

# School Accountability Report Card

## Reported Using Data from the 2010-11 School Year

### Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

## II. About This School

### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	Etiwanda Intermediate School	<b>District Name</b>	Etiwanda School District
<b>Street</b>	6925 Etiwanda Avenue	<b>Phone Number</b>	909.899.2451
<b>City, State, Zip</b>	Etiwanda, CA 91739	<b>Web Site</b>	<a href="http://www.etiwanda.k12.ca.us">www.etiwanda.k12.ca.us</a>
<b>Phone Number</b>	909.899.1701	<b>Superintendent</b>	Shawn Judson, Ed.D.
<b>Principal</b>	Janella Cantu'-Myricks	<b>E-mail Address</b>	<a href="mailto:shawn_judson@etiwanda.k12.ca.us">shawn_judson@etiwanda.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:janella_cantumyricks@etiwanda.k12.ca.us">janella_cantumyricks@etiwanda.k12.ca.us</a>	<b>CDS Code</b>	36667026035778

## School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

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### 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.

### District & School Profile

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

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

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

The staff at Etiwanda Intermediate School believes each child is unique and deserving of a rich educational environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science. The hard working staff is both skilled and dedicated to the success of our students. 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 the belief, 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 2010-2011 school year, Etiwanda Intermediate School serviced over 1,200 students.

### Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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Parents are encouraged to be involved in their child's learning process by attending school events, serving on a school committee, and volunteering at the school. The staff welcomes parents' assistance on campus and with PTSA sponsored events. Back to School Night, student performances, themed family nights, and Extravaganza provide opportunities for parents to interact with school staff while supporting their child's efforts. The School Site Council (SSC) and Parent Teacher Student Association (PTSA) enable parents to provide 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 office or PTSA president at (909) 899-1701.

School-to-home communication takes place in a variety of formats. The school web site provides valuable information regarding events, activities, programs, and staff. Links to parent resources, PTSA, Band and individual teacher web sites can be obtained through our school website. Teacherweb provides homework and important class information. Etiwanda Intermediate uses Teleparent, an automated message system to personally contact parents regarding school events, student activities and progress. The school marquee displays special announcements and important reminders. Parent newsletter, published once a trimester informs parents of important dates to remember, informational message from the principal, articles from various staff members on past events or activities and recognizes students for outstanding accomplishments.

Parents may access ESPRI (Etiwanda Student Parent Resource Interface) 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.

### Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 6	381
Grade 7	448
Grade 8	432
Total Enrollment	1,261

### Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	12.8	White	24.8
American Indian or Alaska Native	0.4	Two or More Races	4.4
Asian	8.1	Socioeconomically Disadvantaged	32.2
Filipino	4.4	English Learners	8.4
Hispanic or Latino	44.2	Students with Disabilities	10.9
Native Hawaiian/Pacific Islander	0.9		

### Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.4	5	28	14	N/A	N/A	N/A	N/A	31.4	3	11	17
Mathematics	29.7	4	30	13	N/A	N/A	N/A	N/A	29.3	3	16	11
Science	30.4	1	29	15	N/A	N/A	N/A	N/A	30.5	2	16	12
Social Science	30.3	2	25	14	N/A	N/A	N/A	N/A	32.3	1	10	16

\* 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.

## III. School Climate

### School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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. Etiwanda Intermediate's most current school safety plan was reviewed and updated in December 2010 by site administration, school resource officer and SSC. The final copy of the plan was reviewed by SSC, PTSA and staff in January 2011.

### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	12.04	9.28	9.12	3.86	3.11	2.93
Expulsions	0	0	0.08	0	0.13	0.05

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

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**Year and month in which data were collected:** May 2011

Etiwanda Intermediate provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1938; 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, beautiful campus.

