



# CARYN ELEMENTARY

## School Accountability Report Card

A Report of 2005-06 School Activity Published in 2006-07

### Caryn Elementary School

Grades K-5

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*The statistical information disclosed in this report is obtained from the California Department of Education and the Etiwanda School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Data for the instructional materials and school facilities sections was acquired September 2006.*

### PRINCIPAL'S MESSAGE

The purpose of the School Accountability Report Card is to provide parents with information about Caryn Elementary School's instructional programs, academic achievement, materials, facilities, and staff. Caryn Elementary School has an ongoing tradition of academic excellence and welcomes this opportunity to tell you more about us.

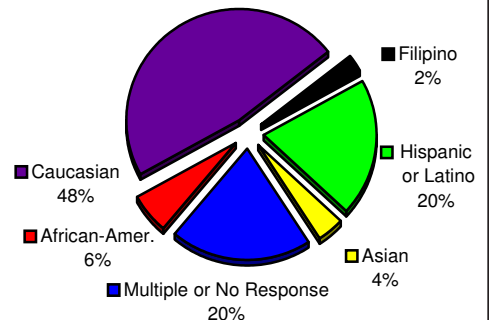
The staff at Caryn Elementary School believes each child is unique and deserving of a rich educational environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science, and social science.

The hard working staff is both skilled and dedicated to the success of our students. We are fortunate to have many experienced and knowledgeable teachers eager to make a difference for our students. We believe in a student-centered approach that 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.

Parents and the community play a very important role in the school. Understanding the school's educational program, student achievement, and curriculum development can assist both school and community in ongoing program improvement.

Caryn Elementary is a small, neighborhood school in a planned community located in the northwest region of the district's boundaries. During the 2005-06 school year, 332 K-5 students residing in the city of Alta Loma were enrolled. Demographic composition of student enrollment includes 13% receiving special education services, 5% qualifying for English language learner support, and 7.9% qualifying for free or reduced-price lunch.

Percentage of Students by Ethnicity  
2005-06 Enrollment: 332



### 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 eleven K-5 elementary schools and four middle schools (grades 6-8). Etiwanda's graduating eighth grade students are served by Chaffey Joint Union High School District for grades 9-12. Home schooling programs, preschool programs, 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.

Caryn Elementary houses the Etiwanda Preschool Program, C.L.O.U.D.S. (Creative Learning Opportunities and Understanding Differences in Students). The preschool program emphasizes the development of self-esteem, social skills, and intellectual growth through exploration, discovery, and play. Parents may enroll their child(ren) in either the morning or afternoon sessions Monday through Thursday. Children ages 3-5 years living within the district's boundaries are eligible for enrollment. For more information, contact the school office or visit the district's web site at www.etiwanda.k12.ca.us.

District-sponsored, fee-based child care is available Monday through Friday for Caryn Elementary school-age students. The day care center is open from 6:30 a.m. to 6:00 p.m. Participating students are provided enrichment activities in art, music, literature, and physical education. More information about the day care program may be obtained from the district's web site or school office staff.

## SCHOOL MISSION

The staff of Caryn Elementary School is dedicated to the development of all students who through problem solving experiences, physical fitness, and overall academic excellence will demonstrate the skills necessary to be productive citizens showing personal accountability and sensitivity for themselves and a global society.

## PARENT INVOLVEMENT

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. Staff welcome parents' assistance in the classroom and with field trips, fitness programs, and choir trips. Back to School Night, Open House, student concerts, and PTA-sponsored activities provide many opportunities for parents to interact with school staff while supporting their child's efforts. The School Site Council and Parent Teacher Association (PTA) enable parents to provide oversight and input on the school budget, activities, and educational programs. Caryn Elementary's Resource Center offers a variety of helpful tools and materials for parents to support the learning process at home. Parents who would like get more involved or volunteer their time may contact the school secretary at (909) 941-9551.

