# West 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)

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|---|---|
| **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** | West Heritage Elementary School |
| **Street** | 13690 West Constitution Way |
| **City, State, Zip** | Fontana, CA 92336 |
| **Phone Number** | 909.899.1199 |
| **Principal** | Catherine Vittorio |
| **Email Address** | Catherine_Vittorio@etiwanda.org |
| **School Website** | http://wh.etiwanda.org/ |
| **County-District-School (CDS) Code** | 36677026108005 |

## 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

SCHOOL MISSION
Within a nurturing, supportive educational environment, our mission is to assist the home in preparing each child to become a self-fulfilled, productive citizen and a life-long learner. By promoting high levels of both academic and social achievement through powerfully engaging teaching strategies, our aim is to inspire each child to Soar to Excellence.

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 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.

West Heritage is a Title I, Transitional Kindergarten through Fifth Grade elementary school in the city of Fontana. Our school  is centrally located on the west side of the Village of Heritage community and is the fourth founding school in the Etiwanda School District.  A large percentage of staff has worked at West Heritage for the majority of their career and have a vested interest in our students, families, and school. We have had the pleasure of seeing second-generation students coming through the gates to learn at West Heritage. The community surrounding West Heritage is home to hard-working families who are supportive of their children's learning in school. Housing options within our boundaries range from apartment complexes to single-family homes.

# About this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 112 |
| Grade 1 | 93 |
| Grade 2 | 105 |
| Grade 3 | 92 |
| Grade 4 | 117 |
| Grade 5 | 119 |
| Total Enrollment | 638 |

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 49.4% |
| Male | 50.6% |
| American Indian or Alaska Native | 0.5% |
| Asian | 7.5% |
| Black or African American | 13.2% |
| Filipino | 3.9% |
| Hispanic or Latino | 53.3% |
| Native Hawaiian or Pacific Islander | 0.2% |
| Two or More Races | 6.6% |
| White | 11.9% |
| English Learners | 10.8% |
| Foster Youth | 0.3% |
| Homeless | 19.7% |
| Socioeconomically Disadvantaged | 66.8% |
| Students with Disabilities | 14.6% |

## 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) | 26.80 | 94.41 | 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) | 0.00 | 0.32 | 7.20 | 1.24 | 12115.80 | 4.41 |
| Unknown | 1.50 | 5.27 | 70.60 | 12.10 | 18854.30 | 6.86 |
| Total Teaching Positions | 28.40 | 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) | 24.50 | 81.11 | 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) | 0.00 | 0.00 | 10.80 | 1.77 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.70 | 2.35 | 44.30 | 7.22 | 11953.10 | 4.28 |
| Unknown | 5.00 | 16.54 | 60.90 | 9.92 | 15831.90 | 5.67 |
| Total Teaching Positions | 30.20 | 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 |
| **Total Teachers Without Credentials and Misassignments** | 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** | 0.00 | 0.70 |
| **Total Out-of-Field Teachers** | 0.00 | 0.70 |

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 | 0 |
| **No credential, permit or authorization to teach** (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 |
|---|---|---|---|
| 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

West Heritage Elementary provides a safe and clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1989. Ongoing maintenance ensures school facilities are kept safe, in good working condition, and continue to provide adequate space for students and staff.

West 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. School office staff are responsible for the preparation and submission of 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 day custodian communicate on a daily basis to discuss campus maintenance and safety concerns. Once a month, the principal and custodian review the schedule for the next month's school events and setup needs. 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. 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 on 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.

West Heritage Elementary'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 is 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. Restrooms are frequently checked throughout the day as a proactive measure in keeping restrooms safe, stocked, 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 West Heritage Elementary'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:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| **Interior:**<br>Interior Surfaces | X | | | Replaced transition strip in RM.3 WO#7231/ Re-glued the transition strip in RM.19 WO#7233 |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | |
| **Structural:**<br>Structural Damage, Roofs | X | | | |
| **External:**<br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X | | | |

## 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) | 50 | 49 | 68 | 66 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 38 | 42 | 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 | 330 | 327 | 99.09 | 0.91 | 48.62 |
| Female | 171 | 169 | 98.83 | 1.17 | 55.62 |
| Male | 159 | 158 | 99.37 | 0.63 | 41.14 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 27 | 26 | 96.30 | 3.70 | 38.46 |
| Black or African American | 52 | 51 | 98.08 | 1.92 | 31.37 |
| Filipino | 14 | 14 | 100.00 | 0.00 | 50.00 |
| Hispanic or Latino | 170 | 169 | 99.41 | 0.59 | 51.48 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 35 | 35 | 100.00 | 0.00 | 57.14 |
| White | 30 | 30 | 100.00 | 0.00 | 63.33 |
| English Learners | 29 | 27 | 93.10 | 6.90 | 18.52 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 63 | 62 | 98.41 | 1.59 | 33.87 |
| Military | 19 | 19 | 100.00 | 0.00 | 31.58 |
| Socioeconomically Disadvantaged | 221 | 218 | 98.64 | 1.36 | 41.28 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 44 | 43 | 97.73 | 2.27 | 9.30 |

## 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 | 329 | 328 | 99.70 | 0.30 | 41.77 |
| Female | 170 | 169 | 99.41 | 0.59 | 40.83 |
| Male | 159 | 159 | 100.00 | 0.00 | 42.77 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 27 | 27 | 100.00 | 0.00 | 62.96 |
| Black or African American | 51 | 50 | 98.04 | 1.96 | 34.00 |
| Filipino | 14 | 14 | 100.00 | 0.00 | 64.29 |
| Hispanic or Latino | 170 | 170 | 100.00 | 0.00 | 32.94 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 35 | 35 | 100.00 | 0.00 | 54.29 |
| White | 30 | 30 | 100.00 | 0.00 | 63.33 |
| English Learners | 29 | 29 | 100.00 | 0.00 | 31.03 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 63 | 63 | 100.00 | 0.00 | 15.87 |
| Military | 19 | 19 | 100.00 | 0.00 | 42.11 |
| Socioeconomically Disadvantaged | 221 | 220 | 99.55 | 0.45 | 29.55 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 43 | 42 | 97.67 | 2.33 | 9.52 |

