Day Creek Intermediate School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians 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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. 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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Day Creek Intermediate School
Street	12345 Coyote Drive
City, State, Zip	Etiwanda, CA 91739
Phone Number	909.803.3300
Principal	Nicholas Zajicek
Email Address	nicholas_zajicek@etiwanda.org
School Website	dcis.etiwanda.org
County-District-School (CDS) Code	36677020102947

2023-24 District Contact Information

District Name	Etiwanda School District
Phone Number	909.899.2451
Superintendent	Charlayne Sprague
Email Address	charlayne_sprague@etiwanda.org
District Website	www.etiwanda.org

2023-24 School Description and Mission Statement

The purpose of the School Accountability Report Card is to provide parents with information about Day Creek Intermediate School's instructional programs, academic achievement, materials, facilities, and staff. Day Creek Intermediate School has an ongoing tradition of academic excellence and welcomes this opportunity to tell you more about us.

The staff at Day Creek Intermediate School believes every child is unique and deserving of a rich educational environment. Our developmental, student-centered program design offers caring teachers who possess a strong professional concern for all students at all ability levels; multiple programs to support developing adolescents; and culturally diverse, mixed-ability classrooms where students feel comfortable engaging in learning from one another. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science.

Our mission statement, "It is our mission to develop productive citizens who can communicate effectively and positively engage with their community in a respectful, responsible, and kind manner. Our staff believes that in order to achieve our mission, we must model lifelong learning, be excited about what we teach, and hold students to high levels of accountability in both behavior and academics."

We believe in a student-centered approach that provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given opportunities to develop those talents. Parents and the community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both the school and the community in ongoing program improvement.

DISTRICT & SCHOOL PROFILE
Etiwanda School District serves over 14,000 TK-8 students residing in the cities of Rancho Cucamonga, Fontana, Alta Loma, and Etiwanda. The district currently operates thirteen TK-5 elementary schools and four intermediate schools (grades 6-8) and a Community Day School. Etiwanda's graduating eighth-grade students are served by Chaffey Joint Union High School District for grades 9-12. Homeschooling programs, preschool programs, and child care are provided at some schools within the district. More information is available on the district website or by contacting the district office at (909) 899-2451.

2023-24 School Description and Mission Statement

The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high-quality educational program. Etiwanda School District appreciates the outstanding reputation it has achieved in local and neighboring communities. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

Day Creek Intermediate is one of Etiwanda's newer schools located in the northwest quadrant of the district boundaries educating students in sixth, seventh, and eighth grades. During the 2022-23 school year, about 1,200 students residing in the city of Etiwanda were enrolled. Day Creek Intermediate places a great emphasis on positive self-image as well as on education. School staff is committed to providing students with the necessary skills to be productive in high school, college, and future careers. Day Creek has been named a California Distinguished School and National Blue Ribbon School of Excellence.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	445
Grade 7	442
Grade 8	386
Total Enrollment	1273

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9%
Male	49.1%
American Indian or Alaska Native	0.2%
Asian	26.8%
Black or African American	5.1%
Filipino	4.6%
Hispanic or Latino	33.8%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	5.6%
White	21.9%
English Learners	8.7%
Homeless	6.8%
Socioeconomically Disadvantaged	39.5%
Students with Disabilities	10%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.10	76.82	502.60	86.12	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	3.10	0.54	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	0.31	7.20	1.24	12115.80	4.41
Unknown	11.00	22.85	70.60	12.10	18854.30	6.86
Total Teaching Positions	48.30	100.00	583.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.00	70.49	498.30	81.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	5.17	10.80	1.77	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.80	14.12	44.30	7.22	11953.10	4.28
Unknown	4.90	10.22	60.90	9.92	15831.90	5.67
Total Teaching Positions	48.30	100.00	614.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	2.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.10	6.80
Total Out-of-Field Teachers	0.10	6.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum throughout the Etiwanda School District are aligned with the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education (SBE).

LEAs are required to hold an annual public hearing by the end of the eighth week from the first day pupils attend school for that year. At the public hearing, the governing board must determine, by resolution, whether each pupil in the district has sufficient textbooks or instructional materials, or both, in reading/language arts, including the English language development component of an adopted program, science, mathematics, and history–social science that are aligned to the State's content standards and consistent with the curriculum frameworks.

