



Heroes Elementary School

1111 Civic Center Dr. • Santa Ana, CA 92703 • (714) 568-9600 • Grades K-5

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Santa Ana Unified School District

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School Description

Heroes Elementary School is in a collaborative partnership with students, parents and the community in order to provide a safe, positive educational environment that prepares students for college and careers in the 21st century. Heroes Elementary School is located in the Washington Square Neighborhood Association of Santa Ana, California. The school is on West Civic Center Drive across from the Santa Ana Police Station. The school consists of an administration building that includes a multipurpose room, cafeteria, library, nurses office, lounge and workroom. The second, two-story building houses all classrooms from kindergarten to fifth grade. The school opened its doors on August 28, 2008 welcoming students from kindergarten to fifth grade. We currently have approximately 720 students attending our school.

Heroes Elementary School is named for the men and women in uniform who risk their lives for others in the course of upholding our nation's laws and in responding to local, state and national emergencies. Heroes Elementary School is one of 10 California High Performance Demonstration Model Schools (CHPS). The school has been lauded for its green, healthy-design qualities such as recycled building materials, low-emission paints, carpets, and other high performance features offering enhanced learning environments for children. CHPS designs are known for best practices and standards in construction.

School Vision

Heroes Elementary School is in a collaborative partnership with students, parents and the community in order to provide a safe, positive educational environment that prepares students for college and careers in the 21st century.

School Mission

The Heroes Elementary community utilizes high expectations and positive innovative strategies that engage, inspire, and challenge students to be independent, productive citizens. All students use technology, collaboration and critical thinking in order to be successful.

District Profile

Santa Ana Unified School District is the seventh largest district in the state, currently serving over 57,000 students in grades K-12 and residing in the city of Santa Ana. The district operates 36 elementary schools, 9 intermediate schools, 7 high schools, 1 alternative high school, 2 continuation schools and 5 charter schools. The student population is comprised of 88.1% enrolled in the Free or Reduced Price Meal program, 47.8% qualifying for English language learner support, and approximately 11.0% receiving special education services. Our district's schools have received California Distinguished Schools, National Blue Ribbon Schools, California Model School, Title I Academic Achieving Schools and Governor's Higher Expectations awards in honor of their outstanding programs. In addition, 19 schools have received the Golden Bell Award since 1990.

Each of Santa Ana Unified School District's staff members, parents, and community partners have developed and maintained high expectations to ensure every student's intellectual, creative, physical, emotional, and social development needs are met. The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

District Mission

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

District Vision

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 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 an 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 Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (714) 568-9600.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.4
Asian	0.0
Filipino	0.0
Hispanic or Latino	99.0
Native Hawaiian/Pacific Islander	0.0
White	0.4
Two or More Races	0.1
Socioeconomically Disadvantaged	98.7
English Learners	75.9
Students with Disabilities	9.6

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	120
Gr. 1	122
Gr. 2	117
Gr. 3	119
Gr. 4	111
Gr. 5	128
Total	717

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.

Teacher Credentials			
Heroes Elementary School	12-13	13-14	14-15
Fully Credentialed	28	26	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Santa Ana Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	2,528
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Heroes Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.40	0.60
High-Poverty Schools	99.36	0.64
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards based and approved by the district's Board of Trustees. On October 14, 2014, the Santa Ana Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No 14/15-3027 which certifies as required by Education Code §60119 that for the 2014-2015 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2008	Saxon Publishers <i>Saxon Math</i>	K-5
2008	Houghton-Mifflin	K-5
Language Arts		
2002	SRA/McGraw Hill <i>Open Court Reading</i>	K-5
2010	Sopris West Language!	4-5
Science(s)		
2008	MacMillan/ McGraw Hill California Science	K-5
Social Science		
2007	Scotts Foresman	K-5

School Facility Conditions and Planned Improvements (Most Recent Year)

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian, principal, and assistant principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

