 2007 | Yes | 0.0% |

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) | 56 | 51 | 56 | 56 | 53 | 56 | 48 | 50 | 50 |
| Mathematics (Grades 3-8 and 11) | 45 | 39 | 36 | 45 | 42 | 39 | 37 | 38 | 39 |
| 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 | 695 | 692 | 99.57 | 0.43 | 55.78 | 695 | 100.00 | 0.00 | 35.97 |
| Male | 346 | 344 | 99.42 | 0.58 | 49.13 | 346 | 100.00 | 0.00 | 31.5 |
| Female | 349 | 348 | 99.71 | 0.29 | 62.36 | 349 | 100.00 | 0.00 | 40.4 |
| Hispanic or Latino | 684 | 683 | 99.85 | 0.15 | 56.22 | 684 | 100.00 | 0.00 | 36.11 |
| Socioeconomically Disadvantaged | 628 | 626 | 99.68 | 0.32 | 53.35 | 628 | 100.00 | 0.00 | 34.08 |
| English Learners | 439 | 436 | 99.32 | 0.68 | 43.58 | 439 | 100.00 | 0.00 | 28.47 |
| Students with Disabilities | 74 | 74 | 100.00 | 0.00 | 18.92 | 74 | 100.00 | 0.00 | 12.16 |
| Migrant Education | 97 | 97 | 100.00 | 0.00 | 44.33 | 97 | 100.00 | 0.00 | 27.84 |

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.

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 2018-19)

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 | | | |
|--|-----------------------|-----------------------|----------------------|
| 2018-19 | | | |
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 23.7% | 22.3% | 12.2% |
| 7 | 18.0% | 23.4% | 8.6% |

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

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. A marquee 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 | 1.79 | 1.02 | 1.60 | 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 2017. 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.

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 | 2 | 2.0 |
| English Language Development (ELD) Teacher | 1 | 0.62 |
| Health Aide | 1 | As Needed |
| Psychologist | 1 | 0.5 |
| RSP Aide | 2 | 1.5 |
| SDC Instructional Aide | 2 | 1.75 |
| Special Day Class (SDC) Teacher | 2 | 2.0 |
| Speech and Language Specialist | 1 | 0.5 |

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>

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 | 2 | 2 | 2 |

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 | | | | | | | | | | | | |
| 4 | 25 | 28 | 24 | 3 | - | - | 33 | 30 | 25 | - | - | - |
| 5 | 22 | 25 | 26 | 5 | - | 1 | 17 | 16 | 15 | - | - | - |
| 6 | 29 | 22 | 26 | 1 | 1 | 1 | 18 | 12 | 15 | 1 | - | - |
| By Subject Area | | | | | | | | | | | | |
| English | 23 | 26 | 28 | 7 | 5 | - | 9 | 11 | 16 | - | - | - |
| Mathematics | - | 23 | 28 | - | 4 | - | - | 2 | 10 | - | - | - |
| Science | 24 | 27 | 29 | 2 | 1 | - | 4 | 5 | 9 | - | - | 1 |
| Social Science | 23 | 28 | 29 | 2 | - | - | 3 | 5 | 10 | - | - | - |

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 that will be reported in the 2018-19 fiscal year.

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% |