On October 5, 2023, the Etiwanda 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. 2324-18 stating the Etiwanda School District certifies that each pupil, including each English learner, has sufficient textbooks or instructional materials which are aligned to the state content standards adopted pursuant to Education Code 60605 and/or the Common Core Standards adopted pursuant to Education Code 60605.8 in the following subjects: mathematics, English language arts (including an English language development component), science, and history-social science.

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill "Wonders" (K-5) and "StudySync" (6-8)	Yes	0%
Mathematics	Houghton Mifflin-Harcourt "Go Math!" (K-5) and Glencoe "California Math" (6-8)	Yes	0%
Science	Amplify Science (K-8)	Yes	0%
History-Social Science	Harcourt Brace "Reflections" (K-5) and Glencoe/McGraw-Hill "Discovering Our Past" (6-8)	Yes	0%

School Facility Conditions and Planned Improvements

Day Creek Intermediate provides a positive, safe, and clean environment for student, staff, and families through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2004. Ongoing maintenance ensures school facilities are kept safe, in good working condition, and continue to provide adequate space for students and staff.

Day Creek Intermediate is proud of its high standards regarding campus maintenance and general custodial practices. Staff and students enjoy the benefits of having a well-maintained and beautiful campus.

School staff and the maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained. Maintenance and Operations (M&O) oversees a work order process enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Work orders are prepared and submitted to M&O through the collective efforts of the school secretary, clerk, and custodian. Emergency situations are given high priority and resolved immediately by site or district custodial staff.

The principal and custodians communicate daily on an informal basis to discuss campus maintenance and safety concerns. In addition, the principal and custodial staff meet formally once each month to review facilities maintenance and conditions. Etiwanda School District's director of maintenance and operations (M&O) meets with the principal once a month to discuss maintenance-related issues associated with campus upkeep, safety, classroom space, equipment, upcoming events, work orders (submitted and outstanding), and special requests. The director of M&O then meets with the custodian to conduct a comprehensive inspection of the school site, and a summary of the inspection findings is forwarded to the principal.

Schools are required by state law to conduct a formal inspection annually of designated areas and systems and then prepare a report of the current condition of 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.

Day Creek Intermediate's custodial staff are qualified and equipped to handle routine cleaning needs, general maintenance, and minor repairs. M&O provides formal training twice a year on the proper use of equipment, cleaning procedures, and chemical usage. One full-time day custodian and one full-time afternoon custodian are responsible for keeping the campus clean and fully operational. The custodian's daily routine includes cleaning the staff lounge, stocking student restrooms, and cleaning the cafeteria after meals are served. Every morning before school begins, the day custodian inspects school facilities for safety hazards and maintenance issues that require attention before staff and students arrive on campus. Any graffiti or signs of vandalism are removed immediately.

A professional janitorial service is responsible for thoroughly cleaning classrooms and restrooms during the evenings. The district office dispatches a team of groundskeepers each week to maintain Day Creek Intermediate 's landscaping and irrigation systems.

Etiwanda School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. These repairs typically include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

Year and month of the most recent FIT report	September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			WO#7220-Replaced the electrical outlet.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety:	X			

School Facility Conditions and Planned Improvements

Fire Safety, Hazardous Materials			
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		WO#7219-Replaced lid on irrigation box, North side of B building.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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 grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	82	79	68	66	47	46
Mathematics (grades 3-8 and 11)	74	71	56	58	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) 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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1216	1181	97.12	2.88	79.25
Female	618	598	96.76	3.24	84.78
Male	598	583	97.49	2.51	73.58
American Indian or Alaska Native	--	--	--	--	--
Asian	335	325	97.01	2.99	87.38
Black or African American	59	56	94.92	5.08	60.71
Filipino	55	54	98.18	1.82	85.19
Hispanic or Latino	412	401	97.33	2.67	72.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	90	86	95.56	4.44	82.56
White	262	256	97.71	2.29	81.64
English Learners	71	58	81.69	18.31	31.03
Foster Youth	--	--	--	--	--
Homeless	81	75	92.59	7.41	69.33
Military	39	38	97.44	2.56	86.84
Socioeconomically Disadvantaged	498	482	96.79	3.21	70.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	119	109	91.60	8.40	24.77