School staff and the district's maintenance department work together to ensure fields, 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. School staff communicate requests to 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 informal basis and meet monthly to discuss campus maintenance and safety concerns. Etiwanda School District's director of maintenance and operations (M&O) meets with the principal once a month to discuss maintenance-related issues associated with campus upkeep, safety, classroom space, equipment, upcoming events, work orders (submitted and outstanding), and special requests. The director of M&O then meets with the custodian to conduct a comprehensive inspection of the school site; a summary of the inspection findings is forwarded to the principal.

Schools are required by state law to conduct a formal inspection annually of designated areas and systems and then prepare a report 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 is 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 and gym; 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 grounds keepers 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 typically include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

### School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	Cove base repaired Ceiling tile replaced Wall repaired and painted Cabinet repaired Carpeting cleaned and repaired
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	Pest extermination
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	[ ]	Light fixture lens replaced
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	[ ]	Faucet and drinking fountain repaired
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	Door closer adjusted Door handle tightened
<b>Overall Rating</b>	[X]	[ ]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	45	50	51	534
<b>Without Full Credential</b>	5	0	0	9
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

\*\* "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	1	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	1	---
Resource Specialist (non-teaching)	0	---
Other	1	---

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** September 27, 2011

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 27, 2011 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. 1112-22 which certifies as required by Education Code §60119 (1) that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) that sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, and (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes. Prior to adoption, parents may preview recommended instructional materials at the district office for a period of 30 days.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt, Rinehart, and Winston, Literature and Language Arts (6-8) 2009 Houghton Mifflin, Spelling & Vocabulary 1999(6-8)	Yes	0%
Mathematics	Holt California, Course 1: Numbers to Algebra(6), Course 2: "Pre-Algebra" (7), Algebra I (8) 2008	Yes	0%
Science	Holt California Science 2007 (6-8)	Yes	0%
History-Social Science	Glencoe, McGraw-Hill 2006 (6-8)	Yes	0%
Foreign Language			
Visual and Performing Arts			

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$2,995	\$0	\$2,995	\$68,037
District	---	---	\$3,519	\$68,595
Percent Difference: School Site and District	---	---	-14.9%	-0.8%
State	---	---	\$5,455	\$69,419
Percent Difference: School Site and State	---	---	-45.1%	-2.0%

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\*\* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to general fund state funding, Etiwanda School District receives state and federal categorical funding for special programs. For the 2010-11 school year, the district received approximately \$1630 per student in federal, state, and local aid for the following categorical, special education, and support programs:

- Class Size Reduction
- Drug/Alcohol/Tobacco Education Funds
- Economic Impact Aide
- Gifted & Talented Education
- Instructional Materials
- Math and Science
- Peer Assistance & Review
- School Improvement Program
- Special Education
- Special Education Transportation
- Staff Development
- Title I

## Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,773	\$41,692
Mid-Range Teacher Salary	\$67,307	\$68,251
Highest Teacher Salary	\$86,476	\$86,582
Average Principal Salary (Elementary)	\$110,602	\$108,334
Average Principal Salary (Middle)	\$110,602	\$111,791
Average Principal Salary (High)	\$0	\$113,648
Superintendent Salary	\$141,228	\$180,492
Percent of Budget for Teacher Salaries	51%	42%
Percent of Budget for Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>.

## IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	61	66	69	67	70	73	49	52	54
Mathematics	52	58	60	70	73	74	46	48	50
Science	58	57	64	66	71	77	50	54	57
History-Social Science	50	55	59	57	63	65	41	44	48

\* 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.

## Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	73	74	77	65
All Student at the School	69	60	64	59
Male	64	59	64	58
Female	74	61	65	60
Black or African American	59	52	43	46
American Indian or Alaska Native	0	0	0	0
Asian	82	85	89	84
Filipino	93	87	80	80
Hispanic or Latino	64	52	58	53
Native Hawaiian/Pacific Islander	64	64	0	0
White	75	64	78	68
Two or More Races	69	63	57	44
Socioeconomically Disadvantaged	60	52	55	48
English Learners	29	36	29	21
Students with Disabilities	25	23	32	16
Students Receiving Migrant Education Services				

