

John L. Golden Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School 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
School Website	www.gol.etiwanda.org
County-District-School (CDS) Code	36677026118467

2022-23 District Contact Information

District Name	Etiwanda School District
Phone Number	909.899.2451
Superintendent	Charlayne Sprague
Email Address	charlayne_sprague@etiwanda.org
District Website Address	www.etiwanda.org

2022-23 School Overview

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 approximately 925 students who reside in the northwest quadrant of the district boundaries. In addition, John L. Golden Elementary also houses two county run special education classes serving students in a variety of school districts in the area. 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

2022-23 School Overview

or please contact the school office staff.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	126
Grade 1	135
Grade 2	133
Grade 3	154
Grade 4	162
Grade 5	174
Grade 7	1
Total Enrollment	885

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.3
American Indian or Alaska Native	0.2
Asian	34.9
Black or African American	4.0
Filipino	5.4
Hispanic or Latino	25.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	7.1
White	20.9
English Learners	18.3
Foster Youth	0.6
Homeless	2.9
Migrant	0.0
Socioeconomically Disadvantaged	33.7
Students with Disabilities	8.7



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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.50	94.60	502.60	86.12	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.10	0.54	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.23	7.20	1.24	12115.80	4.41
Unknown	2.00	5.17	70.60	12.10	18854.30	6.86
Total Teaching Positions	38.60	100.00	583.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.80	92.91	498.30	81.10	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	10.80	1.77	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	2.02	44.30	7.22	11953.10	4.28
Unknown	2.00	5.05	60.90	9.92	15831.90	5.67
Total Teaching Positions	39.60	100.00	614.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.80
Total Out-of-Field Teachers	0.00	0.80

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum throughout the Etiwanda School District are aligned with 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 (SBE).

LEAs are required to hold an annual public hearing by the end of the eighth week from the first day pupils attend school for that year. At the public hearing, the governing board must determine, by resolution, whether each pupil in the district has sufficient textbooks or instructional materials, or both, in reading/language arts, including the English language development component of an adopted program, science, mathematics, and history-social science that are aligned to the State's content standards and consistent with the curriculum frameworks.

On September 22, 2022, 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. 2223-18 stating the Etiwanda School District certifies that each pupil, including each English learner, has sufficient textbooks or instructional materials which are aligned to the state content standards adopted pursuant to Education Code 60605 and/or the Common Core Standards adopted pursuant to Education Code 60605.8 in the following subjects: mathematics, English language arts (including an English language development component), science, and history-social science.

Year and month in which the data were collected

September 2022

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" (K-5) and "StudySync" (6-8)	Yes	0%
Mathematics	Houghton Mifflin-Harcourt "Go Math!" (K-5) and Glencoe "California Math" (6-8)	Yes	0%
Science	Amplify Science (K-5) and Holt, Rinehart and Winston "California Science" (6-8)	Yes	0%
History-Social Science	Harcourt Brace "Reflections" (K-5) and Glencoe/McGraw-Hill "Discovering Our Past" (6-8)	Yes	0%

School Facility Conditions and Planned Improvements

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. Facilities and Operations (F&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 Facilities and Operations (F&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 F&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. F&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.

Year and month of the most recent FIT report

May 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Welded tab in edge of door that holds latch bolt, touched up paint, clean, lube, and straighten pull door handle

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	81	N/A	68	N/A	47
Mathematics (grades 3-8 and 11)	N/A	78	N/A	56	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	502	492	98.01	1.99	81.10
Female	243	239	98.35	1.65	83.26
Male	258	252	97.67	2.33	78.97
American Indian or Alaska Native	--	--	--	--	--
Asian	168	164	97.62	2.38	85.98
Black or African American	18	18	100.00	0.00	77.78
Filipino	27	27	100.00	0.00	88.89
Hispanic or Latino	131	129	98.47	1.53	76.74
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	50	50	100.00	0.00	72.00
White	106	102	96.23	3.77	81.37
English Learners	69	63	91.30	8.70	53.97
Foster Youth	--	--	--	--	--
Homeless	42	39	92.86	7.14	76.92
Military	--	--	--	--	--
Socioeconomically Disadvantaged	145	141	97.24	2.76	74.47
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	45	40	88.89	11.11	50.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	502	496	98.80	1.20	77.82
Female	243	240	98.77	1.23	74.58
Male	258	255	98.84	1.16	80.78
American Indian or Alaska Native	--	--	--	--	--
Asian	168	168	100.00	0.00	88.69
Black or African American	18	18	100.00	0.00	72.22
Filipino	27	27	100.00	0.00	88.89
Hispanic or Latino	131	130	99.24	0.76	62.31
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	50	50	100.00	0.00	82.00
White	106	101	95.28	4.72	76.24
English Learners	69	68	98.55	1.45	54.41
Foster Youth	--	--	--	--	--
Homeless	42	40	95.24	4.76	70.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	145	142	97.93	2.07	68.31
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	45	40	88.89	11.11	52.50

