

Etiwanda Intermediate School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|-----------------------------------|---|
| School Name | Etiwanda Intermediate School |
| Street | 6925 Etiwanda Ave. |
| City, State, Zip | Etiwanda CA 91739 |
| Phone Number | 9098991701 |
| Principal | Justin Kooyman |
| Email Address | justin_kooyman@etiwanda.org |
| Website | http://eis.etiwanda.org/ |
| County-District-School (CDS) Code | 36667026035778 |

| Entity | Contact Information |
|----------------|---------------------------|
| District Name | Etiwanda School District |
| Phone Number | 909.899.2451 |
| Superintendent | Shawn Judson, Ed.D. |
| Email Address | shawn_judson@etiwanda.org |
| Website | www.etiwanda.org |

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

SCHOOL MISSION

The Etiwanda Intermediate staff, with the support of the community, is dedicated to a student-centered, diverse program of academic excellence. The students, staff, and community are working together in a partnership to develop capable, responsible, and productive members of society.

SCHOOL VISION

Etiwanda Intermediate's vision is based around building meaningful relationships with students and families, delivering rigorous curriculum tailored so all students can be successful, and using relevant resources to stimulate multiple learning styles. With the academic, social, and emotional development at the forefront, all students will feel supported and confident to continue their passion for learning. Etiwanda Intermediate is the Emerald of Etiwanda where students and teachers want to come to school.

DISTRICT & SCHOOL PROFILE

Etiwanda School District serves over 14,000 TK-8 students residing in the cities of Rancho Cucamonga, Fontana, Alta Loma, and Etiwanda. The district currently operates thirteen TK-5 elementary schools and four intermediate schools (grades 6-8) and a Community Day School. Etiwanda's graduating eighth-grade students are served by Chaffey Joint Union High School District for grades 9-12. Homeschooling program, preschool program, and childcare are provided at some schools within the district. More information is available on the district website or by contacting the district office at (909) 899-2451.

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

Etiwanda Intermediate is sensitive to the developmental needs of students at this transitional time before entering high school. The school educates students in grades six through eight. Great emphasis is placed on character-building as well as on education. Since it opened its doors over 100 years ago, the school has been committed to providing students the necessary skills to be productive in the present and in the future.

The staff at Etiwanda Intermediate School believes each child is unique and deserving of a rich educational environment. Students have access to rigorous core curriculum in language arts, mathematics, science, and social studies. Etiwanda Intermediate is fortunate to have a staff of experienced and knowledgeable teachers eager to make a difference for students. The school is built on beliefs that a "student-centered" approach provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given the opportunities to develop those talents. During the 2018-2019 school year, Etiwanda Intermediate School serviced over 1,400 students.

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Grade 6 | 427 |
| Grade 7 | 494 |
| Grade 8 | 440 |
| Total Enrollment | 1,361 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 12 |
| American Indian or Alaska Native | 0.1 |
| Asian | 11.4 |
| Filipino | 4.2 |
| Hispanic or Latino | 45.6 |
| Native Hawaiian or Pacific Islander | 0.6 |
| White | 20 |
| Two or More Races | 5.3 |
| Socioeconomically Disadvantaged | 44.7 |
| English Learners | 4.3 |
| Students with Disabilities | 14.8 |
| Foster Youth | 0.4 |
| Homeless | 5.2 |

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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential | 71 | 64 | 64 | 250 |
| Without Full Credential | 1 | 0 | 1 | 12 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| 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 2019-20)

Year and month in which data were collected: September 2019

All textbooks used in the core curriculum throughout the Etiwanda School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials. District textbook review and adoption activities occur the year following the state's adoption.

On September 26, 2019, the Etiwanda School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 1920-23 which certifies as required by Education Code §60119 (1) that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes. Prior to adoption, parents may preview recommended instructional materials at the district office for a period of 30 days.

