Heritage Intermediate School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

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	laura_rowland@etiwanda.k12.ca.us
Web Site	www.etiwanda.k12.ca.us
CDS Code	36677026119630

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

School Description and Mission Statement (Most Recent Year)

SCHOOL MISSION
The Heritage Intermediate School staff will collaborate to ensure that all students learn at high levels and are prepared for success in the real world.

DISTRICT & SCHOOL PROFILE
Etiwanda School District serves over 13,000 TK-8 students residing in the cities of Rancho Cucamonga, Fontana, Alta Loma, and Etiwanda. The district currently operates twelve TK-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 2013-14 school year, more than 1,253 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.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 6	395
Grade 7	433
Grade 8	425
Total Enrollment	1,253

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	17.8
American Indian or Alaska Native	0.2
Asian	6.7
Filipino	4.2
Hispanic or Latino	51.7
Native Hawaiian or Pacific Islander	0.3
White	13.0
Two or More Races	5.9
Socioeconomically Disadvantaged	47.2
English Learners	6.2
Students with Disabilities	14.5

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	44	44	57	662
Without Full Credential	0	0	1	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	100.00	0.00
High-Poverty Schools in District	100.00	0.00
Low-Poverty Schools in District	100.00	0.00

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

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

Year and month in which data were collected: September 2014

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 11, 2014 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. 1415-22 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	McGraw Hill Education 2015 Glencoe, California Math 2014 (6-8)	Yes	0%
Science	Holt California Science 2007 (6-8)	Yes	0%
History-Social Science	Glencoe McGraw-Hill 2006 (6-8)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: May 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	Repaired loose carpet strip in rooms F3 and J4.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

Overall Facility Rating (Most Recent Year)

	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	[X]	[ ]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

- The Academic Performance Index; and

- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			**District**			**State**		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Science (grades 5, 8, and 10)	74	77	77	79	79	80	60	59	60

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

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	80
All Student at the School	77
Male	83
Female	72
Black or African American	66
American Indian or Alaska Native	
Asian	94
Filipino	94
Hispanic or Latino	76
Native Hawaiian or Pacific Islander	
White	84
Two or More Races	84
Socioeconomically Disadvantaged	72
English Learners	59
Students with Disabilities	40
Students Receiving Migrant Education Services	

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	66	73	72	73	77	75	54	56	55
Mathematics	57	61	63	75	76	76	49	50	50
History-Social Science	60	61	65	65	66	67	48	49	49

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

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	8	8	8
Similar Schools	8	9	10

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

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	**2011-12**	**2012-13**
All Students at the School	2	22	7
Black or African American	4	27	20
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	0	21	5
Native Hawaiian/Pacific Islander			
White	-13	36	-3
Two or More Races			
Socioeconomically Disadvantaged	1	35	7
English Learners	7	30	27
Students with Disabilities	-40	65	-15

Note: "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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
7	13.8	32.4	41.4

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

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.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	4.5	2.5	5.68	1.9	1.5	2.05	5.7	5.1	4.4
Expulsions	0.0	0.0	0	0.0	0.0	0	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

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 26, 2014.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	---	1
Percent of Schools Currently in Program Improvement	---	.63

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	25.4	14	15	13	28	7	17	7	30	2	19	8
Mathematics	29.8	3	15	12	29	5	16	9	30	2	19	8
Science	29.8	3	16	11	31	2	18	8	30	2	19	8
Social Science	30	3	18	13	30	4	18	7	30	2	19	8

Note: 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.

Academic Counselors and Other Support Staff (School Year 2013-14)

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	---

Note: Cells with "---" do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	298.92	58.88	240.04	72,837
District	---	---	4531	$72,084
Percent Difference: School Site and District	---	---	-94.7	1.0
State	---	---	$4,690	$70,788
Percent Difference: School Site and State	---	---	-94.9	2.9

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Please note - Salaries are paid by the district on behalf of the school sites. School expenditures do not include contract salaries.

In addition to general fund state funding, Etiwanda School District receives state and federal categorical funding for special programs. For the 2013/14 school year, the district received approximately $2405 per student in federal, state, and local aid for the following categorical, special education, and support programs:
• Class Size Reduction
• Special Education
• Title I (For specific sites)

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,201	$41,507
Mid-Range Teacher Salary	$67,232	$67,890
Highest Teacher Salary	$87,583	$86,174
Average Principal Salary (Elementary)	$108,454	$109,131
Average Principal Salary (Middle)	$108,454	$111,937
Average Principal Salary (High)	$0	$109,837
Superintendent Salary	$140,904	$185,462
Percent of Budget for Teacher Salaries	47	42
Percent of Budget for Administrative Salaries	5	6

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development

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

During the 2013-14 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:

• Common Core State Standards - ELA and Math (SBAC / Scope & Sequence, practices and approaches)
• Technology - Math online program
• ESD Technology (New teachers and Induction)
• Classroom Management (New teachers and Induction)
• English Language Learners (instruction)
• Principal Training (SBAC, CCSS, Kagan and Induction)
• Accelerated Reader
• Substitute Training
• Read Naturally
• Behavior Management (SPED) – (Induction & New Teachers)
• Kagan Cooperative Learning
• Step Up To Writing
• Phonemic Awareness
• Towards Equity (Induction)
• Project Read

Etiwanda School District supports school administrators, new teachers, veteran teachers, substitutes, and instructional assistants in developing their teaching 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 21 years and serving the Etiwanda School District for the past 16 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.