School-to-home communication takes place in a variety of formats. On a weekly basis, students take home a "Wednesday Folder" which contains completed assignments and memos from school staff. The principal issues a monthly newsletter to update parents on what's happening in school, upcoming events, seasonal topics, PTA meeting dates, health and safety tips, fundraising announcements, and student recognition. The school's web site features general information about the school and its activities, programs, and staff. Parents may access ESPRI (Etiwanda Student Parent Resource Interface) to view resources that support student learning, study skills, research, and enrichment. The district maintains an online mailing list for parents who wish to receive e-mail announcements and messages related to Caryn Elementary or the district. The school marquee, flyers, automated telephone system, and parent conferences are used to convey important messages, reminders, and announcements concerning students and school activities. Teachers contact parents directly to share positive student achievements or discuss concerns.

## STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Caryn Elementary offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include end-of-unit tests, daily classroom performance, benchmark assessment results, and state assessment results.

## ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessment by the year 2014. Meeting Adequate Yearly Progress (AYP) milestones helps determine whether students are reaching

proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups.

For the 2005-06 AYP cycle, elementary and middle schools must achieve a 24.4% or higher proficiency rate in English/language arts and 26.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST (grades 2-8) and obtaining an API growth score of 590 or higher or increasing the API growth by one point.

The AYP table in this report illustrates the school's specific student subgroups, referred to as "numerically significant subgroups," that either met or did not meet AYP criteria. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### Adequate Yearly Progress (AYP) Results Reported by Indicator and Compared to District Performance 2005-06

Did the school and district meet or exceed 2006 AYP performance criteria in each of the areas listed below?

AYP Indicator	Caryn	ESD
Overall School Results	Yes	Yes
Participation Rate - 2005-06 Target Rate - 95%		
English-Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient (CST Exam)		
English-Language Arts	Yes	Yes
2005-06 Target Rate - 24.4%		
Math	Yes	Yes
2005-06 Target Rate - 26.5%		
API	Yes	Yes
Increase API by one point		
Graduation Rate*	N/A	N/A

\*Graduation Rate applies to grades 9-12 only.

## DISTRICT BENCHMARK ASSESSMENTS

Etiwanda School District administers its own set of student assessments ("benchmarks") which are combined with writing portfolios, end-of-unit tests, and overall classroom performance to evaluate instructional programs and measure student proficiency. Benchmark assessments are in alignment with California State Content Standards and Frameworks. During the 2005-06 school year, benchmark assessments for language arts and math were administered three times a year to all students in grades K-8. Test results are used to 1) help teachers identify areas where instruction may or may not be effective, 2) guide classroom instruction, and 3) identify students who need targeted academic assistance or intervention. Individual student results are accessible on the Internet through the ESPRI link on the district and school web sites (<https://espri.etiwanda.k12.ca.us/edtrack/> and <https://espri.etiwanda.k12.ca.us/>).

## CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

## STANDARDIZED STATE ASSESSMENTS

Students at Caryn Elementary participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2) in 2003-04 and 2004-05, the Aprenda 3 in 2005-06, and the California Alternative Performance Assessment (CAPA).

### CAT/6 Test Results

#### All Students

#### Percentage of Students Scoring At or Above Average (50th Percentile Rank)

	Caryn			ESD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Reading	51	56	42	52	54	52	43	41	42
Math	59	69	65	63	65	65	51	52	53

Only third and seventh grade students participated in the 2004-05 and 2005-06 administration of the CAT/6 exam.

### CAT/6 Test Results

#### Numerically Significant Ethnic Subgroups

#### Percentage of Students Scoring At or Above Average (50th Percentile Rank) 2005-06

	Caryn						
	African- Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Reading	*	*	*	*	38	*	32
Math	*	*	*	*	71	*	58

\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.

**CAT/6 Test Results**  
**Other Numerically Significant Subgroups**  
**Percentage of Students Scoring At or Above Average (50th Percentile Rank)**  
**2005-06**

**Caryn**

	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
Reading	37	48	*	*	*	
Math	67	64	*	*	*	

**California Standards Test Results**  
**All Students**  
**Percentage of Students Scoring at Proficient & Advanced Levels**

	Caryn			ESD			California		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
English-Language Arts	57	67	68	46	52	55	36	40	42
Math	51	63	62	49	53	57	34	38	40
Science	35	34	61	30	39	39	25	27	35
History				29	34	41	29	32	33

