

# Heritage Intermediate School

## School Accountability Report Card

### Reported Using Data from the 2011-12 School Year

#### Published During 2012-13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

## II. About This School

### Contact Information (School Year 2012-13)

School Contact Information	
School Name	Heritage Intermediate School
Street	13766 S. Heritage Circle
City, State, Zip	Fontana, CA 92336
Phone Number	909.357.1345
Principal	Laura Rowland
E-mail Address	<a href="mailto:laura_rowland@etiwanda.k12.ca.us">laura_rowland@etiwanda.k12.ca.us</a>
CDS Code	36677026119630

<b>District Contact Information</b>	
<b>District Name</b>	Etiwanda School District
<b>Phone Number</b>	909.899.2451
<b>Web Site</b>	www.etiwanda.k12.ca.us
<b>Superintendent</b>	Shawn Judson, Ed.D.
<b>E-mail Address</b>	shawn_judson@etiwanda.k12.ca.us

### **School Description and Mission Statement (School Year 2011-12)**

This section provides information about the school, its programs and its goals.

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#### **SCHOOL MISSION**

The Heritage Intermediate School staff, with the support of the community, is dedicated to developing the intellectual, personal and social development of each individual student. It is our goal to produce responsible, motivated citizens of today who will grow to become productive capable leaders of the future.

#### **DISTRICT & SCHOOL PROFILE**

Etiwanda School District serves over 12,000 K-8 students residing in the cities of Rancho Cucamonga, Fontana, Alta Loma, and Etiwanda. The district currently operates twelve K-5 elementary schools and four middle 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. Home schooling program, preschool program, and day care are provided at some schools within the district. More information about these programs may be acquired through the district's web site 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.

Heritage Intermediate is a neighborhood school in a planned community located in the southeast quadrant of the district's boundaries. During the 2011-12 school year, more than 1,283 students residing in the city of Fontana were enrolled. Heritage Intermediate School staff are committed to providing their students with the necessary skills to be productive in high school, college and future careers.

#### **Opportunities for Parental Involvement (School Year 2011-12)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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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. The staff welcomes parents' assistance in the classroom or office and chaperoning field trips. Back to School Night, Open House, and PTSA-sponsored activities provide opportunities for parents to interact with school staff while supporting their child's efforts. The School Site Council (SSC), English Language Advisory Council (ELAC), and Parent Teacher Student Association (PTSA) 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 secretary or administrator at (909) 357- 1345.

School-to-home communication takes place in a variety of formats. The school newsletter is published every six weeks and features a message from the principal, calendar of upcoming events, highlights of school programs, student recognition, safety tips, and healthy family information. Progress reports are sent home every six weeks to update parents on their child's current academic standing in each subject area. Heritage Intermediate's web site is a valuable resource for general information about staff, schedules, facilities, activities, and educational tools. An automated telephone system enables staff to quickly contact parents with urgent or important information. A school marquee displays special announcements and reminders.

Parents may access ESPRI (Etiwanda Student Parent Resource Interface) to view resources that support student learning, study skills, research, and enrichment. The district maintains an online mailing list for parents who wish to receive e-mail announcements and messages related to Heritage Intermediate and the district.

### Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Grade 6	390
Grade 7	440
Grade 8	453
<b>Total Enrollment</b>	<b>1,283</b>

### Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	17.1	White	14.4
American Indian or Alaska Native	0.2	Two or More Races	4.8
Asian	5.3	Socioeconomically Disadvantaged	38.3
Filipino	4.8	English Learners	9.9
Hispanic or Latino	53.2	Students with Disabilities	14.3
Native Hawaiian/Pacific Islander	0.2		

### Average Class Size and Class Size Distribution (Secondary)

Subject	2009-10				2010-11				2011-12			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A	N/A	N/A	N/A	27.4	12	17	14	25.4	14	15	13
Mathematics	N/A	N/A	N/A	N/A	29.5	5	13	13	29.8	3	15	12
Science	N/A	N/A	N/A	N/A	31	2	13	14	29.8	3	16	11
Social Science	N/A	N/A	N/A	N/A	31.2	2	15	17	30	3	18	13

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

## III. School Climate

### School Safety Plan (School Year 2011-12)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The Comprehensive School Site Safety Plan was originally developed for Heritage Intermediate in collaboration with local agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Heritage Intermediate's most current school safety plan was reviewed, updated and approved on February 28, 2011.

