

Carleton P. Lightfoot Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/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 <http://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).

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Carleton P. Lightfoot Elementary School
Street	6989 Kenyon Way
City, State, Zip	Alta Loma, CA 91701
Phone Number	909.989.6120
Principal	Rosann Marlen
E-mail Address	rosann_marlen@etiwanda.org
Web Site	http://cpl.etiwanda.org/
CDS Code	36677026112114

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

School Description and Mission Statement (School Year 2018-19)

SCHOOL MISSION

Children can and do learn. We support learners as they strive to fulfill their potential in an atmosphere of acceptance, respect, and high academic expectations. We are committed to providing a safe and secure environment to enable our students to learn. Parents, teachers, and community are an integral part of a child's educational experience, promoting high self-esteem, which will enable our students to grow socially and academically, thus preparing them for the future.

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 childcare 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.

Carleton P. Lightfoot Elementary is a small neighborhood school in a planned community located in the northwest region of the district boundaries.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	113
Grade 1	91
Grade 2	81
Grade 3	88
Grade 4	92
Grade 5	101
Total Enrollment	566

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.7
American Indian or Alaska Native	0.2
Asian	14.5
Filipino	4.9
Hispanic or Latino	42.4
Native Hawaiian or Pacific Islander	0.0
White	28.1
Socioeconomically Disadvantaged	40.3
English Learners	10.6
Students with Disabilities	13.1
Foster Youth	0.2

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	27	28	27	681
Without Full Credential	1	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 2015

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, 2018, 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. 1819-22 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill, Wonders (K - 5th grade)	Yes	0%
Mathematics	Houghton Mifflin Harcourt, California GO MATH! (K - 5th grade)	Yes	0%
Science	Houghton Mifflin, California Science (K – 5th grade)	Yes	0%
History-Social Science	Harcourt School Publishers, Reflections: California Series (K - 5th grade)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Carleton P. Lightfoot Elementary provides a safe and clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1994. Ongoing maintenance ensures school facilities are kept safe, in good working condition, and continue to provide adequate space for students and staff.

Carleton P. Lightfoot 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 beautiful campus.

School staff and the maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained. Maintenance and Operations (M&O) oversees a work order process enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. The school secretary, custodian, and principal coordinate efforts in 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 meet informally on a daily basis to discuss campus maintenance and safety concerns. The director of maintenance and operations (M&O) meets with the principal once a month to discuss maintenance-related issues associated with campus upkeep, safety, classroom space, equipment, upcoming events, work orders (submitted and outstanding), and special requests. The director of M&O then meets with the custodian to conduct a comprehensive inspection of the school site, and a summary of the inspection findings is forwarded to the principal.

Schools are required by state law to conduct a formal inspection annually of designated areas and systems and then prepare a report of the current condition of facilities. The School Site Inspection table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas.

Carleton P. Lightfoot 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. The custodian checks restrooms frequently throughout the day as a proactive measure in keeping facilities stocked, safe, and sanitary. Every morning before school begins, the day custodian inspects school facilities for safety hazards and maintenance issues that require attention before staff and students arrive on campus. Any graffiti or signs of vandalism are removed immediately.

A professional janitorial service is responsible for thoroughly cleaning classrooms and restrooms during the evenings. The district office dispatches a team of groundskeepers each week to maintain Carleton P. Lightfoot 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: February 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Repaired lifted concrete between hardcourt and field.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: February 2018	
Overall Rating	Exemplary

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, which 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); and
- 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	68.0	78.0	68.0	71.0	48.0	50.0
Mathematics (grades 3-8 and 11)	60.0	68.0	58.0	61.0	37.0	38.0

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.

