

# David W. Long Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **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**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	David W. Long Elementary School
<b>Street</b>	5383 Bridlepath Drive
<b>City, State, Zip</b>	Fontana, CA 92336
<b>Phone Number</b>	909.463.1626
<b>Principal</b>	Gene Yarrobino
<b>Email Address</b>	eugene_yarrobino@etiwanda.org
<b>Website</b>	<a href="http://dwl.etiwanda.org/">http://dwl.etiwanda.org/</a>
<b>County-District-School (CDS) Code</b>	36677026116263

Entity	Contact Information
District Name	Etiwanda School District
Phone Number	909-899-2451
Superintendent	Shawn Judson, Ed.D.
Email Address	shawn_judson@etiwanda.org
Website	<a href="http://www.etiwanda.org/">http://www.etiwanda.org/</a>

## School Description and Mission Statement (School Year 2019-20)

### DWL MISSION STATEMENT

David W. Long Elementary School staff believes we are preparing our students to “Learn Today to Lead Tomorrow.” This helps to shape all we do at David W. Long Elementary School and our mission for the school. This is accomplished with FOCUS:

Fostering strong relationships to develop connections with our students that lead to meaningful learning.

Offering an environment with high expectations of being respectful, responsible, cooperative, and safe that are visible for all members of the school community.

Creating a community through collaboration and compassion while instilling curiosity in our students to continue to develop into lifelong learners.

Utilizing data to plan engaging lessons to challenge all Rangers.

Structuring our school day to allow for universal access, inclusion, and extended learning opportunities for all Rangers.

### DWL VISION STATEMENT

The team at David W. Long Elementary is dedicated to working with families and the local community to foster a school climate that promotes collaboration in the development of a positive climate for our students. By structuring such a climate, our students will develop the necessary academic and social skills to contribute to our classrooms and society. The team at David W. Long is committed to providing each child a superior education by ensuring engaging instruction and challenging learning experiences in a safe environment which encourages students to think logically, to learn cooperatively and independently, to respect and value diversity, and to develop a lifelong desire for learning that continues beyond the classroom walls. Our students will develop the necessary skills to be successful 21st-century learners that will “Learn Today to Lead Tomorrow.”

### 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. Three of the elementary schools also have inclusion preschool programs (CLOUDS). The district also has 4 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. The school district also works with families that are interested in homeschooling their child. More information is available on the district website or by contacting the district office at (909) 899-2451.

The district’s commitment to Excellence in Education 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.

David W. Long Elementary is a small neighborhood school in a planned community located in the northeast region of the district boundaries. During the 2017-18 school year, over 840 TK-5 students residing in the city of Fontana and/or transfer students were enrolled.

School staff is dedicated to providing the best quality of education for its students. Administrators, teachers, and support staff are committed to providing opportunities for students and their families to take an active role in the learning process. We strongly believe educating the whole child is important and is a core belief of the staff. Additionally, we value collaboration among our staff, among students in the classroom, and between the teachers and parents. We understand we can achieve greater results by fostering and developing a sense of teamwork. This is evident with strong support from our PTO, School Site Council, and English Advisory Committee each year. This provides parents a platform to offer support, plan events, and/or play an advisory role in school programs.

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

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	163
Grade 1	119
Grade 2	152
Grade 3	141
Grade 4	133
Grade 5	141
Grade 6	1
<b>Total Enrollment</b>	<b>850</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	9.1
American Indian or Alaska Native	0.4
Asian	4.9
Filipino	4.2
Hispanic or Latino	44.5
Native Hawaiian or Pacific Islander	0.1
White	29.2
Two or More Races	6.4
Socioeconomically Disadvantaged	30.4
English Learners	4.1
Students with Disabilities	10.6
Foster Youth	0.5
Homeless	1.9

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
<b>With Full Credential</b>	44	41	40	250
<b>Without Full Credential</b>	0	0	1	12
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 2019-20)

**Year and month in which data were collected:** September 2019

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 26, 2019, 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. 1920-23 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill, Wonders Grades K - 5, and StudySync Grades 6 - 8	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	Houghton Mifflin-Harcourt, Go Math! Grades K - 5, and Glencoe, California Math Grades 6 - 8	Yes	0%
<b>Science</b>	Houghton Mifflin, California Science Grades K - 5, and Holt, Rinehart and Winston, California Science Grades 6 - 8	Yes	0%
<b>History-Social Science</b>	Harcourt Brace School Publishers, Reflections Grades K - 5, and Glencoe/McGraw-Hill, Discovering Our Past Grades 6 - 8	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

David W. Long Elementary provides a safe and clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1999. Ongoing maintenance ensures school facilities are kept safe, in good working condition, and continue to provide adequate space for students and staff.