### Suspensions and Expulsions

Rate*	School			District		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	7.51	6.53		3.11	2.93	
Expulsions	1.12	0		0.13	0.05	

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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**Year and month in which data were collected:** April 2012

Heritage Intermediate provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2002; ongoing maintenance ensures school facilities are kept safe, in good working condition, and continue to provide adequate space for students and staff.

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

School staff and the district's maintenance department work together to ensure common areas, classrooms, and campus grounds are well-maintained. Maintenance and Operations (M&O) employs a work order process enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. The school receptionist prepares and submits 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 daily and sometimes hourly to address campus maintenance and safety concerns. Etiwanda School District's director of maintenance and operations (M&O) meets with site administration 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; 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.

Heritage 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. Two full-time custodians 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. The custodian checks restrooms mid-day as a proactive measure in keeping facilities stocked, safe, and sanitary.

Every morning before school begins, administrators and school staff inspect 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 grounds keepers each week to maintain Heritage 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 typically include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

### School Facility Good Repair Status (School Year 2012-13)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	Cleaned boys locker room
<b>Electrical:</b> Electrical	[ ]	[ ]	[X]	[ ]	Replaced light tubes Replaced ballast
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	Replaced missing faucet handle Repaired loose faucets Repaired water fountain Repaired soap dispensers
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	[ ]	
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
<b>With Full Credential</b>	53	56		544
<b>Without Full Credential</b>	0	1		
<b>Teaching Outside Subject Area of Competence</b>	0	0		---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
<b>Misassignments of Teachers of English Learners</b>	0	0	
<b>Total Teacher Misassignments</b>	0	0	
<b>Vacant Teacher Positions</b>	0	0	

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011-12)

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

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

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**Year and month in which data were collected:** September 2011

All textbooks used in the core curriculum throughout the Etiwanda School District are aligned to 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. The district follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

On September 27, 2011 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. 1112-22 which certifies as required by Education Code §60119 (1) that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes. Prior to adoption, parents may preview recommended instructional materials at the district office for a period of 30 days.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart, and Winston, Literature and Language Arts (6-8) 2009	Yes	0%
Mathematics	Holt California, Course 1: Numbers to Algebra (6), Course 2: "Pre-Algebra" (7), Algebra I (8) 2008	Yes	0%
Science	Holt California Science 2007 (6-8)	Yes	0%
History-Social Science	Glencoe McGraw-Hill 2006 (6-8)	Yes	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$181.75	\$30.96	\$150.79	\$63,037.04
District	---	---	\$4,464.41	\$69,568
Percent Difference: School Site and District	---	---	-14.6%	-4.2%
State	---	---	\$5,455	\$69,404
Percent Difference: School Site and State	---	---	-44.9%	-5.3%

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\*\* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2011-12)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to general fund state funding, Etiwanda School District receives state and federal categorical funding for special programs. For the 2010-11 school year, the district received approximately \$1630 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education Funds
- Economic Impact Aide
- Gifted & Talented Education
- Instructional Materials
- Math and Science
- Peer Assistance & Review
- School Improvement Program
- Special Education
- Special Education Transportation
- Staff Development
- Title I

### Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,773	\$41,246
Mid-Range Teacher Salary	\$66,566	\$67,400
Highest Teacher Salary	\$86,763	\$85,481
Average Principal Salary (Elementary)	\$108,454	\$107,739
Average Principal Salary (Middle)	\$108,454	\$111,540
Average Principal Salary (High)		\$110,146
Superintendent Salary	\$139,367	\$180,572
Percent of Budget for Teacher Salaries	49%	42%
Percent of Budget for Administrative Salaries	5%	5%

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

## IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.



For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

**Standardized Testing and Reporting Results for All Students - Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	65	66	73	70	73	77	52	54	56
Mathematics	57	57	61	73	74	76	48	50	51
Science	74	73	74	71	77	79	54	57	60
History-Social Science	58	60	61	63	65	66	44	48	49

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

**Standardized Testing and Reporting Results by Student Group - Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	77	76	79	66
All Student at the School	73	61	74	61
Male	69	61	77	62
Female	77	61	71	60
Black or African American	73	53	66	51
American Indian or Alaska Native				
Asian	93	87	100	100
Filipino	87	84	74	83
Hispanic or Latino	68	55	70	57
Native Hawaiian/Pacific Islander				
White	77	73	84	65
Two or More Races	77	73	89	68
Socioeconomically Disadvantaged	68	54	72	51
English Learners	33	21	27	25
Students with Disabilities	53	41	56	21
Students Receiving Migrant Education Services				

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

**California Physical Fitness Test Results (School Year 2011-12)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	14.2	32	38.5

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

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	8	8	8
Similar Schools	10	10	8