*Only grades 5, 9, 10, and 11 take the Science portion of this exam and only grades 8, 10, and 11 take the History portion.*

**California Standards Test Results**  
**Numerically Significant Ethnic Subgroups**  
**Percentage of Students Scoring at Proficient & Advanced Levels**  
**2005-06**

**Caryn**

	Amer. Indian or Alaskan Native		Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
	African-Amer.						
English-Language Arts	65	*	*	*	55	*	75
Math	59	*	*	*	52	*	68
Science	*		*	*	42		67
History							

*\*Less than 10 students were tested; to protect confidentiality, these results are not disclosed. In cases where a % is not provided, no students were tested in the subgroup or subject area.*

**California Standards Test Results**  
**Other Numerically Significant Subgroups**  
**Percentage of Students Scoring at Proficient & Advanced Levels**  
**2005-06**

**Caryn**

	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	63	73	*	57	43	
Math	68	57	*	52	32	
Science	62	61		*	*	
History						

**Academic Performance Index (API)**  
**Three-Year Performance Comparison**

	2006 API Score	API Rank		
		03-04	04-05	05-06
Statewide Rank		7	8	8
Similar Schools Rank		3	3	7
Results	2006 API Score	Increase/Decrease in API		
Schoolwide - All Students	850	03-04	04-05	05-06
Ethnic Subgroups				
Hispanic or Latino	796	26	51	-2
Caucasian	877	16	37	20
Other Subgroups				
English Learners	*			
Students with Disabilities	*			

*\*Not a significant subgroup.*

The CAT/6 measures achievement based on student comparison; the CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

**CAT/6**

The CAT/6 tables in this report show the percentage of students who scored at the 50th percentile or above. For those categories that are blank in the adjacent tables, either no students met subgroup criteria, or when less than ten students are tested in a single group, results are not disclosed to maintain confidentiality. Additional detail including grade level results can be obtained from the CDE's website <http://star.cde.ca.gov/>.

**CALIFORNIA STANDARDS TESTS (CST)**

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards. All school districts in the State of California are required to report their CST results in comparison to the state average.

The CST tables in this report illustrate the percentage of Caryn Elementary students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov/>.

**PHYSICAL FITNESS**

In the spring of each year, Caryn Elementary is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2005-06 fitness exam, 16.7% of fifth grade students tested scored in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website <http://www.cde.ca.gov/ta/tg/pf/>.

**ACADEMIC PERFORMANCE INDEX**

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API measures academic performance and growth of California's schools based on a numeric scale ranging from a low 200 to a high 1000. Academic growth is measured by subtracting the base year API from the growth API. API growth scores are based upon the results of state standardized tests (CAT-6 and

CST, located on pages two and three of this report). Schools that do not meet or exceed their growth targets and ranked in the bottom half of the statewide distribution may qualify for intervention program funding. Each annual API reporting cycle includes two reports: a base report, which is released after the first of the calendar year, and a growth report, which is released after school starts in the fall. These reports are based on APIs calculated in exactly the same fashion with the same indicators but using test results from two different years.

The API table in this report highlights Caryn Elementary's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 50 valid scores comprising at least 15% of the valid test scores.

### No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2005-06, Caryn Elementary did not participate in the Title I program and therefore not subject to comply with Title I program participation requirements. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be found on the CDE's website <http://www.cde.ca.gov/ta/ac/ay/>.

#### Title I Program Improvement (PI) Status

	Caryn	ESD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
Year Exited PI	N/A	N/A
No. of Schools Currently in PI		0
Percent of Schools Currently Identified for PI		0.0%

## SCHOOL FACILITIES & SAFETY

### SCHOOL FACILITIES

Caryn Elementary provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1989; ongoing maintenance ensures school

### Campus Description

	Qty.
Year Built	1989
Acreage	6.5 acres
Square Footage	31,264 sq. ft.
# of Permanent Classrooms	19*
# of Portable Classrooms	0
# of Restrooms (student use)	2 sets & 2 unisex
Computer Lab	1
Library	1
Language/Speech/Hearing Class	1
Resource Specialist Class	1
Preschool Classes	3
Childcare Rooms	2
Staff Lounge/Work Room	1
Cafeteria/Multipurpose Room	1

