

David W. Long Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

School Contact Information	
School Name	David W. Long Elementary School
Street	5383 Bridlepath Drive
City, State, Zip	Fontana, CA 92336
Phone Number	909.463.1626
Principal	Gene Yarrobino
E-mail Address	eugene_yarrobino@etiwanda.org
Web Site	http://teacherweb.com/CA/DWLong/schoolhomepage/sdhp1.aspx
CDS Code	36677026116263

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 2016-17)

SCHOOL MISSION

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

The staff of David W. Long Elementary is dedicated to work 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 staff at David W. Long is committed to providing each child a superior education by insuring 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 twelve TK-5 elementary schools. Two of the elementary schools also have inclusion pre-school 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 home schooling their child. 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 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’s boundaries. During the 2015-16 school year, 837 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 that educating the whole child is important and this 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 that 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 child care is available Monday through Friday for David W. Long 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 child care program may be obtained from the district’s web site or school office staff.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	150
Grade 1	128
Grade 2	144
Grade 3	133
Grade 4	134
Grade 5	141
Total Enrollment	830

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	11.2
American Indian or Alaska Native	0.4
Asian	5.4
Filipino	5.1
Hispanic or Latino	43
Native Hawaiian or Pacific Islander	0.2
White	28.3
Two or More Races	6.3
Socioeconomically Disadvantaged	26.4
English Learners	7.6
Students with Disabilities	10.5
Foster Youth	0.7

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	38	37	39	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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 2016-17)

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 15, 2016, 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. 1617-29 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)

David W. Long Elementary provides a safe, 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, 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. 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. 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.

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 grounds keepers 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 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 of the most recent FIT report: May 2016				
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			Repaired hole on the field. Repaired concrete near the parking lot.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: May 2016				
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	54	59	58	64	44	48
Mathematics	50	59	52	55	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	136	128	94.1	62.5
	4	134	134	100.0	56.4
	5	143	140	97.9	59.3
Male	3	73	67	91.8	50.8
	4	71	71	100.0	54.3
	5	70	68	97.1	45.6
Female	3	63	61	96.8	75.4
	4	63	63	100.0	58.7
	5	73	72	98.6	72.2
Black or African American	3	14	12	85.7	50.0
	4	14	14	100.0	21.4
	5	15	15	100.0	20.0
Hispanic or Latino	3	62	61	98.4	55.7
	4	63	63	100.0	48.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	62	60	96.8	60.0
White	3	38	35	92.1	65.7
	4	29	29	100.0	82.8
	5	43	43	100.0	65.1
Two or More Races	4	13	13	100.0	53.9
Socioeconomically Disadvantaged	3	40	39	97.5	56.4
	4	42	42	100.0	43.9
	5	44	41	93.2	39.0
Students with Disabilities	3	19	19	100.0	31.6
	4	20	20	100.0	30.0
	5	21	21	100.0	33.3

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	135	128	94.8	64.8
	4	135	134	99.3	57.5
	5	143	141	98.6	54.6
Male	3	72	66	91.7	62.1
	4	72	71	98.6	62.0
	5	70	69	98.6	52.2
Female	3	63	62	98.4	67.7
	4	63	63	100.0	52.4
	5	73	72	98.6	56.9
Black or African American	3	14	12	85.7	41.7
	4	15	15	100.0	13.3
	5	15	15	100.0	20.0
Hispanic or Latino	3	62	62	100.0	58.1
	4	63	62	98.4	46.8
	5	62	61	98.4	54.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	38	35	92.1	68.6
	4	29	29	100.0	82.8
	5	43	43	100.0	55.8
Two or More Races	4	13	13	100.0	61.5
Socioeconomically Disadvantaged	3	39	39	100.0	53.9
	4	43	42	97.7	28.6
	5	44	42	95.5	30.9
Students with Disabilities	3	19	19	100.0	26.3
	4	20	20	100.0	25.0
	5	21	21	100.0	38.1