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	11	2	22
Black or African American	13	4	27
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	12	0	22
Native Hawaiian/Pacific Islander			
White	23	-13	36
Two or More Races			
Socioeconomically Disadvantaged	-3	1	35
English Learners	8	7	30
Students with Disabilities	34	-40	65

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

### Academic Performance Index Growth by Student Group - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,237	865	10,208	893	4,664,264	788
Black or African American	206	836	1,176	851	313,201	710
American Indian or Alaska Native	1		19	858	31,606	742
Asian	68	975	915	962	404,670	905
Filipino	62	937	510	954	124,824	869
Hispanic or Latino	657	845	4,426	868	2,425,230	740
Native Hawaiian/Pacific Islander	2		37	845	26,563	775
White	178	895	2,605	914	1,221,860	853
Two or More Races	61	909	500	921	88,428	849
Socioeconomically Disadvantaged	459	833	2,816	848	2,779,680	737
English Learners	116	802	999	854	1,530,297	716
Students with Disabilities	189	725	1,550	757	530,935	607

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	Yes
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

### Federal Intervention Program (School Year 2012-13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	2
Percent of Schools Currently in Program Improvement	---	11.8

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

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All training and curriculum development at Etiwanda School District revolves around the California Content Standards and Frameworks. Staff development concentrations are selected and identified based upon student assessment results, NCLB requirements, and state content standards.

During the 2010-11 school year, Heritage Intermediate staff participated in two district sponsored staff development days focused on data analysis. Administrators and teachers collaboratively analyze student performance data using state and district assessment results to identify and develop classroom curriculum to increase student proficiency in language arts and math.

The district sponsors professional development to supplement current programs and support ongoing districtwide program implementation. Training sessions were offered throughout the school year and included:

- Technology
- Behavior & Classroom Management
- Effective Teaching
- English Language Learners (instruction)
- Small Group Instruction
- Creating a Healthy Environment
- Language Arts, Math, & Science
- Principal Training
- Accelerated Reader
- Substitute Training
- Read Naturally
- Step Up To Writing
- Teaching Ideas & Practices

Etiwanda School District supports school administrators, new teachers, veteran teachers, substitutes, and instructional assistants in developing their teaching skills. Principals and assistant principals may attend AB430 Etiwanda state approved training to develop and improve leadership skills.

Induction/BTSA (Beginning Teacher Support and Assessment), a state-sponsored program, is designed for first and second-year preliminary credentialed teachers. Comprehensive skills enhancement training is provided over a two year period. A list of Induction/BTSA training courses are available on the district's web site. The Peer Assistance and Review program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers. Etiwanda School District has a staff of highly qualified and specially trained veteran teachers who provide BTSA support for the district's teachers.

Etiwanda School District encourages substitute teachers working in the district's schools to participate in specially-designed training sessions addressing effective classroom management and teaching strategies. The principal may request instructional assistants to attend district-sponsored training sessions to better support classroom learning.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the San Bernardino County Superintendent of Schools. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives. In addition, there are a number of workshops offered through West End SELPA for certificated and classified personnel.

Leadership is a responsibility shared among the principal, assistant principals, leadership team, and parents. Principal Laura Rowland is responsible for the day-to-day operations of the school and overall instructional program. The principal works closely as a team with two assistant principals, each assigned designated roles and responsibilities. The assistant principals equally share supervision of certificated and all classified personnel and are responsible for discipline of and guidance for 50% of the student body.

Principal Laura Rowland joined Heritage Intermediate in March 2003. She has been in the educational field for 19 years and serving the Etiwanda School District for the past 13 years. Mrs. Rowland's professional certifications include:

- Bachelor's degree in liberal studies
- Master's degree in administrative services
- Clear Multiple Subject Teaching Credential
- Clear Administrative Services Credential
- Certificate of Completion of Staff Development

Heritage Intermediate's leadership team (Managing Advisory Committee) is comprised of the principal, teacher representatives from each grade level and subject area, a special education representative, a technology team representative, and leadership advisor. Team members meet at least once a month to address new program implementation, the master schedule, upcoming school programs, site-related issues, and staff development. Leadership team members are responsible for the oversight and supervision of designation areas, supporting the principal in leading program implementation, and serving as a liaison between school administrators and teaching staff.

The School Site Council (SSC) is comprised of the principal, teachers, classified staff, and parents. The SSC meets four times a year and takes an advisory role in evaluating school programs and progress in meeting school goals. Team members serve as liaison between the school and community and are responsible for approving the annual categorical budget, school site plan, and school safety plan.