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) 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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1216	1192	98.03	1.97	71.54
Female	618	603	97.57	2.43	71.64
Male	598	589	98.49	1.51	71.43
American Indian or Alaska Native	--	--	--	--	--
Asian	335	335	100.00	0.00	87.72
Black or African American	59	56	94.92	5.08	48.21
Filipino	55	54	98.18	1.82	83.33
Hispanic or Latino	412	402	97.57	2.43	60.20
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	90	85	94.44	5.56	71.76
White	262	257	98.09	1.91	70.82
English Learners	71	69	97.18	2.82	40.58
Foster Youth	--	--	--	--	--
Homeless	81	78	96.30	3.70	62.82
Military	39	38	97.44	2.56	71.05
Socioeconomically Disadvantaged	498	490	98.39	1.61	63.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	119	110	92.44	7.56	19.09

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	56.54	65.88	43.48	45.19	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	395	382	96.71	3.29	65.71
Female	194	186	95.88	4.12	66.13
Male	201	196	97.51	2.49	65.31
American Indian or Alaska Native	0	0	0	0	0
Asian	108	108	100.00	0.00	78.70
Black or African American	18	17	94.44	5.56	35.29
Filipino	17	17	100.00	0.00	82.35
Hispanic or Latino	133	127	95.49	4.51	51.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	23	85.19	14.81	65.22
White	91	89	97.80	2.20	73.03
English Learners	22	22	100.00	0.00	9.09
Foster Youth	0	0	0	0	0
Homeless	43	40	93.02	6.98	47.50
Military	22	22	100.00	0.00	63.64
Socioeconomically Disadvantaged	163	156	95.71	4.29	54.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	23	85.19	14.81	21.74

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99.7	99.7	100	80.3	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are encouraged to be involved in their child's learning process by attending school events, serving on school committees, volunteering at the school, attending parent workshops, and monthly Coffee with the Principal meetings. The staff welcomes parent assistance in the classroom and library as well as chaperoning field trips and school events. Back to School Night, Open House, Renaissance recognition events, student performances, Family Fun Nights, Family Education Nights, Halloween Bash, 8th Grade Picnic, and PTSO-sponsored activities provide opportunities for parents to interact with school staff and other families in their community while supporting their child's efforts. The School Site Council (SSC), Parent Teacher Student Organization (PTSO), GATE (Gifted and Talented Education), LCAP (Local Control and Accountability Plan) Advisory Committee, and African American Parent and Educator Advisory Committee (AAPEAC) enable parents to provide oversight and input on the school budget, activities, and educational programs. Parents who would like to get more involved or volunteer their time may contact the school office at (909) 803-3300.

School-to-home communication takes place in a variety of formats. Every six weeks along grade and progress reports are issued. In addition, the school sends a weekly newsletter featuring a message from the principal, upcoming events, helpful tips for parents, and informative educational articles. A family calendar of events and activities are sent at the beginning of each month as well. The school website is a valuable resource for general information about the school, activities, programs, schedules, and staff. An automated telephone and texting system enables school staff to quickly contact parents for urgent and important announcements, and occasionally, flyers and letters are sent home for special announcements.   The district maintains an online mailing list for parents who wish to receive email announcements and messages related to Day Creek Intermediate and the district.

The formula we use to ensure academic success is everyone takes responsibility for every student. Students monitor their academic progress in core classes online through their Aeries.net accounts and organize their homework and assignment due dates with PACK planner calendars. Parents monitor their child's academic progress through online Aeries.net accounts, weekly classroom folders that include graded work, email, and parent-student-teacher conferences. Teachers are available to meet with students and parents before, during, and after school; and 100% of our teachers maintain teacher websites and use school email. Administrators are regularly in classrooms observing students at work and offering feedback and positive comments. Students in jeopardy of failing classes meet with their parents and teachers to complete an Individual Remediation