\*Includes specialty rooms.

facilities are kept safe, in good working condition, and continue to provide adequate space for students and staff. During the 2005-06 school year, the district allocated over \$20,000 campus improvements to maintain a safe and fully functioning campus. Completed projects included:

- Landscaping improvements in the courtyard and removing dry brush
- Deep cleaning air vents and replacing discolored ceiling tiles
- Painting interior walls in cafeteria and nurse's office

### CAMPUS SUPERVISION

Students, parents, and school staff participate in the school's walking program every morning until 8:00 a.m. Four teachers are assigned supervision duty and are strategically stationed at the front of the school, on the playground, on the upper playing fields, and in the kindergarten playground as the remainder of students arrive on campus. Parents escort their preschool child(ren) to their assigned classroom.

Assigned teachers supervise students on the playground during recess. Five proctors share supervision of students in the cafeteria and on the playground during the lunch period. When students are dismissed at the end of the day, one teacher and the principal are stationed as the front of the school to ensure students leave campus in a safe and orderly manner. All first grade teachers escort their students to the student pickup area and remain in that location until all their students have been released to an authorized parent or guardian. All kindergarten and preschool students are released from their classroom to an authorized parent or guardian. The principal, proctors, school office staff, and all teachers carry hand-held radios to quickly facilitate routine and emergency communications.

### SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was originally developed for Caryn Elementary in collaboration with local agencies and district administration to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Caryn Elementary's most current school safety plan was reviewed on January 27, 2006, updated on December 5, 2006, and shared with school staff on February 6, 2007.

### CAMPUS MAINTENANCE

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

School staff and the district's maintenance department work together to ensure playgrounds, classrooms, and campus grounds are well-maintained. Maintenance and Operations (M&O) employs a work order process enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Teachers notify either school office staff or the custodian to request completion of unscheduled projects. Designated office staff or the custodian 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 meet on a daily, informal basis 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 the current condition of facilities. Caryn Elementary's most recent inspection took place on December 21, 2005; 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.

#### School Site Inspection Most Recent Inspection: December 21, 2005

Inspection Area	In Good Repair?
Gas Leaks	Yes
Mechanical Systems	Yes
Windows/Doors/Gates (Interior & Exterior)	Yes
Interior Surfaces (Walls, Floors, & Ceilings)	Yes
Hazardous Materials (Interior & Exterior)	Yes
Structural Damage	Yes
Fire Safety	Yes
Electrical (Interior & Exterior)	Yes
Pest/Vermin Infestation	Yes
Drinking Fountains (Inside & Outside)	Yes
Restrooms	Yes
Sewer	Yes
Playgrounds/School Grounds	Yes
Other	N/A

100% of restrooms were fully operational during the 2005-06 school year.

Caryn 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.

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 Friday to maintain Caryn Elementary's landscaping and irrigation systems.

**DEFERRED MAINTENANCE**

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. During the 2005-06 school year, Caryn Elementary received \$3,907 in deferred maintenance funds to replace flooring in cafeteria's kitchen.

**CLASSROOM ENVIRONMENT**

**DISCIPLINE & CLIMATE FOR LEARNING**

Caryn Elementary teachers take a proactive approach to minimizing classroom disruptions. Each teacher has developed their own grade-appropriate classroom management and incentive plans to promote a productive, positive environment for learning.

At the beginning of the school year, behavioral expectations, school rules and consequences for poor conduct are clearly outlined in the student handbook, discussed at "rules" assemblies, and reviewed during classroom orientations. School rules are posted in each classroom. Some playground game rules are painted on the concrete play areas. On an as-needed basis throughout the year, teachers remind students to conduct themselves in a

safe, responsible, and respectful manner.

Caryn Elementary employs a progressive discipline approach which begins in the classroom. The behavior improvement process involves the student, teacher, and parent. Students continuing to have difficulty with their behavior are referred to the principal who considers past behavior and severity of infraction when determining disciplinary action. Consequences are administered in a fair, firm, and consistent manner.

