

East Heritage Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	East Heritage Elementary School
Street	14250 East Constitution Way
City, State, Zip	Fontana, CA 92336
Phone Number	909.823.5696
Principal	Damita Walton
E-mail Address	damita_walton@etiwanda.org
Web Site	http://www.teacherweb.com/CA/EastHeritageElementary/SchoolHomePage/sdhp1.aspx
CDS Code	36677026112130

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 2017-18)

SCHOOL MISSION

The East Heritage staff believes that our mission is to provide the necessary resources to insure that all our students master the skills and behaviors needed to be successful learners and citizens of the 21st century.

DISTRICT & SCHOOL PROFILE

Etiwanda School District serves over 14,000 Preschool-8th grade students residing in the cities of Rancho Cucamonga, Fontana, Alta Loma, and Etiwanda. The district currently operates thirteen TK-5 elementary schools and four intermediate schools (grades 6-8) and a Community Day School. Etiwanda's graduating eighth grade students are served by Chaffey Joint Union High School District for grades 9-12. Home schooling program, preschool program, and child care are provided at some schools within the district. More information about these programs may be acquired through the district's website or by contacting the district office at (909) 899-2451.

The district's commitment to excellence is achieved through a team of professionals dedicated to delivering a challenging, high quality educational program. Etiwanda School District appreciates the outstanding reputation it has achieved in local and neighboring communities. Consistent success in meeting student performance goals is directly attributed to the district's energetic teaching staff and strong parent and community support.

East Heritage Elementary is a small, neighborhood school in a planned community located in the southeast region of the district's boundaries. We are 1 of 13 elementary schools in the Etiwanda School District. We have preschool-5th grade students enrolled. Our student population is diverse and we value the rich experiences and opportunities that our diversity offers. Our success is built on the collective efforts of our talented staff, hard working students and supportive parents. We have high expectations for all students and work tirelessly to achieve maximum achievement for all students.

District-sponsored, fee-based child care is available Monday through Friday for East Heritage 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 website or school office staff.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	109
Grade 1	77
Grade 2	94
Grade 3	87
Grade 4	89
Grade 5	99
Total Enrollment	555

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	15.9
American Indian or Alaska Native	0
Asian	9
Filipino	3.2
Hispanic or Latino	51.5
Native Hawaiian or Pacific Islander	0
White	13.2
Two or More Races	7
Socioeconomically Disadvantaged	48.5
English Learners	14.8
Students with Disabilities	10.5
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	31.5	27	41	660
Without Full Credential	2	3	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 28, 2017, 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. 1718-24 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)

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

East Heritage 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. The school’s custodian and school secretary coordinate efforts to prepare and submit work orders to M&O for resolution. Emergency situations are given high priority and resolved immediately by site or district custodial staff.

The principal and day custodian communicate daily on an informal basis to discuss activities schedules, 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.

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.

East Heritage 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, and restrooms, 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. Restrooms are checked twice a day as a proactive measure in keeping facilities stocked, safe, and sanitary.

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 East Heritage 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)

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: April 2017				
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			Replaced GFI receptecal.
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Repaired leaking sink faucet.
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 of the most recent FIT report: April 2017				
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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	54	61	64	68	48	48
Mathematics (grades 3-8 and 11)	49	51	55	58	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	281	99.29	60.5
Male	142	142	100	53.52
Female	141	139	98.58	67.63
Black or African American	57	57	100	43.86
Asian	29	28	96.55	75
Filipino	--	--	--	--
Hispanic or Latino	138	137	99.28	55.47
White	35	35	100	82.86
Two or More Races	16	16	100	75
Socioeconomically Disadvantaged	147	146	99.32	54.11
English Learners	54	52	96.3	50
Students with Disabilities	28	28	100	21.43
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	283	283	100	50.88
Male	142	142	100	51.41
Female	141	141	100	50.35
Black or African American	57	57	100	31.58
Asian	29	29	100	72.41
Filipino	--	--	--	--
Hispanic or Latino	138	138	100	46.38
White	35	35	100	71.43
Two or More Races	16	16	100	68.75
Socioeconomically Disadvantaged	147	147	100	41.5
English Learners	54	54	100	46.3
Students with Disabilities	28	28	100	21.43
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	76	62	79	80	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.6	33.3	31.4