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	287	278	96.86	77.70
Male	159	153	96.23	75.16
Female	128	125	97.66	80.80
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	32	88.89	84.38
Filipino	15	14	93.33	92.86
Hispanic or Latino	115	113	98.26	73.45
White	95	93	97.89	82.80
Two or More Races	14	14	100.00	71.43
Socioeconomically Disadvantaged	112	107	95.54	65.42
English Learners	41	35	85.37	62.86
Students with Disabilities	32	31	96.88	45.16
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	287	284	98.95	67.96
Male	159	157	98.74	72.61
Female	128	127	99.22	62.2
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	36	36	100	88.89
Filipino	15	15	100	80
Hispanic or Latino	115	113	98.26	61.95
White	95	94	98.95	74.47
Two or More Races	14	14	100	42.86
Socioeconomically Disadvantaged	112	111	99.11	54.95
English Learners	41	41	100	68.29
Students with Disabilities	32	31	96.88	54.84
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.3	26.0	42.3

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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2018-19)

At CPL parents are encouraged to be involved in their child's learning process by attending school events, serving on school committees, and volunteering at the school. The staff appreciates parent assistance in the classroom, office, and library by helping teachers prepare instructional materials, chaperoning field trips, and contributing to fund-raising efforts. Back to School Night, Open House, student performances, academic rallies, Watch D.O.G.S., promotion ceremonies, parent information nights, and PTO-sponsored activities provide many opportunities for parents to interact with school staff while supporting their child's efforts. The CPL School Site Council (SSC), Parent Teacher Organization (PTO), 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 secretary or clerk at (909) 989-6120.

School-to-home communication at Lightfoot Elementary takes place in a variety of formats. Teachers use class newsletters, websites, School Messenger, and e-mail to keep parents up to date on student progress and lessons. The school website features general information about the school, activities, programs, staff, messages from the principal and PTO president, safety reminders, and informational items. Parents may access the parent portal to view their student's grades, missing assignments, test scores, and attendance. The district website offers parent resources that support student learning, study skills, research, and enrichment. The district maintains an online mailing list for parents who wish to receive e-mail announcements and messages related to Carleton P. Lightfoot Elementary or the district. Take-home flyers, the School Messenger system including autodialer messages, Twitter, and our school website help convey important messages, reminders, and special announcements.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.5	0.0	0.2	0.7	0.8	0.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan (CSSP) was originally developed for Carleton P. Lightfoot Elementary 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. The most current CSSP was reviewed, updated, and submitted to the School Site Council on December 4, 2018, and shared with the CPL staff on January 9, 2019.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	3		27		4		23		4	
1	23		3		19	4			23		4	
2	23		4		26		3		23	3	1	
3	24		4		20	1	4		25		4	
4	29		3		32		1	2	30		3	
5	26	1	4		25	1	4		33			3
Other	8	1										

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.08	0
Counselor (Social/Behavioral or Career Development)	.3	N/A
Library Media Teacher (Librarian)	0.08	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.8	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

Note: Cells with N/A values 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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	231.59	0	231.59	\$60,999.92
District	N/A	N/A	\$5,344	\$79,413
Percent Difference: School Site and District	N/A	N/A	-95.7	-22.4
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	-96.5	-22.2

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2017-2018 school year, the district received approximately \$1,190 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Special Education
- Title I

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,096	\$50,084
Mid-Range Teacher Salary	\$76,408	\$80,256
Highest Teacher Salary	\$103,080	\$100,154
Average Principal Salary (Elementary)	\$124,062	\$125,899
Average Principal Salary (Middle)	\$122,846	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$180,374	\$222,447
Percent of Budget for Teacher Salaries	40.0	37.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

Professional Development (Most Recent Three Years)

All training and curriculum development at the Etiwanda School District are aligned to student assessment results, federal and state accountability requirements, our LCAP, and state content standards.

During the 2018-19 school year, our staff participated in two to three district sponsored professional development and planning days. Staff participated in each of the professional development opportunities through all day sessions. Follow-up support within the classroom or as a campus staff occurred as requested by teachers, administrators, or other identified needs.