Caryn Elementary offers many opportunities for students to earn recognition for their efforts in demonstrating positive behavior and academic achievements. Students who are "Caught Being Good" are eligible for monthly incentive prize drawings. In each classroom, one student is selected by their teacher to receive the Star of the Week Award. By the end of the school year, every child has been recognized as Star of the Week and their unique accomplishments celebrated. At monthly assemblies, awards are presented for outstanding citizenship, academics, reading, and fitness. Students who reach designated milestones in reading and math are rewarded with a collector's dog tag and a personal phone call from the principal to share the good news with the child's parent(s).

**ENRICHMENT ACTIVITIES**

Enrichment activities are embedded in the school curriculum and supplemented with after school activities. Students are encouraged to participate in choir and Reflections (fine arts program). Gifted and Talented Education activities are available to qualified students. After-school activities are available for a fee.

**STUDENT ATTENDANCE**

Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Caryn Elementary monitors student attendance very closely. Parents of those students exhibiting excessive absences are promptly notified by office staff. During the 2005-06 school year, Caryn Elementary achieved a 96.29% annual attendance rate; the average annual attendance rate for all schools in the district was 96.29% (2006-07).

**CLASS SIZE**

Caryn Elementary maintained an overall average class size of 20.7 students for the 2005-06 school year. The average class size statewide for 2005-06 was 27.3 students (per classroom).

Caryn Elementary participates in the state's Class Size Reduction Program (CSR) for grades K-3. This program provides funding to hire additional teachers to assist schools in reducing K-3 class sizes to 20 students or less. During the 2005-06 school year, 50% of kindergarten and 100% of 1-3 classes at Caryn Elementary participated in the CSR Program.

Percentage of K-3 Classrooms Participating in the Class Size Reduction Program				
Grade	2003-04	2004-05	2005-06	
K	0	0	50%	
1	100%	100%	100%	
2	100%	100%	100%	
3	100%	100%	100%	

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Class Size Distribution Self-Contained Classes				
2003-04				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	28.0		2	
1	18.0	3		
2	20.0	2		
3	18.7	2		
4	29.5		2	
5	21.7	1	2	
Combo 2-3	20.0	1		
2004-05				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	26.5		2	
1	17.3	2		
2	18.5	2		
3	19.0	3		
4	26.0		2	
5	30.5		2	
Combo 1-2	20.0	1		
2005-06				
Grade	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
K	22.0	1	1	
1	19.2	3		
2	19.5	3		
3	20.0	2		
4	30.0		1	
5	31.0		1	
Combo 3-4	20.0	1		
Combo 4-5	30.0		1	

**INSTRUCTIONAL TIME**

During the 2005-06 school year, Caryn Elementary offered 180 days of instruction comprised of 139 regular days and 41 minimum days. Minimum days are held every Monday; the additional time in the afternoon is used for teacher preparation, lesson planning, committee meetings, and teacher training.

All instructional minutes offered at Caryn Elementary during the 2005-06 school year exceeded state requirements specified in the California Education Code Section. The table below is a comparison of the minutes offered compared to the state's instructional time requirements.

Instructional Minutes		
2005-06		
Grade Level	Actual Minutes Offered	State Requirement
K	36,000	36,000
1-3	56,945	50,400
4-5	57,669	54,000

Suspensions & Expulsions			
	Caryn		
	03-04	04-05	05-06
Suspensions (#)	0	3	0
Suspensions (%)	0.00%	0.92%	0.00%
Expulsions (#)	0	0	0
Expulsions (%)	0.00%	0.00%	0.00%
ESD Grades K-5			
	03-04	04-05	05-06
Suspensions (#)	110	113	143
Suspensions (%)	1.55%	1.51%	1.85%
Expulsions (#)	0	0	1
Expulsions (%)	0.00%	0.00%	0.01%

*This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days and then suspended a month later for three days is counted as two cases of suspension.*

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

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 2005-06 school year, Caryn Elementary 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. Caryn Elementary sponsored one site-based staff development day to introduce and train teachers on using web-based resources to stimulate and enhance classroom instruction. Throughout the school year, staff development activities were integrated into staff meetings; training topics included the Marzano Strategies (effective classroom instruction strategies), use of hand-held radios, and emergency procedures.