## 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) | 36.84 | 31.62 | 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 | 117 | 117 | 100.00 | 0.00 | 31.62 |
| Female | 58 | 58 | 100.00 | 0.00 | 27.59 |
| Male | 59 | 59 | 100.00 | 0.00 | 35.59 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 17 | 17 | 100.00 | 0.00 | 23.53 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 64 | 64 | 100.00 | 0.00 | 26.56 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 12 | 12 | 100.00 | 0.00 | 58.33 |
| White | 11 | 11 | 100.00 | 0.00 | 45.45 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 25 | 25 | 100.00 | 0.00 | 12.00 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 76 | 76 | 100.00 | 0.00 | 19.74 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 15 | 15 | 100.00 | 0.00 | 0.00 |

## 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 | 100 | 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 a school committee, and volunteering at the school. For the 2023-2024 school year, COVID-19 health and safety guidelines are being implemented in many areas allowing appropriate family involvement. In-person campus volunteers, afterschool student events, and family engagement activities are regularly available for parents and guardians to engage in. Families may also be involved in a variety of ways at home and in a virtual environment, including parent assistance with the classroom by preparing classroom materials (sorting, cutting, stapling). Events such as, Back to School Night, Open House, Family Nights, and Parent Information Evenings are all offered to build and strengthen our partnerships. PTA-sponsored activities provided as in-person opportunities allow parents to interact with school staff while supporting their child's efforts. The School Site Council (SSC), Parent Teacher Association (PTA),  English Language Advisory Council (ELAC), LCAP, District Advisory Council, 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) 899-1199.

School-to-home communication takes place in a variety of formats.  Administrators and teachers use Alerts, Rooms, email, and host websites to keep parents informed on school happenings, homework assignments, and class curriculum. The school website is a valuable resource for general information about staff, school programs, schedules, and educational resources. The school electronic marquee displays important dates and reminders.  The administrators also utilize Alerts and the autodialer telephone and email message system to send regular schoolwide messages to parents and guardians.

Parents may access the Aeries Parent Portal and Etiwanda School District Families page to view linked resources that support community outreach, student learning, study skills, research, and enrichment. The district maintains an online mailing list for parents who wish to receive email announcements and messages related to West Heritage Elementary and the district.

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 679 | 666 | 170 | 25.5 |
| Female | 336 | 330 | 82 | 24.8 |
| Male | 343 | 336 | 88 | 26.2 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 3 | 3 | 0 | 0.0 |
| Asian | 53 | 52 | 5 | 9.6 |
| Black or African American | 93 | 90 | 24 | 26.7 |
| Filipino | 26 | 26 | 1 | 3.8 |
| Hispanic or Latino | 359 | 352 | 107 | 30.4 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 44 | 44 | 9 | 20.5 |
| White | 78 | 78 | 17 | 21.8 |
| English Learners | 76 | 74 | 13 | 17.6 |
| Foster Youth | 3 | 3 | 3 | 100.0 |
| Homeless | 136 | 132 | 46 | 34.8 |
| Socioeconomically Disadvantaged | 454 | 448 | 141 | 31.5 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 122 | 119 | 35 | 29.4 |

## 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 | 0.30 | 0.59 | 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 | 0.59 | 0 |
| Female | 0 | 0 |
| Male | 1.17 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 2.15 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0.28 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 2.27 | 0 |
| White | 0 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0.74 | 0 |
| Socioeconomically Disadvantaged | 0.88 | 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 | 19 | 2 | 4 | |
| 1 | 15 | 4 | 1 | |
| 2 | 22 | 1 | 3 | |
| 3 | 21 | 3 | 2 | |
| 4 | 30 | | 3 | 1 |
| 5 | 31 | | 4 | |
| Other | 9 | 7 | | |

## 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 | 21 | 5 | 2 | 0 |
| 1 | 24 | 0 | 4 | 0 |
| 2 | 26 | 0 | 3 | 0 |
| 3 | 25 | 0 | 4 | 0 |
| 4 | 27 | 0 | 4 | 0 |
| 5 | 27 | 0 | 4 | 0 |
| Other | 9 | 2 | 0 | 0 |

## 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 | 22 | 2 | 3 | 0 |
| 1 | 22 | 3 | 1 | 0 |
| 2 | 25 | 0 | 4 | 0 |
| 3 | 21 | 4 | 0 | 0 |
| 4 | 29 | 0 | 4 | 0 |
| 5 | 28 | 0 | 4 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 9 | 3 | 0 | 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 |
|---|---|
| **Pupils to Academic Counselor** | 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 |
|---|---|
| **Counselor (Academic, Social/Behavioral or Career Development)** | 0 |
| **Library Media Teacher (Librarian)** | 1 |
| **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** | $12,709.74 | $2,033.40 | $10,676.33 | $87,276.28 |
| **District** | N/A | N/A | $9,796.92 | $93,623 |
| **Percent Difference - School Site and District** | N/A | N/A | 8.6 | -7.0 |
| **State** | N/A | N/A | $7,607 | $89,574 |
| **Percent Difference - School Site and State** | N/A | N/A | 33.6 | -2.6 |

## 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.

## Professional Development

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 |