

# East Heritage Elementary 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

<b>School Name</b>	East Heritage Elementary School
<b>Street</b>	14250 East Constitution Way
<b>City, State, Zip</b>	Fontana, CA 92336
<b>Phone Number</b>	909.823.5696
<b>Principal</b>	Kristen Ashton
<b>Email Address</b>	kristen_ashton@etiwanda.org
<b>School Website</b>	<a href="https://www.etiwanda.org/o/eh">https://www.etiwanda.org/o/eh</a>
<b>County-District-School (CDS) Code</b>	36677026112130

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

### SCHOOL MISSION

The East Heritage staff believes our mission is to provide the necessary resources to ensure all our students master the skills and behaviors needed to be successful learners and citizens of the 21st century.

### DISTRICT & SCHOOL PROFILE

Etiwanda School District serves over 14,000 Preschool-8th grade 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 program, preschool program, 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.

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.

East Heritage Elementary is a small neighborhood school in a planned community located in the southeast region of the district boundaries. We have preschool-5th grade students enrolled. Our student population is diverse, and we value the rich experiences and opportunities diversity offers. Our success is built on the collective efforts of our talented staff, hard-working students, and supportive parents. We have high expectations for all students and work tirelessly to achieve maximum achievement for all students.

District-sponsored, fee-based child care is available Monday through Friday for East Heritage Elementary school-age students. The child care center is open from 6:30 a.m. to 6:00 p.m. Participating students are provided enrichment activities in art, music, literature, and physical education. More information about the child care program may be obtained from the district website or from school office staff.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	105
Grade 2	97
Grade 3	95
Grade 4	111
Grade 5	120
Total Enrollment	635

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8%
Male	50.2%
American Indian or Alaska Native	0.2%
Asian	12.3%
Black or African American	15%
Filipino	3.3%
Hispanic or Latino	49.1%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	8.2%
White	9.9%
English Learners	11%
Foster Youth	0.3%
Homeless	12.6%
Socioeconomically Disadvantaged	66.8%
Students with Disabilities	7.1%

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.50	88.60	502.60	86.12	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	3.10	0.54	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	0.97	7.20	1.24	12115.80	4.41
<b>Unknown</b>	3.00	10.40	70.60	12.10	18854.30	6.86
<b>Total Teaching Positions</b>	28.80	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.50	81.76	498.30	81.10	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	10.80	1.77	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.60	2.18	44.30	7.22	11953.10	4.28
<b>Unknown</b>	5.00	16.03	60.90	9.92	15831.90	5.67
<b>Total Teaching Positions</b>	31.10	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	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

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	0.20	0.60
<b>Total Out-of-Field Teachers</b>	0.20	0.60

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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
<b>Reading/Language Arts</b>	McGraw Hill "Wonders" (K-5) and "StudySync" (6-8)	Yes	0%
<b>Mathematics</b>	Houghton Mifflin-Harcourt "Go Math!" (K-5) and Glencoe "California Math" (6-8)	Yes	0%
<b>Science</b>	Amplify Science (K-8)	Yes	0%
<b>History-Social Science</b>	Harcourt Brace "Reflections" (K-5) and Glencoe/McGraw-Hill "Discovering Our Past" (6-8)	Yes	0%

## School Facility Conditions and Planned Improvements

East Heritage Elementary provides a safe and clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1994. A new office and library building were constructed in 2020. Ongoing maintenance ensures school facilities are kept safe, in good working condition, and continue to provide adequate space for students and staff.

East Heritage Elementary is proud of its high standards regarding campus maintenance and general housekeeping 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. The school custodian and school secretary coordinate efforts to prepare and submit work orders to M&O for resolution. Emergency situations are given high priority and resolved immediately by site or district custodial staff.

The principal and custodian communicate daily on an informal basis to discuss activities, schedules, and campus maintenance and safety concerns. The 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. 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.

East Heritage Elementary 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 is responsible for keeping the campus clean and fully operational. The custodian's daily routine includes cleaning the staff lounge and restrooms, stocking student restrooms, and cleaning the cafeteria after meals are served. Every morning before school begins, the 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. Restrooms are checked twice a day as a proactive measure in keeping facilities stocked, safe, and sanitary.

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 East Heritage Elementary School'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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Removed items that were blocking access to phone/bells equipment in the office.
<b>Electrical</b>	X			Secured data port to wall WO#7250
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X	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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	63	66	68	66	47	46
<b>Mathematics</b> (grades 3-8 and 11)	57	58	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
<b>All Students</b>	328	324	98.78	1.22	66.05
<b>Female</b>	169	168	99.41	0.59	67.26
<b>Male</b>	159	156	98.11	1.89	64.74
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	38	38	100.00	0.00	86.84
<b>Black or African American</b>	55	54	98.18	1.82	59.26
<b>Filipino</b>	12	12	100.00	0.00	83.33
<b>Hispanic or Latino</b>	157	157	100.00	0.00	57.96
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	25	89.29	10.71	64.00
<b>White</b>	37	37	100.00	0.00	83.78
<b>English Learners</b>	22	22	100.00	0.00	45.45
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	39	39	100.00	0.00	56.41
<b>Military</b>	12	12	100.00	0.00	75.00
<b>Socioeconomically Disadvantaged</b>	218	216	99.08	0.92	59.26
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	29	96.67	3.33	48.28