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Etiwanda Intermediate provides a safe and clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1938, modernized in 1997, and additional construction in 2006. Ongoing maintenance ensures school facilities are kept safe, in good working condition, and continue to provide adequate space for students and staff.

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

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

Schools are required by state law to conduct a formal inspection annually of designated areas and systems and then prepare a report on 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.

Etiwanda Intermediate'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 and one full-time evening custodian are responsible for keeping the campus clean and fully operational. The custodian's daily routine includes cleaning the staff lounge, front office, PE area, locker rooms, gym, and stocking student restrooms.

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 frequently 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 groundskeepers each week to maintain Etiwanda Intermediate's landscaping and irrigation systems.

Etiwanda School District participates in the State School Deferred Maintenance Program which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. These repairs typically include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)

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

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

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

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|------------------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | Replaced the water value, a gate a value and the old nipple-GYM |
| Interior: Interior Surfaces | Good | Repaired carpet strip by sink-D2, Repaired the carpet strip-F5 |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Put a new hinge to the fence-Field gate, vendor grinded concrete on the main parking lot-sidewalk by office |
| Overall Rating | Exemplary | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 67 | 64 | 71 | 70 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 56 | 56 | 61 | 61 | 38 | 39 |

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | 1349 | 1324 | 98.15 | 1.85 | 63.97 |
| Male | 666 | 654 | 98.20 | 1.80 | 60.70 |
| Female | 683 | 670 | 98.10 | 1.90 | 67.16 |
| Black or African American | 163 | 160 | 98.16 | 1.84 | 54.38 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 158 | 153 | 96.84 | 3.16 | 79.08 |
| Filipino | 55 | 55 | 100.00 | 0.00 | 80.00 |
| Hispanic or Latino | 609 | 597 | 98.03 | 1.97 | 56.28 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 270 | 268 | 99.26 | 0.74 | 74.25 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | 75 | 73 | 97.33 | 2.67 | 69.86 |
| Socioeconomically Disadvantaged | 625 | 609 | 97.44 | 2.56 | 53.20 |
| English Learners | 180 | 176 | 97.78 | 2.22 | 56.25 |
| Students with Disabilities | 196 | 190 | 96.94 | 3.06 | 19.47 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 76 | 75 | 98.68 | 1.32 | 42.67 |

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 1348 | 1326 | 98.37 | 1.63 | 55.96 |
| Male | 666 | 654 | 98.20 | 1.80 | 57.80 |
| Female | 682 | 672 | 98.53 | 1.47 | 54.17 |
| Black or African American | 163 | 160 | 98.16 | 1.84 | 44.38 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 158 | 156 | 98.73 | 1.27 | 83.33 |
| Filipino | 55 | 55 | 100.00 | 0.00 | 78.18 |
| Hispanic or Latino | 608 | 596 | 98.03 | 1.97 | 47.15 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 270 | 268 | 99.26 | 0.74 | 61.19 |
| Two or More Races | 75 | 73 | 97.33 | 2.67 | 65.75 |
| Socioeconomically Disadvantaged | 624 | 610 | 97.76 | 2.24 | 46.07 |
| English Learners | 180 | 179 | 99.44 | 0.56 | 50.28 |
| Students with Disabilities | 196 | 190 | 96.94 | 3.06 | 16.84 |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 76 | 75 | 98.68 | 1.32 | 48.00 |

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 7 | 13.7 | 39.2 | 36.1 |

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to be involved in their child's education by attending school events, serving on committees, and volunteering at the school. The staff welcomes parent assistance on campus and during school-sponsored events. Back to School Night, student performances, themed family nights, Open House Extravaganza, Fall Festival, Wildcat PTSO, V.I.P Days, and Watch D.O.G.S. (Dads Of Great Students) provide opportunities for parents to interact with school staff while supporting their child's efforts. The School Site Council (SSC), English Learners Advisory Committee (ELAC), and African American Parent and Educator Advisory Committee (AAPEAC) enable parents to provide input on the school budget, activities, and educational programs. Additional outreach is provided by the school academic advisor who communicates with parents and serves as a resource for parents of at-risk students. Parents who would like to get more involved or volunteer their time may contact the school office (909) 899-1701 or sign up on the volunteer website (eis.etiwanda.org).