The district sponsors professional development to supplement current programs and support ongoing districtwide program implementation. Training sessions were offered throughout the school year and 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 AB75 workshops to develop and improve leadership skills.

Induction/BTSA (Beginning Teacher Support and Assessment), a state-sponsored program, is designed for first- and second-year 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 eight 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 school to participate in its specially-designed training sessions addressing effective classroom management and teaching strategies. The principal may request instructional assistants to attend district-sponsored training sessions. Instructional assistants benefit from attending

workshops on Project Read and Read Naturally 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.

### INSTRUCTIONAL MATERIALS

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 October 12, 2006, 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. 0607-31 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.

#### District Adopted Textbooks

Year Adopted	Publisher	Grades
<b>Math</b>		
2001	Sadlier-Oxford <i>Progress in Mathematics</i>	K-5
<b>Language Arts</b>		
1999	Houghton Mifflin <i>Spelling &amp; Vocabulary</i>	K-5
2002	Houghton Mifflin <i>A Legacy of Literature</i>	K-5
<b>Science</b>		
2001	Houghton Mifflin <i>Discovery Works</i>	K-5
<b>Social Science</b>		
2006	Harcourt Brace <i>History/Social Science</i>	K-5

### LIBRARY RESOURCES

The school library is open from 9:45 a.m. to 2:45 p.m. and staffed by one five-hour library clerk. Student have access to 10,108 titles in all reading levels; approximately 40 titles are available in Spanish. Students have access to reference materials, encyclopedias, newspapers, and magazines. Four Internet-accessible computers

are available for title searches, research, and Accelerated Reader testing. Students visit the library once a week with their class and may visit independently during class time with their teacher's approval.

### TECHNOLOGY RESOURCES

During the 2005-06 school year, Caryn Elementary had a total of 105 computers which equates to one computer for every three students. Each classroom has, on average, five computers for student use; all classrooms have Internet access. Classroom computers are used for Accelerated Reader, writing projects, research, and skill-building activities. Teachers determine the best methods to integrate technology into language arts and social science lessons in accordance with district technology standards. Every year, all K-5 students are required to complete three projects using technology resources. Caryn Elementary has one 36-station computer lab which is used for whole class instruction, Accelerated Reading, word processing, research, and skill building exercises. Teachers have access to an LCD projector to enhance class lessons using graphics presentations and [unitedstreaming](#).

### SCHOOL LEADERSHIP

Leadership is a responsibility shared among the principal, leadership team, and parents. Principal Julie Hilberg is responsible for the day-to-day operations of the school and overall instructional program. At the beginning of the 2006-07 school year, Ms. Hilberg began her fourth year as principal of Caryn Elementary. She has been in the educational field for 30 years and serving the Etiwanda School District for the past 16 years. Ms. Hilberg's professional certifications include:

- Bachelor's degree in math
- Master's degree in educational administration
- Life Multiple Subject Teaching Credential
- Clear Administrative Services Credential
- Certificate of Completion of Staff Development

Caryn Elementary's leadership team is comprised of the principal and three lead teacher representatives. Team members meet at least once a month to address schoolwide curriculum and operational concerns. Lead teachers are responsible for the oversight and supervision of designation areas as well as supporting the principal in leading program implementation.

The School Site Council (SSC) is comprised of the principal, teachers, classified staff, and parents. The SSC meets three times a year and takes an advisory role in evaluating school programs and progress in meeting school goals. Team members serve as liaison between the school and community and are responsible for approving the annual budget, school site plan, and school safety plan.

Staff meetings are held every other Wednesday for all teaching staff to discuss schoolwide issues and participate in ongoing professional development exercises. Grade level teams meet at least once a month and follow an agenda prepared by the principal; topics of discussion are focused on academic progress, intervention strategies, and instructional needs.

### SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California State Content Standards and Frameworks approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned curriculum. Caryn Elementary structures its educational program

so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

Students identified as English Learners (EL) are placed with a teacher who has been certified to teach English learners. Students are clustered in the classroom to receive differentiated instruction by their home-room teacher. English learners receive 30 minutes of English Language Development (ELD) instruction as a supplement to their regular language arts lessons. ELD instruction focuses on developing listening and speaking skills to provide a foundation for success in language arts, communication, and social skills. Teachers use Rosetta Stone and Carousel of Ideas as an intervention strategy to help students acquire the English language as quickly as possible. Carousel of Ideas integrates listening, speaking, reading, and writing with major content areas and emphasizes development of fine literature, phonics, and literacy skills. Rosetta Stone is a software-based language acquisition program adaptable to all language-learning levels. As students increase fluency in the English language, teachers continue to monitor student performance through CELDT results and adjust instruction as needed to ensure continued success.

The special education program is staffed by a resource specialist teacher and two resource specialist aides who provide individual and small group instruction in the resource room and in the general education environment. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education classroom. The IEP team meets annually to 1) establish goals and objectives, 2) define academic instruction, 3) evaluate the effectiveness of the student's plan, and 4) make adjustments as necessary.

Caryn Elementary offers a Gifted and Talented Education program for students in grades 4-5 who have been recognized as high achievers by their teachers and through district testing. GATE students receive differentiated instruction from their classroom teachers. GATE students participate in math competitions throughout the year. Throughout the school year, GATE students are encouraged to participate in thematic after-school programs meeting once a week over a 6-8 week period.

Caryn Elementary offers many programs to support students not meeting grade level proficiency standards. Intervention and remediation programs are provided during school hours. Analyzing and identifying students who need additional academic assistance is a top priority during leadership and grade level team meeting discussions. Teachers use student assessment results and classroom performance on end-of-unit tests to evaluate student progress and identify students performing below grade level proficiency standards in reading, language arts, and math. Identified students are then placed in a supplemental program that fits their academic needs and learning levels. Intervention strategies include:

- Writing: teachers establish, monitor, and adjust goals for student performance. Classroom instruction is adjusted on an ongoing basis to ensure students master grade level skills and meet proficiency targets.

- Teacher Tutoring: small group and individual tutoring is provided on an as needed basis.

- Kindergarten Aides: one instructional aide is assigned to kindergarten classrooms and collaborates with classroom teachers to provide small group and individual instruction based upon students' needs.

- Reading Intervention Groups: students who are performing at the basic or below basic levels in reading state assessments are placed in a 30-minutes reading intervention program. Students are assigned to one of three groups based on their fluency level in language arts and reading. Students who need assistance with comprehension receive instruction from resource specialists and instructional aides; student follow the Houghton Mifflin curriculum for guided reading instruction. Students who need to increase fluency levels are placed in the Read Naturally program which uses a software-based tool to increase fluency and comprehension skills. Students who are struggling with overall reading skills receive instruction focusing on phonemic awareness and blending; teachers use LIPS®, Pathways, and Rewards programs to facilitate intervention activities and lessons.

## PROFESSIONAL STAFF

### TEACHER ASSIGNMENT

For the 2005-06 school year, Caryn Elementary employed a total of 18 teachers, 16 of which were fully credentialed. Nine teachers possess the required credentials to teach English Language Learners. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

## SUBSTITUTE TEACHERS

Caryn Elementary often experiences difficulty finding qualified substitutes when a teacher is absent due to illness, injury, or bereavement. If a substitute teacher is not available, the principal will take the role of substitute or the absent teacher's class is divided and students are placed in another class in the same grade level.

Teachers applying for a substitute position must possess a bachelor's degree and have passed the CBEST exam. More than 300 qualified substitutes are available in Etiwanda School District's pool of substitutes comprised primarily of aspiring teachers.

## TEACHER EVALUATIONS

Etiwanda School District believes that regular and comprehensive evaluations can help instructional staff improve their teaching skills and raise students' levels of achievement. Teacher evaluation procedures and criteria are defined in the district's collective bargaining agreement in accordance with policies established by the Board of Trustees. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Probationary teachers are evaluated twice a year; teachers with permanent status are evaluated every other year. Evaluations are performed by the principal who has been trained and certified for competency to perform

