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36676946097646

Grades 6-8

Rancho Cucamonga Middle School

School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

Nyesha Williams, Principal

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Cucamonga School District

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About This School

School's Mission Statement
Rancho Cucamonga Middle School Community will empower students to achieve academic excellence and social responsibility using proven methods for successful results.

School Description
Rancho Cucamonga Middle School (RCMS) was established in 1977 and encompasses the communities of both Rancho Cucamonga and Ontario. RCMS services approximately 800 6th, 7th and 8th-grade students and operates on a modified traditional calendar.

Principal's Message
It is my pleasure to welcome you to Rancho Cucamonga Middle School. RCMS is an outstanding school with amazing students, families, teachers, and support staff. We believe that as a member of the Lion community, we will grow together. Together, we will ensure our students receive an exceptional middle school experience. While providing a safe learning environment for our students, we maintain a focus on growth. We believe that as a result of joining our school community, each of us will grow academically, behaviorally and socially. Focusing on growth promotes the individual development of each child. At RCMS, we celebrate the diversity of our learning population. We honor that each student comes to RCMS with a variety of experiences upon which to build, and it is our responsibility to identify the talents of each of our students and use those talents to ensure their journey of growth.

We encourage family engagement within our school, as your participation can have a positive impact on student performance. The school year promises to be an exciting journey. We are resolved to prepare every student for readiness at the high school during their middle school experience through high-quality teaching and learning, effective systems of support and positive school culture and climate. Thank you for entrusting us with your greatest treasure, your children. We take this gift seriously and consider it an honor.
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SCHOOL ACCOUNTABILITY REPORT CARD

Student Enrollment by Grade Level (2018-19)

Grade Level	Enrollment
Grade 6	270
Grade 7	274
Grade 8	221
Total Enrollment	765

The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Student Enrollment by Subgroup (2018-19)

Student Group	Percent of Total Enrollment
Black or African American	14.4%
American Indian or Alaska Native	0.1%
Asian	3.7%
Filipino	3.7%
Hispanic or Latino	69.2%
Native Hawaiian or Pacific Islander	0.3%
White	7.7%
Two or More Races	1.0%
Student Group	**Percent of Total Enrollment**
Socioeconomically Disadvantaged	71.4%
English Learners	9.2%
Students with Disabilities	17.0%
Foster Youth	1.2%
Homeless	1.7%

The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority, 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Here we report the number of teachers assigned to the school and the district with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2017-18	2018-19	2019-20	2019-20
With Full Credential	35	35	35	110
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course during the first 20 days of the school year or semester).

	2017-18	2018-19	2019-20
Misassignments of Teachers of EL	0	0	0
*Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners (EL).

Technology

All classrooms have access to the Internet. The access is screened through a firewall system monitored by the San Bernardino County Superintendent of Schools. All students and employees who use computers are required to sign Internet Use Agreements. We currently offer a 1:1 computer device program for students who attend Rancho Cucamonga Middle School.

SCHOOL ACCOUNTABILITY REPORT CARD

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2019-20)

All students are afforded Standards-based quality textbooks and materials. Funds are available for the purchase of consumable texts, additional books, technology support materials, and updates as needed. All students have access to our school library where resources are available to support and augment the school program.

Materials such as math manipulatives, core literature, and leveled reading books are also utilized in the instructional program. In addition to the regular core program, our Special Education program is using a variety of supplemental research based intervention programs. All students in the district have access to the Visual and Performing Arts program. All classrooms have access to an LCD Projector, DVD Player, document camera, TV, computer and the internet.

The Board of Trustees has formally adopted the State recommended content standards for Reading/Language Arts, Mathematics, History/Social Science, Science, and English Language Development. Teachers and parents are provided with a listing of grade-level specific content standards. Standards-aligned and state-adopted instructional materials are provided for all students in all these content areas. These materials are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, and history-social science. Supplemental instructional materials to support the transition to the Common Core State Standards have been purchased for all grade levels. Professional development, assessment and program monitoring are provided to ensure teachers are effectively using the adopted content standards to guide instruction and to improve student achievement.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding the sufficiency of textbooks and instructional materials for fiscal year 2019-2020 pursuant to Education Code Section 60119 and 60422(b) was done on September 26, 2019 at a Regular Board Meeting . All students, including English Learners have been provided a textbook or instructional material to use in class and take home.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Reading/Language Arts English Language Development	Amplify ELA+ELD: California Edition Amplify	2017	Yes	0%
Mathematics	Pearson & Holt, Rinehart & Winston	2009	No*	0%
Science	Pearson Prentice Hall	2006	No*	0%
History-Social Science	Pearson Prentice Hall	2008	No*	0%

*The district has decided to continue to use previously adopted State materials until the next State materials adoption has become available.