## 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
<b>All Students</b>	328	324	98.78	1.22	58.02
<b>Female</b>	169	168	99.41	0.59	54.76
<b>Male</b>	159	156	98.11	1.89	61.54
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	38	38	100.00	0.00	78.95
<b>Black or African American</b>	55	54	98.18	1.82	46.30
<b>Filipino</b>	12	12	100.00	0.00	91.67
<b>Hispanic or Latino</b>	157	157	100.00	0.00	52.23
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	28	25	89.29	10.71	48.00
<b>White</b>	37	37	100.00	0.00	72.97
<b>English Learners</b>	22	22	100.00	0.00	54.55
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	39	39	100.00	0.00	43.59
<b>Military</b>	12	12	100.00	0.00	75.00
<b>Socioeconomically Disadvantaged</b>	218	216	99.08	0.92	51.39
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	29	96.67	3.33	34.48

## 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
<b>Science</b> (grades 5, 8 and high school)	40.86	42.61	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
<b>All Students</b>	116	115	99.14	0.86	42.61
<b>Female</b>	61	60	98.36	1.64	45.00
<b>Male</b>	55	55	100.00	0.00	40.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	16	16	100.00	0.00	81.25
<b>Black or African American</b>	23	23	100.00	0.00	26.09
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	55	55	100.00	0.00	38.18
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	10	90.91	9.09	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	74	74	100.00	0.00	33.78
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	13	100.00	0.00	30.77

## 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 5	100	100	100	99.1	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

At East Heritage Elementary School, parents are encouraged to be involved in their child's learning process by attending school events, serving on school committees, and volunteering at the school. The staff appreciates parent assistance in the classroom, office, and library by helping staff prepare instructional materials, chaperoning field trips, and contributing to fundraising efforts. Back to School Night, Open House, Fall Festival, student performances, academic assemblies, Watch D.O.G.S., promotion ceremonies, parent education nights, and PTO-sponsored activities provide many opportunities for parents to interact with the school community while supporting their child's educational efforts. Opportunities for involvement are offered virtually and in person. The East Heritage School Site Council (SSC), Parent Teacher Organization (PTO), and African American Parent and Educator Advisory Committee (AAPEAC) enable parents to serve in advisory roles for input on the school budget, activities, and educational programs.

Family involvement at East Heritage Elementary is supported through a variety of communication systems. Teachers use class newsletters, websites, Remind App, phone calls, and our district email to keep parents up to date on student progress and classroom instruction. The school website features general information about the school, activities, programs, staff, messages from the principal, safety reminders, and informational items. Parents may access their Aeries Parent Portal to view their student's grades, missing assignments, test scores, and attendance. The district website offers parent resources that support student learning, study skills, research, and enrichment. District autodialer messages, social media, and website all help convey important messages, reminders, and special announcements. Each year, parents are also invited to participate in parent-teacher conference week.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	671	661	108	16.3
Female	338	335	66	19.7
Male	333	326	42	12.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	84	83	7	8.4
Black or African American	109	108	15	13.9
Filipino	21	21	2	9.5
Hispanic or Latino	326	318	59	18.6
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	52	52	9	17.3
White	65	65	11	16.9
English Learners	74	71	7	9.9
Foster Youth	6	6	1	16.7
Homeless	93	91	12	13.2
Socioeconomically Disadvantaged	458	452	84	18.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	61	59	9	15.3

### 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	0.00	0.15	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	0.15	0
Female	0	0
Male	0.3	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.54	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.22	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	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.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2020-21 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4	1	1
1	16	3	2	1
2	26		4	
3	21	3	2	
4	19	1	4	
5	21	1	3	
Other	8	4		

## 2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	4	0
1	24	0	4	0
2	22	4	3	0
3	26	0	4	0
4	28	0	4	0
5	24	0	4	0
Other	2	40		

## 2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29	0	3	0
1	21	4	1	0
2	25	0	4	0
3	24	0	4	0
4	29	0	4	0
5	29	0	4	0
6	0	0	0	0
Other	24	0	1	0



## 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
<b>Pupils to Academic Counselor</b>	0

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	1
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Nurse</b>	0.5
<b>Speech/Language/Hearing Specialist</b>	2
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	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
<b>School Site</b>	\$12,358.75	\$2,190.25	\$10,168.50	\$79,134.85
<b>District</b>	N/A	N/A	\$9,796.92	\$93,623
<b>Percent Difference - School Site and District</b>	N/A	N/A	3.7	-16.8
<b>State</b>	N/A	N/A	\$7,607	\$89,574
<b>Percent Difference - School Site and State</b>	N/A	N/A	28.8	-12.4

## 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
<b>Beginning Teacher Salary</b>	\$56,113	\$54,215
<b>Mid-Range Teacher Salary</b>	\$87,326	\$86,843
<b>Highest Teacher Salary</b>	\$118,533	\$111,440
<b>Average Principal Salary (Elementary)</b>	\$136,479	\$140,851
<b>Average Principal Salary (Middle)</b>	\$136,479	\$147,065
<b>Average Principal Salary (High)</b>	\$0	\$142,189
<b>Superintendent Salary</b>	\$254,503	\$252,466
<b>Percent of Budget for Teacher Salaries</b>	36.32%	33.16%
<b>Percent of Budget for Administrative Salaries</b>	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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	116	180	180