David W. Long Elementary is proud of its high standards regarding campus maintenance and general housekeeping practices. Staff and students enjoy the benefits of having a well-maintained and beautiful campus.

School staff and the maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained. Maintenance and Operations (M&O) oversees a work order process enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Work orders are prepared and submitted to M&O through the collective efforts of the school secretary, principal, teaching vice-principal, and custodian. Emergency situations are given high priority and resolved immediately by site or district custodial staff.

The principal and day custodian communicate daily on an informal 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.

David W. Long Elementary's custodial staff are qualified and equipped to handle routine cleaning needs, general maintenance, and minor repairs. M&O provides formal training twice a year on the proper use of equipment, cleaning procedures, and chemical usage. One full-time day custodian is responsible for keeping the campus clean and fully operational. The custodian's daily routine includes cleaning the staff lounge, stocking student restrooms, and cleaning the cafeteria after meals are served. Every morning before school begins, the day custodian inspects school facilities for safety hazards and maintenance issues that require attention before staff and students arrive on campus. Any graffiti or signs of vandalism are removed immediately.

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 David W. Long 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

**Year and month of the most recent FIT report:** February 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	Custodian cleared the clutter in the electrical room-A1 and C3
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>		

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	65	71	71	70	50	50
Mathematics (grades 3-8 and 11)	63	64	61	61	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	418	415	99.28	0.72	71.33
Male	209	209	100.00	0.00	73.68
Female	209	206	98.56	1.44	68.93
Black or African American	44	44	100.00	0.00	59.09
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	89.47
Filipino	21	21	100.00	0.00	85.71
Hispanic or Latino	173	171	98.84	1.16	64.33
Native Hawaiian or Pacific Islander					
White	127	126	99.21	0.79	78.57

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	31	31	100.00	0.00	77.42
Socioeconomically Disadvantaged	133	133	100.00	0.00	54.89
English Learners	40	39	97.50	2.50	71.79
Students with Disabilities	58	58	100.00	0.00	44.83
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	419	417	99.52	0.48	63.79
Male	210	210	100.00	0.00	69.52
Female	209	207	99.04	0.96	57.97
Black or African American	45	45	100.00	0.00	42.22
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	94.74
Filipino	21	21	100.00	0.00	90.48
Hispanic or Latino	173	172	99.42	0.58	57.56
Native Hawaiian or Pacific Islander					
White	127	126	99.21	0.79	68.25
Two or More Races	31	31	100.00	0.00	74.19
Socioeconomically Disadvantaged	134	134	100.00	0.00	47.76
English Learners	40	40	100.00	0.00	67.50
Students with Disabilities	58	58	100.00	0.00	39.66
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**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 2018-19)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.5	30.3	35.2
7	0	0	0
9	0	0	0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## 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 2019-20)

---

Parental involvement is very important to the Etiwanda School District and David W. Long Elementary School (DWL). This state has outlined the involvement of parents as a priority as part of the LCAP. This is critical for our school to continue to strive for excellence in education. Etiwanda School District organized multiple community forums that allowed parents to participate in discussions with site administrators from across the district and district administrators. During these sessions, parents were provided with a presentation from our Director of LCAP and Communications about the Local Control and Accountability Plan (LCAP). Parents participated in collaborative discussions and became more familiar with the state priorities as outlined in the LCAP. Another important feature of the meetings is that parents are able to provide evidence of the LCAP in action in our district. In August 2019, the district and each school site provided opportunities for parents to provide feedback for the direction of the district and school site. This was done during Back-to-School Night. At DW Long, we value those parental survey results. The results helped to provide direction for after-school activities that parents and students would be interested in for the current school year. This continues to help shape a variety of new programs we offer here at DWL as part of our "Bring Rangers All Valuable Opportunity" (BRAVO) Program. Prior to the start of the school year, we partner with PTO to have an ice cream social for parents and students to come to school and revisit old friendships from previous years and create new bonds going into the current year. Additionally, this year we opened the campus for families to walk around prior to the school year to better locate their new class.

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 welcomes parent assistance in the classroom, library, preparing classroom materials, and chaperoning field trips. Back to School Night, Open House, student programs and performances are all wonderful ways for parents to be involved in their child's education. Additionally, parents are able to participate in our PTO. The PTO had well over 800 members in the 2019-20 school year. They plan wonderful events such as Book Bingo and the Harvest Festival to create an inviting environment for parents and students. We have also initiated Parent Engagement Team Nights focused on reading, math, and technology. Some of the parent engagement activities include literacy and math focus areas. The School Site Council (SSC), English Language Advisory Council (ELAC), 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) 463-1626.