School Facilities

School Facility Conditions and Planned Improvements

Rancho Cucamonga Middle School is situated on approximately 14.68 acres near the intersection of Hermosa Avenue and Feron Boulevard in Rancho Cucamonga, California. The facility was built in 1977 and remodeled in 1990 to include an additional two-story wing with 20 classrooms and a library media center. The original wing was remodeled during 2009-2010 which included renovating the office, updating classrooms and adding a computer lab and two classrooms. There is a computer lab in B Wing equipped with 35 Apple Computers with Internet capability. In 2003 a 20,000 square foot athletic complex was completed, including a gymnasium, two locker rooms, and a stage. In 2016 we renovated half of our playfield, long jump pit, added a 100-meter track, and a Physical Education storage building. We are currently in the process of constructing a new building (C). This new building will be equipped with the latest technology, maker spaces, and an outdoor learning courtyard. Building C is expected to be completed by April 2021.

Cucamonga School District has implemented safety entrances at each of the sites that are designed to limit the number of visitors on campus. All entrance points are checked to ensure they are locked and secured during school hours. Lockdown buttons have also been installed at each of the sites that will direct staff and students to the nearest safe area. Lastly, two visitor management systems will be piloted to ensure visitors aren't listed under the nationwide sex offenders list.

Each of the sites also has a safety team that meets once a month and conduct a site walkthrough to survey the campus of any safety hazards/violations that may be visible. This team also reviews the safety plan annually and practices and emergency drills once a month.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The most recent inspection took place on August 2, 2019.

SCHOOL ACCOUNTABILITY REPORT CARD

School Facility Good Repair Status (School Year 2019-20)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the Inspection which took place on August 2, 2019. Since that time, conditions may have changed as repairs needed have been addressed through the district's work order system, and have either been completed or are currently a work in progress depending upon the size of the project.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			One room vent cover is missing.
Interior: Interior Surfaces			X	More than one room ceiling tiles stained, missing, or damaged. More than one room hole in wall. More than one room formica trim is chipping on counter (work in progress). One room ceiling tile T-bar is loose. One hallway broke floor tiles. Men's restroom water damage to wall and floor tiles are broken. Women's restroom stall doors broken. More than one room threshold missing. One room hole in flooring. One room stained carpet and one room carpet torn. More than one room cord conduit pieces are missing on countertop. One room hole in padding. (Repairs needed have been addressed through the district's work order system, and have either been completed or are currently a work in progress, depending upon the size of the project).
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed at the time of inspection.
Electrical: Electrical	X			One room's electrical panel is blocked (addressed by school site). One room phone jack cover is missing. Stairwell and two restrooms light diffusers missing (custodial replaced). One room surge protectors are daisy-chained. One room outlet cover is missing. One room light panels out. One room extension cord is permanently being used.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		More than one room faucets need adjustment. More than one toilet is leaking at fitting, one toilet lose at base, and one not flushing properly. One drinking fountain needs adjustment. One sink foot pedal is broken in kitchen. One drinking fountain paint is peeling. One sink basin dirty (custodial cleaned). (Repairs needed have been addressed through the district's work order system, and have either been completed or are currently a work in progress, depending upon the size of the project).
Safety: Fire Safety, Hazardous Materials	X			One shade structure peeling paint. Stairwell emergency exit light is out.
Structural: Structural Damage, Roofs	X			No repairs needed at the time of inspection.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			More than one room peeling paint on doors. Large gap above doors. One threshold is loose. One trip hazard on walkway.

Overall Rating	Exemplary	Good	Fair	Poor
		92.51%		

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district takes efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the District office.

