

John L. Golden Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	John L. Golden Elementary School
Street	12400 Banyan St.
City, State, Zip	Etiwanda, CA 91739
Phone Number	909.463.9105
Principal	Jeff Sipos
Email Address	jeff_sipos@etiwanda.org
Website	http://gol.etiwanda.org/
County-District-School (CDS) Code	36677026118467

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

We will reach for the stars, for the stars are in reach. We will learn all we can from those who teach. A teacher, principal, parent, or friend can help put the stars within reach in the end. We will all work together, learning each day. We know education is golden, and Golden we will stay!

DISTRICT & SCHOOL PROFILE

The Etiwanda School District has provided "Excellence in Education" for students since its beginning in 1883. The district has grown from a rural one-school district to a mid-sized suburban district that provides an exemplary instructional program for approximately 14,000 students at 17 school sites: thirteen (TK-5) elementary schools and four (6-8) intermediate schools. The district also offers a preschool program and transitional kindergarten. The rich history of the Etiwanda school system and the value of education have always played an important role in this community. Etiwanda School District serves students residing in the cities of Rancho Cucamonga, Fontana, Alta Loma, and Etiwanda. Etiwanda's graduating eighth-grade students are served by Chaffey Joint Union High School District for grades 9-12. More information about the programs 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.

John L. Golden Elementary serves 930 students who reside in the northwest quadrant of the district boundaries. Student success is valued and attributed to a dynamic teaching staff, dedicated support staff, and strong parental involvement. Education of the whole child is valued at Golden. In addition to rigorous academic instruction, students benefit from programs that support the arts, hands-on science through gardening, and community service.

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

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

Grade Level	Number of Students
Kindergarten	151
Grade 1	146
Grade 2	166
Grade 3	149
Grade 4	147
Grade 5	174
Total Enrollment	933

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	0.2
Asian	30.7
Filipino	4.4
Hispanic or Latino	29.8
Native Hawaiian or Pacific Islander	0.1
White	23.9
Two or More Races	4.9
Socioeconomically Disadvantaged	28.5
English Learners	15
Students with Disabilities	10.5
Homeless	6.4

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	44	44		250
Without Full Credential	0	0		12
Teaching Outside Subject Area of Competence (with full credential)	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	

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)

John L. Golden Elementary provides a safe and clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 2001. Ongoing maintenance ensures school facilities are kept safe, in good working condition, and continue to provide adequate space for students and staff.

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

School staff and the maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained. Maintenance and Operations (M&O) oversees a work order process enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. The school secretary is responsible for the preparation and submission of work orders to M&O for resolution. Emergency situations are given high priority and resolved immediately by site or district custodial staff.

The principal has an open door policy and encourages the custodian and the director of maintenance and operations (M&O) to discuss any 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 meets with the custodian to conduct a comprehensive inspection of the school site, and a summary of the inspection findings is forwarded to the principal.

Schools are required by state law to conduct a formal inspection annually of designated areas and systems and then prepare a report of the current condition of facilities. The School Site Inspection table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas.

John L. Golden 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. Restrooms are checked frequently throughout the 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 groundskeepers each week to maintain John L. Golden Elementary's landscaping and irrigation systems.

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

School Facility Good Repair Status (Most Recent Year)

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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	
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)	82	79	71	70	50	50
Mathematics (grades 3-8 and 11)	76	79	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	474	462	97.47	2.53	79.22
Male	232	228	98.28	1.72	75.88
Female	242	234	96.69	3.31	82.48
Black or African American	26	24	92.31	7.69	54.17
American Indian or Alaska Native	--	--	--	--	--
Asian	141	136	96.45	3.55	95.59
Filipino	12	12	100.00	0.00	83.33
Hispanic or Latino	150	148	98.67	1.33	68.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	123	120	97.56	2.44	80.83
Two or More Races	18	18	100.00	0.00	66.67
Socioeconomically Disadvantaged	125	124	99.20	0.80	63.71
English Learners	123	117	95.12	4.88	81.20
Students with Disabilities	59	58	98.31	1.69	46.55
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	22	22	100.00	0.00	50.00

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	474	466	98.31	1.69	79.35
Male	232	230	99.14	0.86	80.00
Female	242	236	97.52	2.48	78.72

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	26	24	92.31	7.69	66.67
American Indian or Alaska Native	--	--	--	--	--
Asian	141	140	99.29	0.71	92.14
Filipino	12	12	100.00	0.00	83.33
Hispanic or Latino	150	148	98.67	1.33	70.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	123	120	97.56	2.44	80.00
Two or More Races	18	18	100.00	0.00	61.11
Socioeconomically Disadvantaged	125	124	99.20	0.80	67.74
English Learners	123	121	98.37	1.63	78.51
Students with Disabilities	59	58	98.31	1.69	52.63
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	22	22	100.00	0.00	45.45

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.7	29.7	25.7

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parental involvement is very important to the Etiwanda School District and John L. Golden Elementary School. This state priority is part of LCAP and 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 by our director of LCAP and communications about Local Control and Accountability Plan (LCAP). Parents then participated in small group discussions to provide feedback. In August of 2019, the district and each school site provided opportunities for parents to provide feedback for the direction of the district and school site. This was done at Back to School Night in an effort to encourage parental involvement through parent surveys that were available electronically or paper. Additionally, at John L. Golden Elementary, an additional survey was sent to parents in grades 3-5 to provide feedback for direction of after-school activities parents and students would be interested in for the current school year. This has helped to shape a variety of new programs we now offer here at Golden.

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, Family Movie Nights, Reindeer Lane, and PTA-sponsored activities provide many opportunities for parents to interact with school staff while supporting their child's educational program. The School Site Council (SSC), English Language Advisory Council, Parent Teacher Association (PTA), and African American Parent and Educator Advisory Committee (AAPEAC) enable parents to provide oversight and input on the school budget, activities, and educational programs. Parents who would like to get more involved or volunteer their time may contact the school secretary (Laura Jordan) or clerk (Lorene Lord) at (909) 463-9105.

School-to-home communication takes place in a variety of formats. The principal issues a bimonthly newsletter to update parents on what is happening in school, upcoming events, seasonal topics, PTA meeting dates, health and safety tips, fundraising projects, and student recognition. The school website features general information about the school and its activities, programs, and staff. The school marquee, flyers, automated telephone system, classroom newsletters, and parent conferences are used to convey important messages, reminders, and announcements concerning students and school activities. We also post pictures on social media to keep parents involved with student, classroom, and school activities.

Parents may access Aeries.net (Etiwanda Student Parent Resource Interface) to view resources that support student learning, study skills, research, and enrichment. 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 John L. Golden Elementary and the district.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	0.1	0.3	0.7	0.5	0.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for John L. Golden 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, anti-bullying policy, sexual harassment policy, and dress code policy. The most current school safety plan was reviewed and updated in September. Parent and staff representatives reviewed and approved the School Safety Plan during a School Site Council meeting in October. In addition, the school ELAC parent group and our resource officer reviewed and local fire department approved the plan.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26	2	4		22	2	5		22	2	5	
1	22		6		24		6		24		6	
2	25		5		23		6		27		6	
3	23	1	6		24	1	5		13	6	6	
4	27		5		31		4	1	29		5	
5	29	1	3	2	26	1	5		17	6	1	4
Other**					2	8						

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

** "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	2.0

*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	\$5,674.77	\$174.66	\$5,500.11	\$85,518.10
District	N/A	N/A	\$5,299.63	\$81,495.00
Percent Difference - School Site and District	N/A	N/A	3.7	7.4

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-25.7	5.5

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.