School-to-home communication takes place in a variety of formats. The school website provides valuable information regarding events, activities, programs, and staff. Links to parent resources, PTSO, band, and individual teacher websites can be obtained through our school website. The website also provides homework and important class information. Etiwanda Intermediate utilizes School Messenger, an automated message system, to contact parents regarding school events, student activities, and student progress on a weekly basis. The school marquee displays special announcements and important reminders. Quarterly newsletters provide our school population with a variety of useful information including upcoming programs, events, tips for student success, and instructional focuses.

Parents may access the Aeries Parent Portal to view their child's grades and 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 Etiwanda Intermediate and the district.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 2.4 | 0.9 | 2.0 | 0.7 | 0.5 | 0.8 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was originally developed for Etiwanda Intermediate in collaboration with local agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The most current school safety plan was reviewed and updated in December 2019 by site administration, our school resource officer, and School Site Council. The final copy of the plan was reviewed by SSC, PTSO, and staff in January 2020

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-22 | 2016-17 # of Classes* Size 23-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-22 | 2017-18 # of Classes* Size 23-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-22 | 2018-19 # of Classes* Size 23-32 | 2018-19 # of Classes* Size 33+ |
|----------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| English | 27 | 5 | 25 | 6 | 27 | 5 | 22 | 8 | 28 | 5 | 24 | 5 |
| Mathematics | 28 | 6 | 23 | 6 | 27 | 5 | 22 | 8 | 27 | 5 | 24 | 5 |
| Science | 29 | 2 | 25 | 6 | 27 | 5 | 22 | 8 | 27 | 5 | 24 | 5 |
| Social Science | 28 | 3 | 25 | 6 | 27 | 5 | 22 | 8 | 27 | 5 | 24 | 5 |

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .0 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.0 |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 6.0 |
| Other | 1.0 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-------------|------------------------------------|---|---|------------------------------|
| School Site | \$5,181.13 | \$131.84 | \$5,049.29 | \$82,888.89 |

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| District | N/A | N/A | \$5,299.63 | \$81,495.00 |
| Percent Difference - School Site and District | N/A | N/A | -4.8 | 4.3 |
| State | N/A | N/A | \$7,506.64 | \$82,663.00 |
| Percent Difference - School Site and State | N/A | N/A | -34.1 | 2.4 |

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

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

Types of Services Funded (Fiscal Year 2018-19)

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

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

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$50,447 | \$45,741 |
| Mid-Range Teacher Salary | \$78,510 | \$81,840 |
| Highest Teacher Salary | \$107,668 | \$102,065 |
| Average Principal Salary (Elementary) | \$129,065 | \$129,221 |
| Average Principal Salary (Middle) | \$118,953 | \$132,874 |
| Average Principal Salary (High) | \$0 | \$128,660 |
| Superintendent Salary | \$194,105 | \$224,581 |
| Percent of Budget for Teacher Salaries | 40% | 36% |
| Percent of Budget for Administrative Salaries | 5% | 5% |

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

Professional Development (Most Recent Three Years)

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

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

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

Training sessions offered throughout the school year include:

Content Areas/Standards:

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

Engagement:

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

Universal Access:

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

Cultural Proficiency:

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

CAASSP System and Tools:

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

Technology:

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

Site Administrators:

- LCFF/LCAP, MTSS/RtI, Cultural Proficiency

Other:

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

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

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

Teachers who experience difficulty or are in need of improvement may voluntarily select or be required to participate in the Peer Assistance and Review process. A consulting support teacher is assigned to the teacher. The support teacher collaborates regularly with the teacher, observes the classroom, and provides feedback for staff development.

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

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

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