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

### California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.7	18.6	64

\* 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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	8	8	8
Similar Schools	8	6	6

### Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	4	18	17
Black or African American	14	21	34
American Indian or Alaska Native			
Filipino			
Hispanic or Latino	6	12	28
Native Hawaiian/Pacific Islander			
White	4	10	19
Two or More Races	N/D		
Socioeconomically Disadvantaged	16	24	27
English Learners			
Students with Disabilities		39	-55

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,148	847	9,856	882	4,683,676	778
Black or African American	139	816	1,141	844	317,856	696
American Indian or Alaska Native	4		17	813	33,774	733
Asian	94	940	828	962	398,869	898
Filipino	49	946	471	952	123,245	859
Hispanic or Latino	509	816	4,271	855	2,406,749	729
Native Hawaiian/Pacific Islander	11	811	38	828	26,953	764
White	295	874	2,573	905	1,258,831	845
Two or More Races	47	837	483	899	76,766	836
Socioeconomically Disadvantaged	329	790	2,343	826	2,731,843	726
English Learners	81	772	864	843	1,521,844	707
Students with Disabilities	129	586	1,491	737	521,815	595

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

**Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)**

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

**Federal Intervention Program (School Year 2011-12)**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0

**XI. Instructional Planning and Scheduling****Professional Development**

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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All training and curriculum development at Etiwanda School District revolves around the California Content Standards and Frameworks. Staff development concentrations are selected and identified based upon student assessment results, NCLB requirements, and state content standards.

During the 2010-2011 school year, Etiwanda Intermediate staff participated in two district sponsored staff development days focused on data analysis. Administrators and teachers collaboratively analyze student performance data using state and district assessment results to identify and develop classroom curriculum to increase student proficiency in language arts and math.

Etiwanda Intermediate sponsored one site based staff development day just before the school term began to address school procedures, school programs, and curriculum planning. Etiwanda Intermediate is in its sixth year of practicing the philosophy of Professional Learning Communities. Grade levels and subject area alike groups meet regularly to analyze student work and data. Staff members work cooperatively in an environment fostered by mutual respect, with a focus on learning rather than teaching, collective lesson planning, and sharing instructional strategies. Decision-making on essential learning outcomes and intervention/enrichment activities based on results of common formative student assessments is a team effort. The PLC implementation process is an ongoing journey towards improving student progress.

Etiwanda School District sponsored professional development activities supplement current programs and support for ongoing districtwide programs implementation. Training sessions offered throughout the school year included:

- Technology
- Behavior & Classroom Management
- Effective Teaching
- Project Read
- English Language Learners (instruction)
- Frameworks/Textbooks
- Small Group Instruction
- Creating a Healthy Environment
- Language Arts, Math, & Science
- Principal Training
- Accelerated Reader
- Substitute Training
- Read Naturally
- Step Up To Writing
- Teaching Ideas & Practices
- Summer School Intervention & Tutoring Training

Etiwanda School District supports school administrators, new teachers, veteran teachers, substitutes, and instructional assistants in developing their teaching skills. Principals and assistant principals may attend AB430 Etiwanda state approved training to develop and improve leadership skills.

Induction/BTSA (Beginning Teacher Support and Assessment), a state-sponsored program, is designed for first- and second-year preliminary credentialed teachers. Comprehensive skills enhancement training is provided over a two year period. A list of Induction/BTSA training courses are available on the district's web site. The Peer Assistance and Review program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers. Etiwanda School District has a staff of highly qualified and specially trained veteran teachers who provide BTSA support for the district's teachers.

Etiwanda School District encourages substitute teachers working in the district's schools to participate in specially-designed training sessions addressing effective classroom management and teaching strategies. The principal may request instructional assistants to attend district-sponsored training sessions to better support classroom learning.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the San Bernardino County Superintendent of Schools. Classified support staff may receive additional job-related training from vendors, department supervisors, and district representatives. In addition, there are a number of workshops offered through West End SELPA for certificated and classified personnel.