2023-24 Opportunities for Parental Involvement

Plan (IRP) which maps out student, school, and home interventions which may include credit recovery or extra support from our Student Services Assistant. Student Success Team (SST) meetings are held with families to support students who may need extra support with socio-emotional needs, behavior, and/or academics.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1257	1248	115	9.2
Female	640	638	73	11.4
Male	617	610	42	6.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	342	339	5	1.5
Black or African American	63	63	13	20.6
Filipino	56	56	2	3.6
Hispanic or Latino	425	423	49	11.6
Native Hawaiian or Pacific Islander	2	1	0	0.0
Two or More Races	70	69	10	14.5
White	272	270	34	12.6
English Learners	115	115	4	3.5
Foster Youth	2	1	1	100.0
Homeless	101	100	14	14.0
Socioeconomically Disadvantaged	531	525	69	13.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	134	132	33	25.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.94	1.51	0.02	1.02	1.20	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.51	0
Female	0.63	0
Male	2.43	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.88	0
Black or African American	4.76	0
Filipino	0	0
Hispanic or Latino	1.65	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.47	0
English Learners	1.74	0
Foster Youth	0	0
Homeless	1.98	0
Socioeconomically Disadvantaged	1.51	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.49	0

2023-24 School Safety Plan

The Comprehensive School Site Safety Plan (CSSP) has been developed in collaboration with school staff and District administration to fulfill Senate Bill 187 requirements. Components of this plan include, but are not limited to, child abuse reporting protocols, teacher notification of dangerous pupil incidents, disaster response, sexual harassment policies, dress code, and safe arrival/departure procedures. The CSSP is annually reviewed, updated, and approved by local law enforcement, the fire department, school staff, and the school site council.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	3	37	3
Mathematics	27	3	37	3
Science	27	3	37	3
Social Science	27	3	37	3

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	3	38	0
Mathematics	27	3	38	0
Science	30	0	36	2
Social Science	28	2	38	0

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	5	29	9
Mathematics	28	5	29	9
Science	30	2	28	10
Social Science	30	2	28	10

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	1273

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0.5
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,117.48	$1,611.99	$9,505.49	$88,968.69
District	N/A	N/A	$9,796.92	$93,623
Percent Difference - School Site and District	N/A	N/A	-3.0	-5.1
State	N/A	N/A	$7,607	$89,574
Percent Difference - School Site and State	N/A	N/A	22.2	-0.7

Fiscal Year 2022-23 Types of Services Funded

In addition to general fund state funding, Etiwanda School District receives state and federal categorical funding for special programs. For the 2022-2023 school year, the district received approximately $1,330.00 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Special Education
- Title I, Title II, Title III, and Title IV

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$56,113	$54,215
Mid-Range Teacher Salary	$87,326	$86,843
Highest Teacher Salary	$118,533	$111,440
Average Principal Salary (Elementary)	$136,479	$140,851
Average Principal Salary (Middle)	$136,479	$147,065
Average Principal Salary (High)	$0	$142,189
Superintendent Salary	$254,503	$252,466
Percent of Budget for Teacher Salaries	36.32%	33.16%
Percent of Budget for Administrative Salaries	4.45%	5.15%

Professional Development

The professional development provided and sponsored by the Etiwanda School District is aligned with federal and state accountability requirements, the Local Control Accountability Plan (LCAP), California state content standards, and student assessment data. Professional learning is planned and calibrated through the California Department of Education Quality Professional Learning Standards. With intentional connections to the Etiwanda School District Strategic Priorities and Initiatives, all certificated staff are supported through multiple district-sponsored professional development opportunities including full-day, after-school, and school site staff meeting training sessions. In addition, all educators have the option to utilize grade-level collaboration and planning support as well as in-class support from the Etiwanda Professional Development Team. All staff members are encouraged to attend additional non-district- sponsored workshops and conferences, including opportunities sponsored by the San Bernardino County Superintendent of Schools to support identified areas of need, growth, or interest.

New teachers are enrolled in the ESD Induction Program, a state-sponsored program designed for first- and second-year preliminary credentialed teachers. Comprehensive skills enhancement training is provided over two years. Candidates attend specific sessions related to the implementation of district technologies, assessments, and scope and sequences. In addition, prior to the start of the school year, new teachers attend sessions on equity through culturally and linguistically responsive teaching and learning, special populations, classroom management, and pedagogical approaches and practices. Targeted professional development is also provided based on a candidate's individual learning plan. Monthly induction support meetings focus on implementation and growth within the California Standards for the Teaching Profession.

The Etiwanda School District recognizes the impact of all employees; therefore, it ensures that paraprofessionals, classified, and non-instructional staff are prepared and supported for the work they execute with yearly staff notifications, staff development, and staff meetings. Additional professional development for all staff includes culturally responsive practices when engaging with colleagues and students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	116	180	180