Training sessions offered throughout the school year included:

Content Areas/Standards:

- i-Ready Diagnostic Assessments (administration, accommodations, reports usage, data analysis)
- Language Arts program training for whole group and small group

- Writing to Communicate
- Mathematical Concepts and Problem Solving
- Project Read
- Step Up to Writing

Engagement:

- Kagan Cooperative Learning
- Classroom Management (New Teachers and Induction)

Universal Access:

- Planning for the Range of Learners
- Behavior Management (SPED and General Ed)
- Crisis Prevention Intervention and Intensive Behavior Techniques
- Special Education-policy, procedures, accountability
- Effective IEP Writing
- Special Populations (Induction-General Education)
- English Language Learners (proficiency expectations, standards, and instruction)

Culturally Responsiveness:

- Towards Equity (Induction)
- Generation Ready (site administrators, clerical, professional development, district administrators, other support staff)

CAASSP System and Tools:

- CAA Instruction, assessment and other protocols
- ELA and Math (SBAC/Scope & Sequence, practices, and approaches)
- Smarter Balanced Administration, Item Specs, Accommodations and Supports

Technology:

- Devices: Chromebook and iPad
- Online Program Resources
- Google Applications for Educators
- Learning.com, Illuminate, other district implemented platforms

Site Administrators:

- CAASPP, PBIS, NGSS, Kagan, Induction, LCFF/LCAP, MTSS/RtI

Other:

- Substitute Teacher Training
- Aide trainings: roles and responsibilities, working with small groups, Project Read

Etiwanda School District supports school administrators, new teachers, veteran teachers, substitute teachers, and instructional assistants in developing their teaching skills. For several years, the primary/major areas of focus for staff development were aligned to the new academic standards (Common Core State Standards), 21st Century learning and teaching, technology, Universal Access, and meeting the needs of special populations and our English learners. In the last year, our district focus has narrowed its focus to meeting the needs of all learners; developing teacher clarity and approaches to planning that aligns directly to the concepts and skills that individual students need to master the academic standards. Closing the Achievement Gap, cultural responsiveness through a focus on school culture have become our leading force for positive change. District focus areas selected are based on state and local policies and student need. In addition to the above, stakeholder feedback (parents, students, and educators), data analysis of state summative assessments, local diagnostics, and formative classroom assessments determine professional development focus areas. Professional development is delivered through multiple methods: individual support, grade level teams, one-day during the workday sessions (grade level or grade span specific), conference style self-selected topics, as well as outside vendor sessions, based on site needs.

All teachers are supported during this implementation period through multiple district sponsored professional development opportunities such as publisher sessions, district professional development sessions, district/site representative articulation, grade level collaboration, and site staff meetings. In addition to the above, teachers may seek in-class support from professional development providers. All staff members are encouraged to attend additional, non-district-sponsored workshops and conferences. New teachers, experienced teachers, TOSAs, teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the San Bernardino County Superintendent of Schools.

New teachers are enrolled into the ESD Induction Program, a state-sponsored program designed for first- and second-year preliminary credentialed teachers. Comprehensive skills enhancement training is provided over a two year period. Candidates attend specific sessions related to the implementation of district technologies, assessments, and scope and sequences. In addition, new teachers attend (prior to the start of the school year) sessions on equity, special populations, classroom management, and pedagogical approaches and practices. Monthly Induction support meetings focus on implementation and growth within the California Standards for the Teaching Profession.

Teachers experiencing difficulty or in need of improvement may voluntarily select or be required to participate in the Peer Assistance and Review process. A consulting support teacher is assigned to the teacher. The support teacher meets on a regular basis with the teacher, observes the classroom, and makes suggestions for staff development.

Etiwanda's Professional Development Providers/Teachers on Special Assignment (TOSA) further develop their capacity to instruct and support teachers through professional reading, outside vendor conference attendance, and professional collaborative workshops on supporting teachers, pedagogy, and student achievement.

Paraprofessionals or classified employees are prepared to work in their role through yearly staff notification sessions (online and in-person) as well as trained to work with colleagues and students through staff development sessions and meetings. They may also receive additional job-related training from vendors, department supervisors, and district representatives. In addition, there are selected workshops offered through West End SELPA for both certificated and classified personnel.

Non-instructional support staff is prepared to work in their role through yearly staff notification sessions (online and in-person) and ongoing staff development during the day meetings/sessions around topics related to state and local policies, procedures, and practices.