SCHOOL ACCOUNTABILITY REPORT CARD

Pupil Outcomes

California Assessment of Student Performance & Progress Results for all Students

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
ELA/Literacy	44.0%	45.0%	41.0%	43.0%	50.0%	50.0%
Mathematics	28.0%	28.0%	28.0%	28.0%	38.0%	39.0%

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

CAASPP Assessment Results by Student Group

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

CAASPP Test Results in ELA by Student Groups, Grades 6-8 (2018-19)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	753	741	98.41%	1.59%	45.14%
Male	401	394	98.25%	1.75%	38.93%
Female	352	347	98.58%	1.42%	52.16%
Black or African American	101	99	98.02%	1.98%	38.38%
American Indian or Alaska Native	--	--	--	--	
Asian	28	27	96.43%	3.57%	59.26%
Filipino	27	27	100.00%	0.00%	85.19%
Hispanic or Latino	525	516	98.29%	1.71%	43.69%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	61	61	100.00%	0.00%	45.90%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	530	525	99.06%	0.94%	41.60%
English Learners	183	178	97.27%	2.73%	31.64%
Students with Disabilities	129	127	98.45%	1.55%	12.70%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless				0.00%	

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

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

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

SCHOOL ACCOUNTABILITY REPORT CARD

CAASPP Test Results in Mathematics by Student Groups, Grades 6-8 (2018-19)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	752	741	98.54%	1.46%	28.24%
Male	401	395	98.50%	1.50%	25.06%
Female	351	346	98.58%	1.42%	31.88%
Black or African American	100	97	97.00%	3.00%	22.68%
American Indian or Alaska Native	--	--	--	--	
Asian	28	28	100.00%	0.00%	46.43%
Filipino	27	27	100.00%	0.00%	59.26%
Hispanic or Latino	525	517	98.48%	1.52%	25.78%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	61	61	100.00%	0.00%	36.07%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	529	524	99.05%	0.95%	26.58%
English Learners	183	180	98.36%	1.64%	16.67%
Students with Disabilities	129	126	97.67%	2.33%	8.73%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless				0.00%	

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

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

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

California Standards Tests in Science for All Students Grades Five, Eight, and High School

Subject	School		District		State	
	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (2018-19)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the **CDE PFT web page.**

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six	Five of Six	Six of Six
7	27.5%	`23.4%	36.3%

Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement

Contact Person: Nyesha Williams, Principal
Phone Number: (909) 980-0969

Parents are an integral part of student success. Studies show that when parents participate in their children's education, their children do better in school. Parents are also active in monitoring student homework and working collaboratively with teachers to improve the quality of their children's education. We believe that parent involvement plays an integral part in making the vision of our school plan work. If you would like to volunteer at the school and/or become involved in the School Site Council or English Language Advisory Council, please contact the principal**.**

SCHOOL ACCOUNTABILITY REPORT CARD

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 the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School		
	2016-17	2017-18	2018-19
Suspensions	10.8%	8.3%	12.4%
Expulsions	0.0%	0.6%	0.7%
	District		
Suspensions	4.4%	3.4%	4.9%
Expulsions	0.0%	0.2%	0.2%
	State		
Suspensions	3.7%	3.5%	3.5%
Expulsions	0.1%	0.1%	0.1%

Student Support Services

The Reach Out West End counseling services are made available three times a week to students who have emergency psychological needs and to those students who need special group classes targeting anger management, divorce, death, and social skills. Also, the district psychologist is available to support students when needed. Research shows that school achievement correlates highly with school attendance. Lost days mean that schools receive less money, which results in reduced services to the students. Attendance is closely monitored. Programs, which reward good attendance and remediate poor attendance, including the Student Attendance Review Team and the County Student Attendance Review Board. The staff, parents, and students at Rancho Cucamonga Middle School are working together to maintain a high percentage of attendance. Our current attendance rate is 96%.

Student needs are the focus for learning at Rancho Cucamonga Middle School and ultimately drive the master schedule. Student assessment is an ongoing focus at RCMS on a formal and informal basis. Annually we review state assessments (CAASPP) to determine what students' needs are for the upcoming school year. During the year, teachers are provided with release time to analyze student data, monitor, and adjust instruction based on student needs. Students are kept informed of their progress regularly. The staff at RCMS formally conference twice a year with parents to keep them informed of their child's progress and review teacher assessments and state assessments.

If a student is At-Risk academically, we offer intervention classes to assist in meeting their academic needs. Students with disabilities are provided access to the core curriculum and are provided opportunities to participate and receive support in the general education setting. Teachers offer before school, after school tutoring, and academic classes on Saturdays to meet the needs of our students regularly. Teachers employ peer tutoring as a strategy to help students within their classrooms. We offer clubs, sports, and tutoring several days a week.