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	94	86	86	79	79	80	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	143	141	98.6	85.8
Male	70	69	98.6	81.2
Female	73	72	98.6	90.3
Black or African American	15	15	100.0	66.7
Hispanic or Latino	62	61	98.4	83.6
White	43	43	100.0	97.7
Socioeconomically Disadvantaged	44	42	95.5	69.1
Students with Disabilities	21	21	100.0	76.2

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.1	25.4	47.9

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 (School Year 2016-17)

Parental involvement is very important to Etiwanda School District and David W. Long Elementary School (DWL). This state has outlined involvement of parents as a priority as part of 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 Assistant Superintendent of Curriculum and Instruction about Etiwanda’s Local Control and Accountability Plan (LCAP). Parents then participated collaborative discussions to all them to become more familiar with the state priorities as outlined in LCAP and provide evidence of the LCAP in action in our district. In August 2016, 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. Additionally, at David W. Long Elementary School, reviewed the results of the parent survey to provide direction of after school activities that parents and students would be interested in for the current school year. This has helped to shape a variety of new programs that 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 last year and create new bonds going into the current year.

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 over 800 members in the 2015-16 school year. They plan wonderful events such as Book Bingo and the Harvest Festival to create an inviting environment for parents and students. This year our BRAVO Program is planning events for students to participate with parents in a fun, educational setting. We have also initiated Parent Engagement Team Nights focused on Reading, Math, and Technology. The School Site Council (SSC) and English Language Advisory Council (ELAC) 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 bi-monthly newsletter to update parents on what’s happening in school, upcoming events, seasonal topics, PTO meeting dates, health and safety tips, fundraising projects, and key information. Additionally, a monthly newsletter geared towards Science and Math home connections is sent home. The school’s web site 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. 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 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.1	0.1	0.4	1.5	0.8	0.7	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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. David W. Long Elementary’s most current Comprehensive School Site Safety Plan was reviewed and approved by the School Site Council on November 19, 2015. Prior to that, the Plan was reviewed with PTO board members and shared with the school staff on December 8, 2016.

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.

Federal Intervention Program (School Year 2016-17)

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	2013-14			2014-15			2015-16					
	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		6		22	2	5		22	2	5	
1	22		5		24		6		24		6	
2	29		4		24		5		24		5	
3	25		5		27		5		27		5	
4	29		4		28		5		28		5	
5	31		5		28		5		28		5	

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.31	N/A
Library Media Teacher (Librarian)	.06	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	2	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	306.97	0	306.97	\$66,408.00
District	N/A	N/A	\$5,344	\$77,192
Percent Difference: School Site and District	N/A	N/A	-94.3	-14.0
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	-94.6	-11.6

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

Types of Services Funded (Fiscal Year 2015-16)

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 2015-2016 school year, the district received approximately \$1,272 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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,622	\$44,573
Mid-Range Teacher Salary	\$72,557	\$72,868
Highest Teacher Salary	\$98,339	\$92,972
Average Principal Salary (Elementary)	\$117,443	\$116,229
Average Principal Salary (Middle)	\$119,350	\$119,596
Average Principal Salary (High)		\$121,883
Superintendent Salary	\$153,285	\$201,784
Percent of Budget for Teacher Salaries	45%	39%
Percent of Budget for Administrative Salaries	5%	5%

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 2015-16 school year, our staff participated in three to four district sponsored professional development and planning days. 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)
- Engaging in Texts
- Writing to Communicate
- Mathematical Concepts and Problem Solving
- Smarter Balanced Administration, Item Specs, Accommodations and Supports
- 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
- Effective IEP Writing
- Kagan Cooperative Learning
- i-Ready Diagnostic Assessments

- Towards Equity (Induction)
- Special Populations (Induction-General Education)
- Project Read
- Step Up to Writing
- District Adopted English Language Arts Publisher Training

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 (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.