Caryn Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Caryn Elementary School
Street	6290 Sierra Crest View Loop
City, State, Zip	Alta Loma, CA 91701
Phone Number	909.941.9551
Principal	Dino Tavolazzi
E-mail Address	dino_tavolazzi@etiwanda.org
Web Site	http://teacherweb.com/CA/CarynElementarySchool/HomePage/sdhp1.aspx
Grades Served	K-5
CDS Code	36677026107569

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 (Most Recent Year)

SCHOOL MISSION
The staff of Caryn Elementary School is dedicated to the development of all students who through problem solving experiences, physical fitness, and overall academic excellence will demonstrate the skills necessary to be productive citizens showing personal accountability and sensitivity for themselves and a global society.

DISTRICT & SCHOOL PROFILE
Etiwanda School District serves over 13,000 TK-8 students residing in the cities of Rancho Cucamonga and Fontana. 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.

Caryn Elementary is a small, neighborhood school in a planned community located in the northwest region of the district's boundaries. Caryn is a California Distinguished School serving 570 students in grades TK-5. Approximately one-half of the school enrollment is comprised of transfer students living outside the site boundaries.

District-sponsored, fee-based child care is available Monday through Friday for Caryn Elementary, school-age students. The child care 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 day care program may be obtained from the district's web site or school office staff.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	100
Grade 1	86
Grade 2	101
Grade 3	88
Grade 4	88
Grade 5	84
Total Enrollment	547

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	5.7
Asian	9.9
Filipino	1.8
Hispanic or Latino	41.5
White	36.2
Two or More Races	4.8
Socioeconomically Disadvantaged	25.4
English Learners	6.9
Students with Disabilities	11
Foster Youth	0.4

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	21	26	25.3	609
Without Full Credential	0	0	0	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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 2015-16)

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 24, 2015, 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. 1516-25 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	Houghton Mifflin, Reading California (Grades K – 5)	Yes	0%
Mathematics	Houghton Mifflin Harcourt, California GO MATH! (K - 5th grade)	Yes	0%
Science	Houghton Mifflin, California Science, Grades (K – 5th)	Yes	0%
History-Social Science	Harcourt School Publishers, Reflections: California Series (Grades K – 5)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

Caryn 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 district's maintenance department work together to ensure playgrounds, 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. Teachers notify either school office staff or the custodian to request completion of unscheduled projects. Designated office staff or the custodian prepares and submits a formal work order to M&O for resolution. Emergency situations or safety issues are given high priority and resolved immediately by site or district custodial staff.

The principal and day custodian meet on a daily, informal basis to discuss campus maintenance and safety concerns. Etiwanda School District's 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; 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.

Caryn 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 grounds keepers each week to maintain Caryn 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 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:** April 2015				
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			
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)

Year and month in which data were collected: April 2015				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	72	58	44
Mathematics	65	52	33

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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	**3**	89	88	98.9	3	27	32	38
	4	88	88	100.0	10	22	34	34
	5	83	82	98.8	6	15	39	40
Male	**3**	89	42	47.2	2	24	45	29
	4	88	47	53.4	13	36	30	21
	5	83	40	48.2	10	23	33	35
Female	**3**	89	46	51.7	4	30	20	46
	4	88	41	46.6	7	5	39	49
	5	83	42	50.6	2	7	45	45
Black or African American	**3**	89	5	5.6	--	--	--	--
	4	88	8	9.1	--	--	--	--
	5	83	5	6.0	--	--	--	--
Asian	**3**	89	9	10.1	--	--	--	--
	4	88	5	5.7	--	--	--	--
	5	83	13	15.7	8	23	0	69
Filipino	**3**	89	1	1.1	--	--	--	--
	4	88	2	2.3	--	--	--	--
	5	83	2	2.4	--	--	--	--
Hispanic or Latino	**3**	89	36	40.4	6	28	36	31
	4	88	33	37.5	9	21	33	36
	5	83	33	39.8	9	15	42	33
White	**3**	89	31	34.8	0	29	23	48

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	88	36	40.9	11	25	39	25
	5	83	25	30.1	4	8	52	36
Two or More Races	**3**	89	5	5.6	--	--	--	--
	4	88	4	4.5	--	--	--	--
	5	83	4	4.8	--	--	--	--
Socioeconomically Disadvantaged	**3**	89	18	20.2	0	28	44	28
	4	88	21	23.9	14	33	19	33
	5	83	25	30.1	4	16	56	24
Students with Disabilities	**3**	89	10	11.2	--	--	--	--
	4	88	14	15.9	36	36	7	21
	5	83	10	12.0	--	--	--	--
Foster Youth	**3**	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	**3**	89	88	98.9	7	13	44	36
	4	88	88	100.0	6	36	27	31
	5	83	83	100.0	10	35	24	31
Male	**3**	89	42	47.2	5	12	38	45
	4	88	47	53.4	6	36	30	28
	5	83	40	48.2	13	33	25	30
Female	**3**	89	46	51.7	9	13	50	28
	4	88	41	46.6	5	37	24	34
	5	83	43	51.8	7	37	23	33
Black or African American	**3**	89	5	5.6	--	--	--	--
	4	88	8	9.1	--	--	--	--
	5	83	5	6.0	--	--	--	--
Asian	**3**	89	9	10.1	--	--	--	--
	4	88	5	5.7	--	--	--	--
	5	83	14	16.9	7	14	29	50
Filipino	**3**	89	1	1.1	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	4	88	2	2.3	--	--	--	--
	5	83	2	2.4	--	--	--	--
Hispanic or Latino	**3**	89	36	40.4	14	6	50	31
	4	88	33	37.5	3	45	21	30
	5	83	33	39.8	9	52	24	15
White	**3**	89	31	34.8	0	19	48	32
	4	88	36	40.9	8	36	28	28
	5	83	25	30.1	12	28	20	40
Two or More Races	**3**	89	5	5.6	--	--	--	--
	4	88	4	4.5	--	--	--	--
	5	83	4	4.8	--	--	--	--
Socioeconomically Disadvantaged	**3**	89	18	20.2	17	6	56	22
	4	88	21	23.9	14	24	43	19
	5	83	26	31.3	15	46	35	4
Students with Disabilities	**3**	89	10	11.2	--	--	--	--
	4	88	14	15.9	36	36	7	21
	5	83	10	12.0	--	--	--	--
Foster Youth	**3**	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	97	86	92	79	79	79	59	60	56