All students are afforded equal access to all instructional programs and activities at the school regardless of gender, ethnicity, or disability. Services include Special Education, Remedial Reading and Math, Speech and Language Services, Gifted and Talented Education Program, individual and group counseling, and after-school remedial programs in reading, writing and math.

Discipline

Our goal is to create a productive learning environment for our students. To do this we must have clear expectations and fair consequences. Behavior which is disruptive or which hurts others will not be tolerated.

School Safety

SB187 Safety Plan

Date the plan was last updated: 11/13/19

Date the plan was last reviewed with staff: 11/20/19

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school.

Rancho Cucamonga Middle School employs a variety of strategies and programs to encourage a high level of school safety. The school employs two assistant principals to manage school safety issues that may arise. The school also makes use of a full-time counselor and part-time contracted counselor who sees students three times a week if they have anger management issues or need social skills.

Rancho Cucamonga Middle School and the Rancho Cucamonga Police Department have a close relationship and make use of a school resource officer. The officer takes part in our discipline assembly by speaking to the students. The officer also cites the students in juvenile traffic court when their behavior warrants the citation. We have a closed campus with before and after school supervision. All visitors are required to check-in and out with the front office before visiting classrooms or leaving. All staff members are visible during passing periods, and many spend time outside during lunch.

SCHOOL ACCOUNTABILITY REPORT CARD

Other SARC Information

Average Class Size and Class Size Distribution (Secondary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Subject	2016-17				2017-18				2018-19			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20.0	19	15	3	20.0	18	17	1	20.0	16	17	2
Mathematics	23.0	10	16	2	25.0	7	15	2	24.0	7	19	
Science	25.0	5	12	5	25.0	7	12	2	25.0	5	15	2
Social Science	25.0	6	14	2	24.0	6	12	4	24.0	8	12	2

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

Academic Counselors and Other Support Staff

The following table provides the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part-time at our school and some may work at more than one school.

Title	Number of FTEs* Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	1.00	765
Psychologist	0.50	
Library Media Services Staff (paraprofessional)	1.00	
Nurse	0.25	
Speech/Language/Hearing Specialist	1.00	
Resource Specialist (non-teaching)	3.00	
Other (Teacher on Assignment & Bilingual Resource Teacher)	1.50	

* 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.

School Finances

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

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$7,595	$961	$6,634	$81,443
District			$6,067	$80,532
State			$7,507	$77,619
Percent Difference: School/District		9%	1%	
Percent Difference: School/State		(12%)	5%	

- **Restricted** source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds.

The CDE's calculation is based on *EC* Section 41372 definitions (see the CDE Current Expense of Education & Per-pupil Spending Web page at **http://www.cde.ca.gov/ds/fd/ec/**, modified to include only unrestricted sources in the calculation**.**

For more information, see the CDE Certificated Salaries & Benefits Web page at **http://www.cde.ca.gov/ds/fd/cs/**. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at **http://www.ed-data.org.**

Other Funding (Fiscal Year 2018-19)

Funding is provided for the following special programs to

Program	Amount
ASES	$1,500
Restricted Lottery	$55,945
Total	$57,445

supplement the core instructional program provided by the school district.

SCHOOL ACCOUNTABILITY REPORT CARD

Teacher & Administrative Salaries (Fiscal Year 2017-18)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,869	$49,378
Mid-Range Teacher Salary	$77,180	$77,190
Highest Teacher Salary	$97,456	$96,607
Average Principal Salary (Elementary)	$117,553	$122,074
Average Principal Salary (Middle)	$120,950	$126,560
Superintendent Salary	$168,758	$189,346
Percent of District Budget		
Teacher Salaries	38%	36%
Administrative Salaries	6%	6%

Professional Development

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Continuous growth and refinement of our skills to help students be successful is the single most important thing we can do to improve the achievement levels of all students. Cucamonga School District is committed to providing quality professional development opportunities for all employees certificated and classified, so this can happen. We provide professional development that is part of a comprehensive effort to ensure high levels of learning.

During the 2018-2019 school year, the focus of Cucamonga School District Staff Development was in the areas of Professional Learning Communities and Common Core State Standards. Teachers were invited to participate in 5 release days of collaborative learning that focused on formative assessment strategies, technology integration, instructional strategies, Common Core State Standards, Structured Teacher Planning Time, and building of content knowledge. Lesson study demonstrations and coaching were provided through three subject areas: ELA, Math, and NGSS. The foundation of the Positive Behavioral Intervention System (PBIS) was also continued upon through professional development.

About the SARC

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

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

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