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 2017-18)

At East Heritage we believe that parent engagement is crucial in attaining increased student achievement for all students. Our plan for parent engagement is strategically organized throughout the school year to ensure that our parents feel welcome, educated about their child's learning goals and valued. Parents are encouraged to become involved in their child's learning by attending school events, serving on a school committee, and volunteering at the school. The staff welcomes parent assistance in the classroom, chaperoning field trips, supporting fundraising projects, PTO and organizing schoolwide activities. Back to School Night, Open House, student performances, Family Nights, Literacy Night, Read Across America, book fairs, GATE Parent Night and Parent Education workshops provide opportunities for parents to interact with school staff while supporting their child's efforts. The School Site Council (SSC) and Parent Teacher Organization (PTO) enable parents to provide oversight and input on the school budget, activities, and educational programs. Our newly implemented WatchDOGS program actively engages our dads by providing daily opportunities to volunteer and remain active on our campus. Parents who would like to get more involved or volunteer their time in any school program may contact their child(s) teacher, the school office personnel, or a PTO representative at (909) 823- 5696.

School-to-home communication takes place in a variety of formats. The school's trimester newsletter, "The Explorer," features a message from the principal, PTO news, student recognition announcements, library news, school business, parent tips, a school calendar, and other helpful articles are made available to the parent community. The school's website and teacher websites feature general information about the school, class curriculum, and staff. Flyers are occasionally distributed for special PTO and school announcements. When appropriate, "Stranger Danger" letters are sent home to parents to raise awareness and increase safety measures for students walking to and from school.

Teachers provide class newsletters and/or teacher websites to share class activities and assignments with parents. An automated telephone system enables staff to quickly contact parents for important information and reminders. Flyers are distributed occasionally for special announcements. In addition to direct telephone contact, teachers encourage parents to use e-mail to share or obtain information about their student's progress.

Parents may access the Aeries Parent Portal to view resources that support student learning, study skills, research, and enrichment. The district maintains an online mailing list for parents who wish to receive e-mail announcements and messages related to East Heritage 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.8	0.64	0.32	1%	.69	.08	3.8	3.7	3.6
Expulsions	0	0	0	.01	.03	.01	0.1	0.1	.1

School Safety Plan (School Year 2017-18)

The safety of students and staff is a primary concern of our school site. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among parent/guardian volunteers, teachers, and administrators. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake, and Intruder on campus are held monthly. To further safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed by the School Site Council.

The Comprehensive School Site Safety Plan was originally developed for East Heritage 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. East Heritage Elementary's most current school safety plan was updated and reviewed by the school staff and safety committee in December 2017, and approved by School Site Council in January 2018.

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 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2012-2013
Year in Program Improvement*	Year 2	Year 1
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	25

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	21	3	3		18	3	3		18	3	3	
1	26		3		25		4		26		3	
2	26		3		25		3		24		4	
3	26		4		22		4		22	1	3	
4	31		3		30		3		30		3	
5	27		4		34			3	33			3

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 2016-17)

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	1	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist	4	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	364.23	120.98	243.25	\$61,426.29
District	N/A	N/A	\$5,344	\$78,619
Percent Difference: School Site and District	N/A	N/A	-95.4	-21.9
State	N/A	N/A	\$6,574	\$78,363
Percent Difference: School Site and State	N/A	N/A	-96.3	-21.6

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

Types of Services Funded (Fiscal Year 2016-17)

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 2016-2017 school year, the district received approximately \$1,242 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,370	\$48,678
Mid-Range Teacher Salary	\$75,278	\$78,254
Highest Teacher Salary	\$101,689	\$96,372
Average Principal Salary (Elementary)	\$120,013	\$122,364
Average Principal Salary (Middle)	\$123,753	\$125,958
Average Principal Salary (High)		\$126,758
Superintendent Salary	\$167,312	\$212,818
Percent of Budget for Teacher Salaries	38%	38%
Percent of Budget for Administrative Salaries	4%	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 2016-17 school year, our staff participated in two to three district sponsored professional development and planning days. Staff participated in each of the professional development opportunities through all day sessions.

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.