### Teacher Credentials & Assignments

	Caryn			ESD		
	03-04	04-05	05-06	03-04	04-05	05-06
Total Teachers	18	17	18	526	541	553
Teachers with Full Credential	18	16	16	488	523	536
Teachers without Full Credential	0	1	2	38	18	17
Teachers in Alternative Routes to Certification	0	1	1	29	13	12
Pre-Internship	0	0	0	3	2	0
Teachers with Emergency Permits	0	0	0	7	4	8
Teachers with Waivers	0	0	0	0	0	0
Teachers Teaching Outside Subject Area	0	0	0	0	0	0
Teacher Misassignments - Total	0	0	0	0	0	0
Other Misassignments of Certificated Staff	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0

### Percentage of Core Classes:

	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
	2005-06	2005-06
Caryn	100.0	0.0
District Totals		
All Schools	96.0	4.0
High-Poverty Sch.	0.0	0.0
Low-Poverty Sch.	95.0	5.0

### Teacher Education Levels

	2005-06	
	Caryn %	ESD %
Doctorate	0.0	0.0
Master's Degree plus 30 or more semester hours	44.4	31.3
Master's Degree	0.0	7.2
Bachelor's Degree plus 30 or more semester hours	44.4	53.3
Bachelor's Degree	11.1	8.1
Less than a Bachelor's Degree	0.0	0.0

teacher evaluations. A teacher whose evaluation does not meet specific evaluation criteria, as outlined in the collective bargaining agreement, is provided additional training and support by the principal or veteran teachers. Teachers with an unsatisfactory evaluation are required to prepare a "needs improvement plan" and participate in the PAR program. The teacher remains in PAR until a satisfactory evaluation is obtained. Teachers who are unable to demonstrate satisfactory performance are referred to the district's Board of Trustees who make the final determination regarding disciplinary action and dismissal.

**COUNSELING & SUPPORT SERVICES STAFF**

Caryn Elementary makes every effort to meet the academic, emotional, and physical needs of its students. Counseling support is provided by West End Family Counseling on an as needed basis. The school nurse visits Caryn Elementary once a week to prepare care plans for special needs students, perform mandatory health screenings, and coordinate resources for psychological, emotional, or social interventions to improve student learning. The school secretary, office clerk, and office support staff administer first aide and assist children who are not feeling well.

**Counselors & Support Personnel  
(Nonteaching Professional Staff)  
2005-06**

	No. of Staff	FTE
Counselor	*	
Nurse	1	0.2

FTE = Full-Time Equivalent

\*Counseling services are contracted on an as-needed basis with West End Family Counseling.

**DISTRICT EXPENDITURES**

**SALARY & BUDGET COMPARISON**

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

Salary Comparison 2004-05		
	ESD	State Average of Districts in Same Category
Beginning Teacher Salary	\$40,166	\$38,554
Mid-Range Teacher Salary	\$62,509	\$62,649
Highest Teacher Salary	\$80,568	\$76,437
Average Principal Salaries:		
Elementary School	\$101,193	\$95,882
Middle School	\$102,732	\$98,355
Superintendent Salary	\$132,600	\$150,227
Percentage of General Fund Expenditures For:		
Teacher Salaries	50.3%	43.8%
Administrative Salaries	5.1%	5.4%

**EXPENDITURES PER STUDENT**

For the 2004-05 school year, Etiwanda School District spent an average of \$5,546 to educate each student (based on 2004-05 audited financial statements and in accordance with calculations defined in Education Code §41372). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education per Pupil 2004-05					
Expenditures Per Pupil	Dollars Spent per Student				
	Caryn	ESD	% Difference - School and District	State Average for Districts of Same Size & Type	% Difference - School Site and State
Total Restricted and Unrestricted	\$273	\$215	127.2%	N/A	N/A
Restricted (Supplemental)	\$52	\$84	61.8%	N/A	N/A
Unrestricted (Basic)	\$221	\$131	168.9%	\$4,743	4.7%
Average Teacher Salary	\$63,756	\$57,542	110.8%	\$57,838	110.2%

In addition to general fund state funding, Etiwanda School District receives state and federal categorical funding for special programs. For the 2004-05 school year, the district received approximately \$1,205 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
- Home-to-Transportation
- Instructional Materials
- Math and Science
- Peer Assistance & Review
- School Improvement Program
- Special Education
- Special Education Transportation
- Staff Development
- Title I