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	68.54	NT	43.48	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	179	178	99.44	0.56	68.54
Female	92	92	100	0	68.48
Male	87	86	98.85	1.15	68.6
American Indian or Alaska Native	--	--	--	--	--
Asian	55	55	100	0	80
Black or African American	--	--	--	--	--
Filipino	12	12	100	0	50
Hispanic or Latino	44	44	100	0	59.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100	0	73.68
White	42	41	97.62	2.38	65.85
English Learners	26	26	100	0	23.08
Foster Youth	0	0	0	0	0
Homeless	13	13	100	0	61.54
Military	--	--	--	--	--
Socioeconomically Disadvantaged	55	55	100	0	69.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100	0	58.33

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

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 (Stephanie Ratkovic) 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

2022-23 Opportunities for Parental Involvement

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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	947	940	143	15.2
Female	451	446	66	14.8
Male	495	493	77	15.6
American Indian or Alaska Native	2	2	1	50.0
Asian	338	336	27	8.0
Black or African American	36	36	9	25.0
Filipino	49	49	4	8.2
Hispanic or Latino	239	237	59	24.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	66	66	4	6.1
White	198	196	34	17.3
English Learners	198	195	26	13.3
Foster Youth	5	5	0	0.0
Homeless	74	73	14	19.2
Socioeconomically Disadvantaged	307	304	56	18.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	104	103	24	23.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.20	0.57	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.02	1.02	0.20	3.17
Expulsions	0.00	0.00	0.00	0.01	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The Comprehensive School Site Safety Plan (CSSP) has been developed in collaboration with school staff and District administration to fulfill Senate Bill 187 requirements. Components of this plan include, but are not limited to, child abuse reporting protocols, teacher notification of dangerous pupil incidents, disaster response, sexual harassment policies, dress code, and safe arrival/departure procedures. The CSSP is annually reviewed, updated, and approved by local law enforcement, the fire department, school staff, and the school site council.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	6	
1	25		6	
2	31		5	1
3	24		7	
4	34		4	1
5	13	7	5	
Other	8	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	5	
1	25	3	2	1
2	17	2	6	
3	25	1	5	1
4	24	1	6	
5	22	1	5	
Other	8	7		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	10	5	
1	24	2	3	1
2	7	28	1	1
3	28		5	1
4	21	1	6	
5	13	8	6	
Other	4	72		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	2.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,125.68	\$1,768.94	\$8,356.74	\$83,766.01
District	N/A	N/A	\$8,433.19	\$89,753
Percent Difference - School Site and District	N/A	N/A	-0.9	-6.9
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	23.6	-4.1

2021-22 Types of Services Funded

In addition to general fund state funding, Etiwanda School District receives state and federal categorical funding for special programs. For the 2021-2022 school year, the district received approximately \$1,428.00 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

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,773	\$52,641
Mid-Range Teacher Salary	\$83,685	\$83,981
Highest Teacher Salary	\$114,050	\$107,522
Average Principal Salary (Elementary)	\$130,789	\$136,247
Average Principal Salary (Middle)	\$130,789	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$235,602	\$242,166
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

The professional development provided and sponsored by the Etiwanda School District is aligned with federal and state accountability requirements, the Local Control Accountability Plan (LCAP), California state content standards, and student assessment data. Professional learning is planned and calibrated through the California Department of Education Quality Professional Learning Standards. With intentional connections to the Etiwanda School District Strategic Priorities and Initiatives, all certificated staff are supported through multiple district-sponsored professional development opportunities including full-day, after-school, and school site staff meeting training sessions. In addition, all educators have the option to utilize grade-level collaboration and planning support as well as in-class support from the Etiwanda Professional Development Team. All staff members are encouraged to attend additional non-district- sponsored workshops and conferences, including opportunities sponsored by the San Bernardino County Superintendent of Schools to support identified areas of need, growth, or interest.

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, prior to the start of the school year, new teachers attend sessions on equity through culturally and linguistically responsive teaching and learning, 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.

The Etiwanda School District recognizes the impact of all employees; therefore, it ensures that paraprofessionals, classified, and non-instructional staff are prepared and supported for the work they execute with yearly staff notifications, staff development, and staff meetings. Additional professional development for all staff includes culturally responsive practices when engaging with colleagues and students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	28	116	180