The most recent facilities inspection at Heroes Elementary School took place on 6/26/2014. Schools are required by state law to report the condition of their facilities; the School Site Inspection table illustrated in this report identifies the state required inspection areas and discloses the operational status in each of those areas.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/26/2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	CAFETERIA: FLOOR DRAINS COMPLETELY CLOGGED S/C: 254770 LUNCH AREA: DRAINING CONDUCTS TO BE DONE S/C: 254770 NEED CEMENT REPAIRS S/C: 254773
Interior: Interior Surfaces	[]	[X]	[]	138: CARPET REPAIR NEEDED S/C: 254768 215: CARPET REPAIR NEEDED S/C: 254768 216: CARPET REPAIR NEEDED S/C: 254768 217: CARPET REPAIR NEEDED S/C: 254768 DOOR CLOSER NOT WORKING S/C: 254767 221: CARPET REPAIR NEEDED S/C: 254768 223: CARPET REPAIR NEEDED S/C: 254768 DOOR CLOSER NOT WORKING S/C: 254767 225: CARPET REPAIR NEEDED S/C: 254768 228: CARPET REPAIR NEEDED S/C: 254768 DOOR CLOSER NOT WORKING S/C: 254767 229: CARPET REPAIR NEEDED S/C: 254768 LIBRARY: CARPET NEEDS REPAIR S/C: 254768
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	MPR GIRLS RR: GIRLS R/R BROKEN LIGHT SWITCH S/C: 254769
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	OUTSIDE BOYS R/R: LOOSE METAL PLATE - FRONT DOOR-SAFETY HAZARD S/C: 254773
Structural: Structural Damage, Roofs	[X]	[]	[]	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/26/2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]		118: DOOR CLOSER NOT WORKING S/C: 254767 119: DOOR CLOSER NOT WORKING S/C: 254767 124: DOOR CLOSER NOT WORKING S/C: 254767 127: CARPET REPAIR NEEDED S/C: 254768 133: DOOR CLOSER NOT WORKING S/C: 254767 139: DOOR CLOSER NOT WORKING S/C: 254767 217: CARPET REPAIR NEEDED S/C: 254768 DOOR CLOSER NOT WORKING S/C: 254767 220: DOOR CLOSER NOT WORKING S/C: 254767 223: CARPET REPAIR NEEDED S/C: 254768 DOOR CLOSER NOT WORKING S/C: 254767 224: DOOR CLOSER NOT WORKING S/C: 254767 226: DOOR CLOSER NOT WORKING S/C: 254767 227: DOOR CLOSER NOT WORKING S/C: 254767 228: CARPET REPAIR NEEDED S/C: 254768 DOOR CLOSER NOT WORKING S/C: 254767 FIELD: LEVELING AND RESEEDING NEEDED S/C: 254772 K PLAYGROUND: ASPHALT NEEDS RECOATING/ EXTREMELY ROUGH S/C: 254771 LUNCH AREA: DRAINING CONDUCTS TO BE DONE S/C: 254770 NEED CEMENT REPAIRS S/C: 254773 OUTSIDE GIRLS R/R: MISSING DOOR LATCH S/C: 254767 PLAYGROUND AREA: MATTING AREA- REPAIR NEEDED S/C: 254773 ROOM 214: DOOR CLOSER NOT WORKING S/C: 254767
Overall Rating	Exemplary	Good	Fair	Poor	
	[]	[X]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	27	28	25	48	47	47	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	43	39	37	43	45	44	54	56	55
Math	52	55	54	47	48	45	49	50	50
HSS				37	40	41	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	4	3	2
Similar Schools	9	6	7

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.3	11.7	

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	47	
All Student at the School	25	
Male	25	
Female	25	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	25	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	24	
English Learners	3	
Students with Disabilities		
Students Receiving Migrant Education Services		

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	26	-22	-17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	26	-22	-17
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	25	-22	-17
English Learners	26	-22	-16
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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 schoolsite.