Note: 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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	79
All Students at the School	92
Male	89
Female	95
Black or African American	--
Asian	100
Filipino	--
Hispanic or Latino	90
White	92
Two or More Races	--
Socioeconomically Disadvantaged	--
Students with Disabilities	88
Foster Youth	--

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.30	26.50	53.00

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 parent assistance in the classroom and with school wide activities. All volunteers are required to attend a volunteer meeting. Back to School Night, Open House, student concerts, and PTA-sponsored activities provide many opportunities for parents to interact with school staff while supporting their child's efforts. The School Site Council and Parent Teacher Association (PTA) enable parents to provide oversight and input on the school budget, activities, and educational programs. Parents/Guardians who would like to volunteer their time may contact the school secretary at (909) 941-9551.

School-to-home communication takes place in a variety of formats. On a weekly basis, students take home a "Wednesday Folder" which contains completed assignments and memos from school staff. The office issues a monthly school calendar updating parents on what's happening in school. The school's web site features general information about the school and its activities, programs, and staff. Parents may access ESPRI (Etiwanda Student Parent Resource Interface) to view student data, grades, and assignments. The district and school web sites provide resources that support student learning, on-line textbook access, and general information. The district maintains an online mailing list for parents who wish to receive email announcements and messages related to Caryn Elementary or the district. The school marquee, flyers, automated telephone system, and parent conferences are used to convey important messages, reminders, and announcements concerning students and school activities. Teachers and administration contact parents directly to share positive student achievements or discuss concerns.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.39	0.36	0.00	1.54	1.54	0.84	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The Comprehensive School Site Safety Plan was originally developed for Caryn 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. Caryn Elementary's most current school safety plan was updated on October 17, 2014 and shared with school staff on November 18, 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	29		3		28		3		25	1	3	
1	24		3		25		4		22		4	
2	28		3		29		3		25		4	
3	30		3		22	1	3		22		4	
4	29		3		29		3		29		3	
5	28		3		30		3		28		3	

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

Academic Counselors and Other Support Staff (School Year 2014-15)

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	1.5	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	256.54	0	256.54	68,780
District	N/A	N/A	4,202	$75,682
Percent Difference: School Site and District	N/A	N/A	-93.9	-9.1
State	N/A	N/A	$5,348	$72,993
Percent Difference: School Site and State	N/A	N/A	-95.2	-5.8

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

Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,596	$43,091
Mid-Range Teacher Salary	$70,960	$70,247
Highest Teacher Salary	$93,373	$89,152
Average Principal Salary (Elementary)	$116,244	$112,492
Average Principal Salary (Middle)	$116,244	$116,021
Average Principal Salary (High)		$117,511
Superintendent Salary	$149,912	$192,072
Percent of Budget for Teacher Salaries	46%	41%
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 (Most Recent Three Years)

All training and curriculum development at the Etiwanda School District is aligned to student assessment results, NCLB requirements, and state content standards.

During the 2014-15 school year, our staff participated in three district sponsored site-based professional development and planning days, as well as at least one district sponsored grade level conference. Staff participated in each of the professional development opportunities through all day sessions.

Training sessions offered throughout the school year included:

- Common Core State Standards-ELA and Math (SBAC/Scope & Sequence, practices, and approaches)
- Technology-Devices: Chromebook and iPad, math program online resources, Google Applications for Educators, Learning.com, Illuminate
- CAASSP system and tools
- Classroom Management (New Teachers and Induction)
- English Language Learners (proficiency expectations, standards, and instruction)
- Site Administrators (SBAC, new academic standards, Kagan, Induction, LCFF/LCAP)
- Substitute Teacher Training
- Behavior Management (SPED)-(New Teachers and Induction)
- Special Education-policy, procedures, accountability
- Kagan Cooperative Learning
- Literacy Assessments
- Towards Equity (Induction)
- Special Populations (Induction-General Education)
- Project Read

Etiwanda School District supports school administrators, new teachers, veteran teachers, substitute teachers, and instructional assistants in developing their teaching skills. Since the 2012-2013 school year, 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. Areas selected are based on state and local policies and student need. In addition to the above, data analysis of state summative assessments, local diagnostics, as well as formative classroom assessments determine professional development focus areas. Professional development is delivered through multiple methods: individual support, grade level teams, one-day during the work day 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 implementation of district technologies, assessments, and scope and sequences. In addition, new teachers attend after school 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 form 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.