School-to-home communication takes place in a variety of formats. The principal issues a newsletter three times a year to update parents on what is happening in school, upcoming events, seasonal topics, PTO meeting dates, health and safety tips, fundraising projects, and key information. The school website features general information about the school and its activities, programs, and staff. The school marquee, flyers, automated telephone system, classroom newsletters, and parent conferences are used to convey important messages, reminders, and announcements concerning students and school activities. Parents may access Aeries.Net Parent Portal to view the most up-to-date snapshot of their child's grades. Parents are able to receive e-mails every time their child takes an Accelerated Reader test through Renaissance Place. This provides them with quick updates of how their child is progressing on his or her reading comprehension. Parents are also able to have weekly e-mails sent to them with the most current grades and assignments. The district maintains an online mailing list for parents who wish to receive e-mail announcements and messages related to David W. Long Elementary and the district.

## 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.5	0.3	0.8	0.7	0.5	0.8	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was originally developed for David W. Long 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, the sexual harassment policy, and the dress code policy. Additionally, information on the district's anti-bully policy is included. The most current Comprehensive School Site Safety Plan was reviewed and approved by the School Site Council on December 5, 2019. Prior to that, the Plan was reviewed with PTO board members and shared with the school staff in September 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
<b>K</b>	25	2	5		21	1	6		27	1	5	
<b>1</b>	21	2	4		15	4	6		20	5	1	
<b>2</b>	26		5		26		5		25		6	
<b>3</b>	25		6		22		6		24		6	
<b>4</b>	30		4		30		5		19	2	5	
<b>5</b>	29		5		15	4	5		28		5	
<b>6</b>									1	5		
<b>Other**</b>									3	3		

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,506.04	\$61.27	\$5,444.77	\$78,067.06
District	N/A	N/A	\$5,299.63	\$81,495.00
Percent Difference - School Site and District	N/A	N/A	2.7	-1.7
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-26.7	-3.6

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 2018-19)

In addition to general fund state funding, Etiwanda School District receives state and federal categorical funding for special programs. For the 2018-2019 school year, the district received approximately \$726.00 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Special Education
- Title I, Title II, Title III, and Title IV

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,447	\$45,741
Mid-Range Teacher Salary	\$78,510	\$81,840

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$107,668	\$102,065
Average Principal Salary (Elementary)	\$129,065	\$129,221
Average Principal Salary (Middle)	\$118,953	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$194,105	\$224,581
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	5%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	153	110	117

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 school year, our staff participate in two to three district-sponsored professional development and planning days. Follow-up support within the classroom or as a campus staff occurs as requested by teachers, administrators, or other identified needs.

Training sessions offered throughout the school year include:

#### Content Areas/Standards:

- i-Ready Diagnostic Assessments (administration, accommodations, reports usage, data analysis)
- English Language Arts and English Language Development (ELA/ELD) program training for whole/small group ELA instruction and integrated/designated ELD instruction
- Writing to Communicate
- Mathematical Concepts and Problem Solving
- Project Read
- Step Up to Writing
- Next Generation Science Standards and Framework

#### Engagement:

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

#### Universal Access:

- Planning for a Range of Learners
- Positive Behavior Intervention and Support (PBIS)
- Behavior Management
- Crisis Prevention Intervention and Intensive Behavior Techniques (Special Education)
- Special Education Accountability
- Effective IEP Writing
- Special Populations (Induction)
- English Language Acquisition

**Cultural Proficiency:**

- Towards Equity (Induction)
- Culturally Responsive Teaching and Learning

**CAASSP System and Tools:**

- CAA Instruction and Assessment
- ELA and Math SBAC/Scope & Sequence
- Smarter Balanced Administration, Item Specs, Accommodations and Supports

**Technology:**

- Chromebook and iPad Use
- Online Program Resources
- Google Applications for Educators
- Learning.com, Illuminate, other district technology platforms

**Site Administrators:**

- LCFF/LCAP, MTSS/RtI, Cultural Proficiency

**Other:**

- Substitute Teacher Training
- Classified Staff Training (Instructional Aides)

All teachers are supported through multiple district-sponsored professional development opportunities such as district professional development sessions, 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 in the ESD Induction Program, a state-sponsored program designed for first- and second-year preliminary credentialed teachers. Comprehensive skills enhancement training is provided over two years. Candidates attend specific sessions related to the implementation of district technologies, assessments, and scope and sequences. In addition, new teachers attend (prior to the start of the school year) sessions on equity, special populations, classroom management, and pedagogical approaches and practices. Targeted professional development is also provided based on a candidate's individual learning plan. Monthly Induction support meetings focus on implementation and growth within the California Standards for the Teaching Profession.

Teachers who experience difficulty or are 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 collaborates regularly with the teacher, observes the classroom, and provides feedback 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, meta-coaching opportunities, 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.

Noninstructional 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.