Opportunities for Parental Involvement

Parents are encouraged to get involved in Heroes Elementary School's learning community by volunteering their time, attending school events, reading to their child during Family Fun Reading that is done once a month. Parents are always invited to attend the Parent Meetings and share in the decision-making process during ELAC and SSC meetings.. The school welcomes assistance in the classroom, and library and/or computer lab and on special days. Parents are always invited to help chaperone field trips. Heroes Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

- Back to School Night
- Open House
- Student performances
- Fundraisers
- School-wide Events
- Family Fun Reading Days
- Parent Meetings
- Workshops
- Padres En Accion
- Promotion activities
- Student recognition and awards
- GATE meetings and Showcase

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council
- English Language Advisory Council
- Parent Teacher Association (PTA)

Parents seeking more information about becoming an active member in the school community may contact the principal at (714) 568-9600.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- Computerized Phone System
- School website
- Public Service Channel 31 or 51
- School and/or Classroom newsletters
- Pamphlets
- Booklets
- Flyers
- Letters
- Marquee

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most current safety plan was reviewed and updated to address the safety plan components and individual responsibilities during the 2013-2014 school year. The Santa Ana Unified School District's Board of Trustees reviews the safety plans annually by March 1.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	3.6	2.1	2.5
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	7.0	4.9	4.3
Expulsions Rate	0.1	0.1	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		
Met Graduation Rate (if applicable)		

* On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements. Specifically, a one-year waiver was granted that allowed flexibility in making Adequate Yearly Progress (AYP) determinations for schools and LEAs participating in the Smarter Balanced assessment field test. The CDE did not produce a 2014 AYP report for elementary and middle schools and elementary and unified school districts.

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	54	
Percent of Schools Currently in Program Improvement	90.0	

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	30.5	30	30	0			4	4	4	0		
Gr. 1	25	31	31	0			5	4	4	0		
Gr. 2	23.8	31	29	0			5	4	4	0		
Gr. 3	30	30	30	0			5	4	4	0		
Gr. 4	32	27	28	0	1		2	4	4	1		
Gr. 5	35.3	27	32	0	1		0	3	2	3		2

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

* Blanks indicate unreported data

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	0
Nurse	.20
Speech/Language/Hearing Specialist	1.5
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,660	\$41,761
Mid-Range Teacher Salary	\$74,308	\$66,895
Highest Teacher Salary	\$94,284	\$86,565
Average Principal Salary (ES)	\$115,715	\$108,011
Average Principal Salary (MS)	\$118,268	\$113,058
Average Principal Salary (HS)	\$127,729	\$123,217
Superintendent Salary	\$265,000	\$227,183
Percent of District Budget		
Teacher Salaries	39	38
Administrative Salaries	4	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,921	\$712	\$4,210	\$80,821
District	♦	♦	\$4,130	\$78,285
State	♦	♦	\$4,690	\$70,720
Percent Difference: School Site/District			1.9	3.2
Percent Difference: School Site/ State			-10.2	14.3

Types of Services Funded at Heroes Elementary School

In addition to general fund state funding, Santa Ana Unified School District received federal, state, and local aid for categorical, special education, and support programs, including but not limited to:

- After School Education and Safety (ASES) (Proposition 49)
- California Career Pathways Trust
- California Clean Energy Jobs Act (Prop 39)
- Carl Perkins
- Carol M White PEP Grant
- Common Core State Standards (CCSS)
- Gear Up IV (RSCC Fiscal Agent)
- Head Start
- Irvine Mathematics Project - UCI
- Kinder Readiness Program II
- Lighthouse Academy Project Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Migrant Ed
- Nutrition Education and Obesity Prevention (NEOP) Grant Program
- Partnership Academies Program
- Quality Education Investment Act QEIA
- Special Ed
- Title I, II, III, and IV part B

Professional Development provided for Teachers at Heroes Elementary School

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the new Common Core State Standards. Staff development concentrations are selected and identified based upon student assessment results, teacher input, and professional development surveys. All staff development activities at Heroes and at the Santa Ana Unified School District are focused on increasing student learning and mastery. Staff training topics at the individual school sites may have included: Common Core units of study, academic language modules, response to intervention, PBIS mathematics, data analysis, grading practices and effective best practices, etc. Santa Ana Unified School District offers supplemental training and support for new and ongoing program implementation. Training activities take place throughout the school year, after school, and during the summer and generally focus on curriculum, teaching strategies, and methodologies. During the 2014-2015 school year, district training opportunities will focus on, but will not be limited to the following:

At the elementary level -

- Common Core and new state standards
- GATE
- Safety
- DIBELS
- MAP Assessment
- English Language Development
- Positive Behavior Intervention Support
- Technology and Innovative Practices
- Data Analysis to improve differentiated Instruction
- Curriculum Mapping
- Writing